CHAPTER VI

SUMMARY AND CONCLUSION

LIST OF ABBREVIATIONS

HI: HEARING IMPAIREMENT

HIS: HEARING IMPAIRED STUDENTS

NHS: NORMAL HEARING STUDENTS

HIC: HEARING IMPAIRED CHILDREN

NHC: NORMAL HEARING CHILDREN

HIP: HEARING IMPAIRED PEOPLE

AA: ACADEMIC ACHIEVEMENTS

PE: PROFESSIONAL EXPECTATIONS

DD: DEGREE OF DISABILITY

CODE: HEARING IMPAIRED STUDENTS AND NORMAL HEARING STUDENTS

SES: SOCIO ECONOMIC STATUS

F: F RATIO

df: DEGREE OF FREEDOM

STATEMENT OF THE PROBLEM

A person has to face various psychological problems of adjustment with the members of his family, teachers, peer groups and other social groups. He has to adjust also to own his emotions and problems of health. These problems may be significantly different in case of a hearing impaired person in comparison to a normal person, and may have great correlation to the growth and development in case of a hearing impaired person. While the innate intellectual capacity of a hearing-impaired student may ordinarily be comparable to a normal student, hearing impairment may effect the academic achievements in a significant manner. Hearing-impaired may also hamper the free choice of profession for want of adequate facilities for specialized training, employment and rehabilitation. Therefore, this work aims at studying the adjustment, academic achievements and professional expectations of the hearing impaired students in the age group of 14-22 years in the state of Gujarat.

OPERATIONAL DEFINITIONS

❑ HEARING IMPAIREMENT

The expression ' Hearing-Impairment ' has been used in this work to refer to the person who suffers from this disability right from

birth and in whom the hearing loss is mild to profound i.e. hearing loss exceeding 25dB.

❑ ADJUSTMENT

The term 'adjustment 'has been taken to mean as the level to which a subject establishes a satisfactory psychological relationship with the members of his family, his social environment, and his own health and emotions and in his school.

❑ ACADEMIC ACHIEVEMENT

The expression 'Academic Achievement ' is referred herein to the performance of the hearing impaired students of schools in the age group of 14-22 years, in terms of years taken to pass a particular examination. In other words, the term academic achievement refers to the progress made by a hearing impaired student each year. i.e. getting promoted from one class to another. Under the study, the student who got promoted from one class to another in the academic year of 2001 –2002 and joined a higher standard in the year 2002 - 2003 were referred as high achievers whereas the students who continued with the same class for the academic year of 2002 – 2003 were included in low achievers.

❑ PROFESSIONAL EXPECTATION

Professional expectations refer to the expectation in the matter of choice of profession. In other words, it refers to the career or profession, which the student plans to take in his future life. It reflects the expectation, which a child carries towards his future job profile.

AIMS AND OBJECTIVES OF THE STUDY

Following are the aims and objectives under the study:

I. To study the degree of adjustment in hearing-impaired students of Gujarat, with areas of adjustment to include home, social environment, health, emotions and school and to compare the same with students with normal hearing.

II. To assess the nature of academic achievement among hearing-impaired students in Gujarat.

III. To assess the nature of professional expectations of hearing-impaired students in Gujarat, and to compare the same with students with normal hearing.

IV. To ascertain the degree of adjustment in hearing-impaired students and students with normal hearing with respect to their gender.

V. To ascertain the degree of adjustment in hearing-impaired students and students with normal hearing with respect to their socio-economic status.

VI. To ascertain the degree of adjustment in hearing-impaired students and students with normal hearing with respect to their family type.

VII. To ascertain the degree of adjustment in hearing-impaired students with respect to their degree of disability.

VIII. To assess the nature of academic achievement in hearing-impaired students with respect to their gender.

IX. To assess the nature of academic achievement in hearing-impaired students with respect to their socio economic status.

X. To assess the nature of academic achievement in hearing-impaired students with respect to their family type.

XI. To assess the nature of academic achievement in hearing-impaired students with respect to their degree of disability.

XII. To assess the nature of academic achievement in hearing-impaired students with respect to their degree of adjustment.

XIII. To assess the Professional expectation of hearing-impaired students and students with normal hearing with respect to their gender.

XIV. To assess the Professional expectation of hearing-impaired students and students with normal hearing with respect to their socio economic status.

XV. To assess the Professional expectation of hearing-impaired students and students with normal hearing with respect to their family type.

XVI. To assess the Professional expectation of hearing-impaired students with respect to their degree of academic achievement.

XVII. To ascertain the Professional expectation of hearing-impaired students with respect to their degree of disability.

XVIII. To study the perception of hearing impaired students about his health, social life, family members, relatives, friends, and teachers and about the available academic and rehabilitation opportunities.

XIX. To study the perception of parents about the social life, health, adjustment and the academic and rehabilitation challenges faced by their hearing impaired children.

XX. To view the perception of teachers and professionals like speech therapists, special educators, ENT specialists, audiologists etc about the social life, health, adjustment and the academic and rehabilitation challenges faced by hearing impaired students.

HYPOTHESES UNDER STUDY

❑ Hypotheses formulated under the variable 'ADJUSTMENT"
are as follows:

➤ HYPOTHESIS 1: There will be significant difference in the
degree of Home adjustment among hearing-impaired
students and students with normal hearing.

➤ HYPOTHESIS 2: There will be significant difference in the
degree of Health adjustment among hearing-impaired
students and students with normal hearing.

➤ HYPOTHESIS 3: There will be significant difference in the
degree of social adjustment among hearing-impaired
students and students with normal hearing.

➤ HYPOTHESIS 4: There will be significant difference in the
degree of emotional adjustment among hearing-impaired
students and students with normal hearing.

➤ HYPOTHESIS 5: There will be significant difference in the
degree of overall adjustment among hearing-impaired
students and students with normal hearing.

➤ HYPOTHESIS 6: There will be significant difference in the
degree of school adjustment among hearing-impaired
students and students with normal hearing.

➢ HYPOTHESIS 7: There will be significant difference in the degree of home adjustment among male students and female students.

➢ HYPOTHESIS 8: There will be significant difference in the degree of health adjustment among male students and female students.

➢ HYPOTHESIS 9: There will be significant difference in the degree of social adjustment among male students and female students.

➢ HYPOTHESIS 10: There will be significant difference in the degree of emotional adjustment among male students and female students.

➢ HYPOTHESIS 11: There will be significant difference in the degree of overall adjustment among male students and female students.

➢ HYPOTHESIS 17: There will be significant difference in the degree of school adjustment among male students and female students.

➢ HYPOTHESIS 13: There will be significant difference in the degree of Home adjustment among students with respect to their family type.

➢ HYPOTHESIS 14: There will be significant difference in the degree of Health adjustment among students with respect to their family type.

➢ HYPOTHESIS 15: There will be significant difference in the degree of Social adjustment among students with respect to their family type.

➢ HYPOTHESIS 16: There will be significant difference in the degree of Emotional adjustment among students with respect to their family type.

➢ HYPOTHESIS 17: There will be significant difference in the degree of Overall adjustment among students with respect to their family type.

➢ HYPOTHESIS 18: There will be no significant difference in the degree of school adjustment among students with respect to their family type.

➢ HYPOTHESIS 19: There will be significant difference in the degree of Home adjustment among students with respect to their socio economic status (SES).

➢ HYPOTHESIS 20: There will be significant difference in the degree of Health adjustment among students with respect to their socio economic status (SES).

➢ HYPOTHESIS 21: There will be significant difference in the degree of Social adjustment among students with respect to their socio economic status (SES).

➢ HYPOTHESIS 22: There will be significant difference in the degree of Emotional adjustment among students with respect to their socio economic status (SES).

➢ HYPOTHESIS 23: There will be significant difference in the degree of overall adjustment among students with respect to their socio economic status (SES).

➢ HYPOTHESIS 24: There will be significant difference in the degree of school adjustment among students with respect to their socio economic status (SES).

➢ HYPOTHESIS 25: There will be significant difference in the degree of home adjustment among hearing impaired students with respect to their degree of disability.

➢ HYPOTHESIS 26: There will be significant difference in the degree of health adjustment among hearing impaired students with respect to their degree of disability.

➢ HYPOTHESIS 27: There will be significant difference in the degree of social adjustment among hearing impaired students with respect to their degree of disability.

- ➤ HYPOTHESIS 28: There will be significant difference in the degree of emotional adjustment among hearing impaired students with respect to their degree of disability.

- ➤ HYPOTHESIS 29: There will be significant difference in the degree of overall adjustment among hearing impaired students with respect to their degree of disability.

- ➤ HYPOTHESIS 30: There will be significant difference in the degree of school adjustment among hearing impaired students with respect to their degree of disability.

- ➤ HYPOTHESIS 31: There will be no significant difference in degree of Home adjustment among HIS and NHS because of interaction between code and gender.

- ➤ HYPOTHESIS 32: There will be no significant difference in degree of Health adjustment among HIS and NHS because of interaction between code and gender.

- ➤ HYPOTHESIS 33: There will be no significant difference in degree of Social adjustment among HIS and NHS because of interaction between code and gender.

- ➤ HYPOTHESIS 34: There will be no significant difference in degree of Emotional adjustment among HIS and NHS because of interaction between code and gender.

> HYPOTHESIS 35: There will be no significant difference in degree of overall adjustment among HIS and NHS because of interaction between code and gender.

> HYPOTHESIS 36: There will be no significant difference in degree of school adjustment among HIS and NHS because of interaction between code and gender.

> HYPOTHESIS 37: There will be no significant difference in degree of Home adjustment among HIS and NHS because of interaction between code and family type.

> HYPOTHESIS 38: There will be no significant difference in degree of Health adjustment among HIS and NHS because of interaction between code and family type.

> HYPOTHESIS 39: There will be no significant difference in degree of Social adjustment among HIS and NHS because of interaction between code and family type.

> HYPOTHESIS 40: There will be significant difference in degree of Emotional adjustment among HIS and NHS because of interaction between code and family type.

> HYPOTHESIS 41: There will be significant difference in degree of Overall adjustment among HIS and NS because of interaction between code and family type.

➢ HYPOTHESIS 42: There will be no significant difference in degree of school adjustment at school among HIS and NS because of interaction between code and family type.

➢ HYPOTHESIS 43: There will be no significant difference in degree of Home adjustment among students because of interaction between gender and family type.

➢ HYPOTHESIS 44: There will be no significant difference in degree of Health adjustment among students because of interaction between gender and family type.

➢ HYPOTHESIS 45: There will be no significant difference in degree of social adjustment among students because of interaction between gender and family type.

➢ HYPOTHESIS 46: There will be no significant difference in degree of Emotional adjustment among students because of interaction between gender and family type.

➢ HYPOTHESIS 47: There will be no significant difference in degree of overall adjustment among students because of interaction between gender and family type.

➢ HYPOTHESIS 48: There will be no significant difference in degree of school adjustment among students because of interaction between gender and family type.

➤ HYPOTHESIS 49: There will be no significant difference in degree of home adjustment among students because of interaction between code, gender and family type.

➤ HYPOTHESIS 50: There will be no significant difference in degree of health adjustment among students because of interaction between code, gender and family type.

➤ HYPOTHESIS 51: There will be no significant difference in degree of Social adjustment among students because of interaction between code, gender and family type.

➤ HYPOTHESIS 52: There will be no significant difference in degree of Emotional adjustment among students because of interaction between code, gender and family type.

➤ HYPOTHESIS 53: There will be no significant difference in degree of overall adjustment among students because of interaction between code, gender and family type.

➤ HYPOTHESIS 54: There will be no significant difference in degree of school adjustment among students because of interaction between code, gender and family type.

➤ HYPOTHESIS 55: There will be no significant difference in degree of home adjustment among students because of interaction between code and socio economic status (SES).

➢ HYPOTHESIS 56: There will be no significant difference in degree of health adjustment among students because of interaction between code and socio economic status (SES).

➢ HYPOTHESIS 57: There will be no significant difference in degree of social adjustment among students because of interaction between code and socio economic status (SES).

➢ HYPOTHESIS 58: There will be no significant difference in degree of emotional adjustment among students because of interaction between code and socio economic status (SES).

➢ HYPOTHESIS 59: There will be no significant difference in degree of overall adjustment among students because of interaction between code and socio economic status (SES).

➢ HYPOTHESIS 60: There will be no significant difference in degree of school adjustment among students because of interaction between code and socio economic status (SES).

➢ HYPOTHESIS 61: There will be no significant difference in degree of home adjustment among students because of interaction between gender and socio economic status (SES).

➢ HYPOTHESIS 62: There will be no significant difference in degree of health adjustment among students because of interaction between gender and socio economic status (SES).

➢ HYPOTHESIS 63: There will be no significant difference in degree of social adjustment among students because of interaction between gender and socio economic status (SES).

➢ HYPOTHESIS 64: There will be no significant difference in degree of emotional adjustment among students because of interaction between gender and socio economic status (SES).

➢ HYPOTHESIS 65: There will be no significant difference in degree of overall adjustment among students because of interaction between gender and socio economic status (SES).

➢ HYPOTHESIS 66: There will be no significant difference in degree of school adjustment among students because of interaction between gender and socio economic status (SES).

➢ HYPOTHESIS 67: There will be no significant difference in degree of home adjustment among students because of interaction between code, gender and socio economic status (SES).

➢ HYPOTHESIS 68: There will be no significant difference in degree of health adjustment among students because of interaction between code, gender and socio economic status (SES).

➢ HYPOTHESIS 69: There will be no significant difference in degree of social adjustment among students because of interaction between code, gender and socio economic status (SES).

➢ HYPOTHESIS 70: There will be no significant difference in degree of emotional adjustment among students because of interaction between code, gender and socio economic status (SES).

➢ HYPOTHESIS 71: There will be no significant difference in degree of overall adjustment among students because of interaction between code, gender and socio economic status (SES).

➢ HYPOTHESIS 72: There will be no significant difference in degree of school adjustment among students because of interaction between code, gender and socio economic status (SES).

➢ HYPOTHESIS 73: There will be no significant difference in degree of home adjustment among students because of interaction between family type and socio economic status (SES).

➢ HYPOTHESIS 74: There will be no significant difference in degree of health adjustment among students because of

interaction between family type and socio economic status (SES).

➢ HYPOTHESIS 75: There will be no significant difference in degree of social adjustment among students because of interaction between family type and socio economic status (SES).

➢ HYPOTHESIS 76: There will be no significant difference in degree of emotional adjustment among students because of interaction between family type (joint or nuclear) and socio economic status (SES).

➢ HYPOTHESIS 77: There will be no significant difference in degree of overall adjustment among students because of interaction between family type and socio economic status (SES).

➢ HYPOTHESIS 78: There will be no significant difference in degree of school adjustment among students because of interaction between family type and socio economic status (SES).

➢ HYPOTHESIS 79: There will be no significant difference in degree of home adjustment among students because of interaction between code, family type and socio economic status (SES).

➤ HYPOTHESIS 80: There will be no significant difference in degree of health adjustment among students because of interaction between code, family type and socio economic status (SES).

➤ HYPOTHESIS 81: There will be no significant difference in degree of social adjustment among students because of interaction between code, family type and socio economic status (SES).

➤ HYPOTHESIS 82: There will be no significant difference in degree of emotional adjustment among students because of interaction between code, family type and socio economic status (SES).

➤ HYPOTHESIS 83: There will be no significant difference in degree of overall adjustment among students because of interaction between code, family type and socio economic status (SES).

➤ HYPOTHESIS 84: There will be no significant difference in degree of school adjustment among students because of interaction between code, family type and socio economic status (SES).

➤ HYPOTHESIS 85: There will be no significant difference in degree of home adjustment among students because of

interaction between gender, family type and socio economic status (SES)

➤ HYPOTHESIS 86: There will be no significant difference in degree of health adjustment among students because of interaction between gender, family type (joint or nuclear) and socio economic status (SES).

➤ HYPOTHESIS 87: There will be no significant difference in degree of social adjustment among students because of interaction between gender, family type and socio economic status (SES).

➤ HYPOTHESIS 88: There will be no significant difference in degree of emotional adjustment among students because of interaction between gender, family type and socio economic status (SES).

➤ HYPOTHESIS 89: There will be no significant difference in degree of overall adjustment among students because of interaction between gender, family type (joint or nuclear) and socio economic status (SES).

➤ HYPOTHESIS 90: There will be no significant difference in degree of school adjustment among students because of interaction between gender, family type and socio economic status (SES).

➢ HYPOTHESIS 91: There will be no significant difference in degree of home adjustment among students because of interaction between code, gender, family type and socio economic status (SES).

➢ HYPOTHESIS 92: There will be no significant difference in degree of health adjustment among students because of interaction between code, gender, family type and socio economic status (SES).

➢ HYPOTHESIS 93: There will be no significant difference in degree of social adjustment among students because of interaction between code, gender, family and socio economic status (SES).

➢ HYPOTHESIS 94: There will be no significant difference in degree of emotional adjustment among students because of interaction between code, gender, family type and socio economic status (SES).

➢ HYPOTHESIS 95: There will be no significant difference in degree of overall adjustment among students because of interaction between code, gender, family type and socio economic status (SES).

➢ HYPOTHESIS 96: There will be no significant difference in degree of school adjustment among students because of

interaction between code, gender, family type   and socio economic status (SES).

❑ **Hypotheses formulated under the variable 'ACADEMIC ACHIEVEMENT' are as follows:**

➤ HYPOTHESIS 97: There will be significant difference in the degree of academic achievement among hearing-impaired students with respect to their gender.

➤ HYPOTHESIS 98: There will be significant difference in the degree of academic achievement among hearing-impaired students with respect to their socio economic status (SES).

➤ HYPOTHESIS 99: There will be significant difference in the degree of academic achievement among hearing-impaired students with respect to their family type.

➤ HYPOTHESIS 100: There will be significant difference in the degree of academic achievement among hearing-impaired students with respect to their degree of disability.

➤ HYPOTHESIS 101: There will be significant difference in the degree of home adjustment among low academic achievers and high academic achievers.

➤ HYPOTHESIS 102: There will be significant difference in the degree of health adjustment among low academic achievers and high academic achievers.

- ➤ HYPOTHESIS 103: There will be significant difference in the degree of social adjustment among low academic achievers and high academic achievers.

- ➤ HYPOTHESIS 104: There will be significant difference in the degree of emotional adjustment among low academic achievers and high academic achievers.

- ➤ HYPOTHESIS 105: There will be significant difference in the degree of overall adjustment among low academic achievers and high academic achievers.

- ➤ HYPOTHESIS 106: There will be significant difference in the degree of school adjustment among low academic achievers and high academic achievers.

- ❏ **No hypotheses were framed under the variable "PROFESSIONAL EXPECTATION" as the study is restricted to ascertaining the choice of career amongst hearing impaired students on one hand and the students with normal hearing on the other hand.**

VARIABLES UNDER STUDY

Following are the Independent and Dependent variables under the research study:

INDEPENDENT VARIABLES

- GENDER

- FAMILY TYPE

- SOCIO ECONOMIC STATUS (SES)

- DEGREE OF DISABILITY

DEPENDENT VARIABLES

- ADJUSTMENT

- ACADEMIC ACHIEVEMENT

- PROFESSIONAL EXPECTATION

SAMPLE

The scope of the present study is confined to the hearing-impaired students and students with normal hearing of Gujarat. Samples were randomly selected from the seven of its cities, which included Vadodara, Ahmedabad, Surat, Rajkot, Bhavnagar, Jamnagar and Nadiad. Thus the total sample comprised of 500 subjects including 250 hearing-impaired students and 250 students with normal hearing.

TOOLS AND TECHNIQUES

For the present study, set of different tools was used as per the requirements. Following are the tools and techniques used for the research work:

A. Demographic details.

B. Bell's Adjustment Inventory.

C. Bhagia's School Adjustment Inventory.

D. List of Professional Expectations.

E. School Records for assessing Academic Achievement.

F. Kalliath's Socio Economic Status Inventory.

G. Fixed response questionnaire for Hearing impaired students and for students with normal hearing.

H. Interview Schedule for Parents of Hearing Impaired children.

I. Interview Schedule for Teachers and Professionals of Hearing impaired students.

ANALYSIS OF DATA

The collected data were analyzed with respect to a number of background variables. The following statistics techniques were used for this purpose:

➢ ANOVA (Analysis of Variance)

➢ MANOVA (Multivariate analysis)

> ➢ Chi-Square Test

> ➢ Computation of Frequencies and Percentages.

MAJOR FINDINGS OF THE STUDY

Following were the major findings of the study:

- ❑ HIS showed poor home adjustment in comparison to NHS.

- ❑ HIS showed poor health adjustment in comparison to NHS.

- ❑ HIS showed poor social adjustment in comparison to NHS.

- ❑ HIS showed poor emotional adjustment in comparison to NHS.

- ❑ HIS showed poor overall adjustment in comparison to NHS.

- ❑ HIS showed better school adjustment at their respective schools in comparison to NHS.

- ❑ Male students and female students showed the same level of home and social adjustment.

- ❑ Female students showed poor health adjustment in comparison to male students.

- ❑ Female students showed poor emotional adjustment in comparison to male students.

- ❑ Female students showed poor overall adjustment (home, health, social & emotional) in comparison to male students.

- ❑ Male students and female students showed the same level of school adjustment.

- Students showed the same level of overall adjustment including home, health, social and emotional adjustment irrespective of their family type i.e. joint or nuclear.

- Students showed the same level of overall school adjustment irrespective of their family type i.e. joint or nuclear.

- Students showed the same level of home, health and emotional adjustment irrespective of their socio economic status (SES).

- Students differ in their social adjustment with respect to their socio economic status (SES). Students from low SES showed better social adjustment followed by students from high and medium SES.

- Students differ in their overall adjustment including home, health, social and emotional adjustment with respect to their socio economic status (SES). Students from low SES showed better overall adjustment followed by students from high and medium SES.

- Students differ in their adjustment at school with respect to their socio economic status (SES). Students from low SES showed better school adjustment followed by students from medium and high SES.

- Students showed the same level of overall adjustment including home, health, social and emotional and school

adjustment irrespective of interaction between code and gender.

- Students showed the same level of overall adjustment including home, health, social and emotional and school adjustment irrespective of interaction between code and family type.

- Students showed the same level of overall adjustment including home, health, social and emotional adjustment irrespective of interaction between gender and family type.

- Students show the same level of overall adjustment including home, health, social and emotional and school adjustment irrespective of interaction between code, gender and family type.

- Students show the same level of overall adjustment including home, health, social and emotional adjustment irrespective of interaction between code and gender.

- Students also differ in their school adjustment due to interaction between code and gender. Among HIS, students from low SES showed better school adjustment followed by students from high and medium SES whereas in NHS, students from low SES showed better school adjustment followed by students from medium and high SES

❑ Students showed the same level of overall adjustment including home, health, social and emotional and school adjustment irrespective of interaction between gender and SES.

❑ Students showed the same level of home, health, social and emotional adjustment irrespective of interaction between code, gender and SES. But students differ in their overall adjustment including home, health, social and emotional adjustment due to interaction between code, gender and SES. Among HIS, males with medium SES are better adjusted followed by males from low and high SES. In females, students in high SES are better adjusted followed by females from low and medium SES. Whereas in NHS, males from low SES showed better adjustment followed by male students from high and medium SES. In females, students from low and medium SES showed better adjustment than students from high SES.

❑ Students showed the same level of school adjustment at school irrespective of interaction between code, gender and SES.

❑ Students showed the same level of overall adjustment including home, health, social and emotional and school

adjustment irrespective of interaction between family type and SES.

❑ Students showed the same level of overall adjustment including home, health, social and emotional and school adjustment irrespective of interaction between code, family type and SES.

❑ Students showed the same level of overall adjustment including home, health, social and emotional and school adjustment irrespective of interaction between gender, family type and SES.

❑ Students showed the same level of overall adjustment including home, health, social and emotional and school adjustment irrespective of interaction between code, gender, family type and SES.

LIMITATIONS OF THE STUDY

Following are some of the limitations of the present study:

➤ It was only possible to collect data from 250 HIS as each student required individual attention. Each question was required to be explained in term of sign language to the HIS with the help of a special educator. Besides this it was only possible to take 3-5 students at a time. Such precautions

were taken to ensure that reliable data is collected with no misunderstood questions.

➢ Only seven of its cities were chosen for data collection as all the special schools catering educational needs of HIS were in those cities only.

➢ For measuring Adjustment, Bell's and Bhaigai's adjustment inventories were found to be quite lengthy and sophisticated for the sample like hearing impaired children. Hence the researcher had to edit and revise the whole form of inventories.

SUGGESTIONS

Following are some of the suggestions, which the researcher wants to convey to parents and teachers of HIS, NGOs' and voluntary organizations working for hearing impairment and to the society as a whole.

➢ As said by Amina Sen (1988) that hearing impaired children are not basically different in their innate psychological potentialities from the hearing people. However, it is essential for the parents and society to have an insight in understanding the psychological factors that are intimately related with his communication skill. Hence, it is quite obvious that these hearing impaired children may show

some behavior problems like aggression, stubbornness, restlessness, suspicious, over sensitivity etc and therefore it is required that parents should try to resolve these problems rather than highlighting and exaggerating them.

➤ State should have more number of Hearing impaired schools especially in rural sectors of Gujarat. Besides this, there is no special school for HIS even after their tenth standard. Hence, it is recommended that there should be some special schools for HIS after their tenth also. Some HIS also insisted that like blind students even they should have special higher secondary schools and colleges.

➤ Reliable statistics of Hearing impairment disability is not available in Gujarat. It is therefore desirable that data pertaining to hearing impaired population - age wise as well as cause of impairment wise should be collected. A state register for them should be maintained and their registration made compulsory. This will go a long way in taking effective steps for the rehabilitation of hearing impaired population in a planned manner. The required information has to be collected on a regional basis, so that the integrated services might be extended to areas where they are most needed.

➢ The need for social awareness about hearing impairment is also very important. The objective of providing equal opportunities for hearing-impaired people can be achieved only if the general public accepts the social philosophy underlying the approach to their problem and the concept of their welfare. People at large have to be made aware of the possibility of rehabilitation of the hearing impaired children and adults. Different camps for the prevention, identification, treatment and management of hearing imapirement should be held from time to time especially in rural areas of Gujarat.

➢ The employment exchanges have a wide network throughout the country and can be made the main centers for registration and placement of HIP. Though there is a reservation of vacancies, it is not fully utilized and vacant posts have not been notified to the employment exchanges. There is need to ensure that the reserved vacancies for the hearing impaired people are filled on a priority basis. Besides this the number of special employment exchanges is also too small and that too such exchanges are totally unavailable to the rural hearing impaired population of Gujarat. They mostly cater to the rehabilitation needs of

urban hearing impaired population only. A lot of NGO's and employment exchanges experience that vacancies notified by employers in the private sector show no preference for employment of hearing impaired people. Therefore, resolutions should be made against such problems faced by HIP.

➢ It is also not possible to place all hearing impaired people in open employment. As such special attention has to be paid to the development of self-employment programmes, skill training suitable for self employment particularly in small service sectors and low- cost self employment areas to rehabilitate HIP. Most of the HIP and parent reported that they are not satisfied with the services provided by voluntary agencies. Therefore, such organizations should come forward to play a leading role in promoting self-employment by utilizing existing facilities offered by public sector banks and other financial institutions of the state.

➢ The same study should be repeated on larger sample in several geographical areas so as to understand generalisability of the findings.

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➢ This study should be taken longitudinally for a range of age also in order to understand dynamics of the personality development during growing periods of life.

➢ Both HIS and NHS should be further studied and compared on other relevant psychological dimensions such as locus of control, psychological well being etc.

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