

CHAPTER II

*REVIEW OF
LITERATURE*

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It is imperative on the part of a researcher to be updated with the research work already done in the field. However, it was sad to see that most of the literature in the field of disability relates to visual or orthopedic impairment as hearing impairment has not got the proper attention of the society primarily due to the reason that such impairment is not visible. In India, research in the field of hearing-impairment is of recent origin. Thus, the research work in the field of psychology, education and rehabilitation of the hearing impaired is very little.

Abstracts have been presented here under appropriate headings.

PSYCHOLOGICAL ASPECT

Under the psychological aspect of hearing-impairment, the following researches have been done:

- Aruna & Reddy (1996) made a comparative study of adjustment and self-concept of hearing impaired and normal children. They found that the hearing impaired and normal children differ significantly in three areas viz. health, emotionality and masculinity – femininity. The normal children exhibited a better quality of adjustment in these three areas as compared to the hearing impaired children.

They further found that the hearing impaired children have low self-concept as compared to normal children.

- Anima Sen (1998) studied the personality characteristics and social development of the older hearing impaired people. She observed that older hearing impaired people are often found to be self-centered, rigid, and impulsive and lack empathy with other people or understanding of the effects of their behavior on others. She stated that this could be due to their limited scope for communication with others.

- Bala (1985) made a comparative study of the handicapped and normal children in the age group of 12 to 18 in respect of their personality traits, values, self-concept, mental makeup and adjustment. The study revealed that handicapped children are significantly different from normal children in personality traits and values. It was further observed that the physically handicapped children were comparatively more reserved, stiff, detached, emotionally less stable, submissive, serious, withdrawn, shy, apprehensive and dependent. It was also observed that amongst the handicapped children, the hearing impaired children showed different personality traits and values when

compared to visually or orthopaedically handicapped children. The hearing impaired children were observed to be less intelligent, less stable emotionally and educationally, and also having greater problems of home and health adjustment.

- Borgaonkar (1984) observed that hearing impaired people are very suspicious and quiet insecure about self. He further added that a hearing impaired person may be suspicious of the two people talking in whispers which he cannot hear out which may give rise to the belief that he is the subject of the talk. He may even think that some derogatory remarks have been exchanged about him.

- Gupta (1982) made a comparative study among physically handicapped crippled, blind, and hearing impaired ranging between 14 and 25 years of age to assess their level of adjustment. The test of difference showed no significant difference among the three group of any of the adjustment areas.

- Khan (1962) opines that the hearing impaired people as a class tended to segregate themselves from the people with

normal hearing and viewed them with some suspicion. Resultantly, they are unable to develop satisfactory human relationships with the normal persons, which retard their growth and also affect their employment opportunities.

- Lata (1996) made a study of psychological adjustment of the hearing impaired children. The study revealed that the hearing-impaired children exhibited significantly greater hospitality towards environment as compared to normal children. It was further observed that most of the hearing impaired children suffered from emotional maladjustment.

- Lata (1985) studied the impact of parental attitude on social, emotional and educational adjustment of Normal and handicapped students including hearing impaired students. The objective were (i) to find the difference in parental attitude towards the normal and handicapped students, (ii) to study difference between normal and handicapped students in adjustment, (iii) to find out the difference between normal students and handicapped students in the field of social, emotional and educational adjustment, (iv) to trace the effect of the attitude of the parents on the adjustment of normal and handicapped students.

The sample consisted of 150 subjects (75 normal and 75 handicapped). The findings were : (1) the parental attitude did not differ for normal and handicapped students. (2) Normal children showed a significant difference from handicapped children in adjustment. (3) Normal boys and handicapped girls showed better emotional adjustment than normal girls and handicapped boys. (4) Normal students did not differ significantly from the handicapped in the field of social adjustment. (5) Normal students differed significantly from the handicapped students in the field of educational adjustment. (6) the attitude of parents affected significantly the adjustment of handicapped girls but did not affect the adjustment of handicapped boys.

- Mishra (1990) studied on sample fo 25 blind, 15 hearing impaired & 5 orthopeadically handicapped and 45 normal subjects. It was found that blind, heaving impaired and orthopedically subjects were poorer. In self-concept than normal children.
- Saini (1981) observes that much of the problem of hearing impairment can be taken care of by early detection, diagnosis and proper treatment. She stresses that there is a need for the hearing impaired people to be integrated into

the society. She has further expressed the view that the parents need to provide a healthy and harmonious atmosphere in the family to facilitate the development of the handicapped child under normal circumstances.

- Sister Thomasia (1961) in her article “Methods of Approach to Deaf Patients” opines that hearing-impaired people are quite hypersensitive and hence while trying to establish contact with hearing-impaired people one’s attitude is of prime importance.
- Sood (1972) studied hearing-impaired children from age group between 5 to 14 years and found that these children were more socially maladjusted and emotionally disturbed than normal hearing children from the same age group.
- Uddin (1995) also made comparative study of normal and handicapped children including hearing impaired children. The main findings were : (i) The levels of intelligence were similar in normal and handicapped children; (ii) The handicapped subjects were more adjusting than normal ones; and (iii) Total normal subjects were more creative than the total handicapped subjects.

- Verma (1999) studied the problem of social integration of the hearing impaired. He concluded that the major hurdle in integrating the hearing impaired people into the society is the belief of the hearing impaired themselves that they have been segregated from the society and are being neglected. He also felt that the views of the hearing impaired towards various aspects of life were pragmatic rather than negative. He further found that the magnitude of dissatisfaction among the hearing impaired is very significant as in almost all queries regarding impaired is very significant as in almost all queries regarding their level of satisfaction in connection with attitude of family members, relatives, neighbors, friends, and general public, a large proportion of the hearing impaired respondents indicated their dissatisfaction.

- Yadav (1968) expresses the view that hearing impairment results in loss of confidence in oneself, all temperament and isolation within the family and society.

Thus, we see that studies done in the field of psychology are very few and mostly stress on the differences

between hearing impaired people and normal hearing people on few psychological aspects. Other factors for instances age, gender, socio-economic status, parental attitude, scholastic achievement, family type, degree of disability etc which along with hearing impairment could be making the difference in their psychological development are neglected.

ACADEMIC AND REHABILITATION ASPECTS

Under the Academic and rehabilitation aspect, the following researches have been done:

- Fischgrund (1990) pointed the lack of research in classroom teaching methodology for education of hearing, impaired children since efforts mainly focused on assessment of and communication with hearing impaired people.

- Holcomb (1990) made a study on “Deaf students in the mainstream : a study in social Assimilation”. The findings reflected two distinctly different sequences. For students with normal hearing, social interactive behavior occurred before social assimilation. In contrast, Hearing impaired students in mainstreaming settings showed an inverted pattern of social assimilation. He added that, support services such as interpreting services for hearing impaired

students and sign language instructions for students with normal hearing was seen to play a vital role in participation of school activities.

- Mani (1988) opines that it is virtually impossible for a hard of hearing child to receive education along with normal children, and this may considerably hinder the social integration from the very beginning because he starts to identify himself with a special class of children or virtually isolated from the society.
- Mandke (1991) studied the effect of single modality stimulation on speech and language development of hard of hearing children. The experiment demonstrated that teaching using a single stimulation modality in carefully structured individualized approach would enhance the development of language skills in hearing impaired children.
- Mary (1999) investigated the effect of factual information for hearing-impaired student using multimedia and multimedia options during classroom teaching. And results indicate that students understood the concepts better in the classrooms

using multimedia applications while teaching classroom lessons.

- Rane (1983) surveyed the system of integrated education for the disabled children in Maharashtra. He observed that there was non-availability of trained and experienced teachers, lack of orientation on the problems of disabled children and their educational needs. He also found that the equipment and educational materials for these children were not sufficiently available.
- Rajguru (1981) studied the knowledge of Gujarati grammar of 50 school going hearing-impaired students mostly of grades VIII, IX and X. He found that normal hearing students were better than hearing-impaired students in the knowledge and the use of the 5 grammatical categories included in the study and that error responses were more in category among the hearing-impaired students than among normal hearing students.
- Sharma and Pandey (1989) adopted science instructional material to meet the special educational needs of hearing impaired children which was found to be effective in an

experiment in both special and regular schools of Harayana, Delhi and Mysore.

- Sharma (1989) reported lowered linguistic knowledge in hearing-impaired students studying in regular schools had higher linguistic competence than those in special schools for the hearing impaired.

- Stephens (1982) studied a group of Hearing impaired children attending normal school, of age group 7-14 years using remedial education techniques. The findings were that all the children showed progress in intelligence, visuomotor performance and in arithmetic test but no satisfactory level of improvement was shown in the academic subjects.

- Seema Singh (2000) studied the problem relating to education and rehabilitation of handicapped children. Her study leads to the conclusion that the educational needs of all the handicapped children were not alike, rather they were very different. She observed that the three groups of handicapped children viz. hearing impaired, orthopaedically impaired and visually impaired showed different profiles of

their general and special educational needs. She further observed that the handicapped children had different rehabilitation expectations. After analyzing their rehabilitation expectations, she concluded that the hearing impaired children expected their rehabilitation mostly in some personal business and teaching, the orthopedically handicapped group expected its rehabilitation medically, while the visual handicapped group expected its rehabilitation in writing poems and teaching.

Similarly very few studies have been done in the field of education of hearing impaired people. Those done mostly stress on teaching methodology and linguistic knowledge of hearing impaired people. But factors which are leading to low academic achievements in hearing impaired people are not identified. Census report shown in table no. 1.7 also reflects that a concerning percentage of hearing – impaired people are illiterate. Thus the factor or conditions, which are hindering the academic achievements of hearing, impaired people, should be looked upon. We also see that almost negligible amount of work has been done on the rehabilitation aspect of hearing-impaired people. No relevant studies focused as to what type of profession hearing impaired students are planning to opt in future and any focus on

the factors affecting the availability or choice of profession among hearing-impaired people.

FOOTNOTES

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