Chapter -VI

SUMMARY, CONCLUSIONS AND
SUGGESTIONS

6.1 Summary of the Study

6.2 Conclusions Based on Findings of the Study

6.3 Tenability of Hypotheses

6.4 Suggestions Based on the Study

6.5 Suggestions for Further Research
6.1 Summary of the Study

Hearing impaired students, through their handicap, display different characteristics of emotions, that normally difficult to determine with certainty (Barbalet, & Williams, 1998). The teen years provide developmental challenges for all children. Both one’s intimate attachment to parents and peers as well as belonging to social network is important in healthy development in adolescents. Support from parents and peers help to cope with stress and give emotional support. Self-identity depends on the knowledge that our own feelings and attitudes are similar to those of our peers. The inability of the deaf children to profit from language regarding their roles and interpersonal relationship may create serious problems in this area. The deaf may be somewhat self-centered because they lack communication through language. So deafness itself causes emotional problems.

Podesta (2001) contended that hearing loss affects self esteem more drastically because being so close to the normal makes it more close to accepts disability. Personality and self esteem were among the most important intrinsic factors which affect the academic performances of students. The ability to care for oneself and to act independently influences classroom behaviours as well as educational achievement and social relationship. Rode and Grove (1987) suggested probably an interaction between academic achievement and self
esteem whereby each influences the other to accelerate either positive or negative outcomes.

A range of psychological and emotional problems characterize students who are alienated from the learning process and estranged from the instructional environment (Redden, 2002). Alienated students experience an inability to cope with unfulfilled social and learning expectations. Mann (2001) interpreted alienation as a strategy of self-preservation. By refusing to engage in the process of learning and by abandoning personal attempts to connect with curricula and with others, “the sense of self is not threatened, safety is maintained and unity is preserved.” The consequences to the learner, unfortunately, are absence of vitality and abandonment of the desire to learn. Social isolation and loneliness are often major consequences of deafness and extend across all racial, ethnic, and socioeconomic groups.

Social maladjustment can occur despite having superior educational achievement, above-average intelligence, and a stable socioeconomic background (Neyhus, 1964). Social isolation and loneliness are particularly prevalent among students in mainstream educational environment as opposed to residential or academic programmes that cater to a large population of deaf and hard-of-hearing students. Identifying and addressing the presence and extent of these factors is important, as studies show if loneliness and social isolation persist over time.
Adolescents are the most frequent victims of feelings of alienation. The alienation often associated with the adolescent quest for identity commonly involves a distrust of adults, a rejection of their values, and a pessimistic worldview. Alienated adolescents feel their lives are meaningless and that they have little control over the events that shape their lives. They often feel isolated from adults, their peer groups, or even themselves. Teens may feel alienated as a result of anxiety over inadequate social skills, or physical attractiveness. Some experts consider alienation as a normal accompaniment to the dramatic physical and intellectual changes, and the emotional volatility of the teen years. They view it as a deliberate identity choice, as a teen chooses to withdraw from groups that he or she formerly identifies with and rejects that group’s values. Teenage alienation is viewed as pathological if it accompanies serious psychological disorders (Newmann, 1981).

Adjustment is related to mental health of the individual. The maintenance of mental health in children is the combined responsibility of school, home, and society. The school teachers and peer groups have very important role in this process. The mental health of the students is very much influenced by the attitude and behaviour of their teacher’s. The teachers must be sympathetic and they should accept their children as individuals ignoring their disability. The healthy relationship in the group is also essential for good adjustment. The co-operative activities and democratic atmosphere in the school also affect the adjustment of hearing impaired students. If a person has
difficulty in interacting with others, and in expressing himself or herself, that leads to impairment in social skills. Social interaction facilitates direct interpersonal exchange of ideas.

The society should not exercise stereotype attitude towards deaf children, which causes either exclusion or too much care. For better interaction, the society should treat the persons with disability as individuals. This will help these persons to express their deals freely and understand other’s feelings. The Child’s potential for development in terms of social linguistic areas, and in other aspects of achievement is mainly depended on social interaction. Communication fosters social relationships and emotional adjustment, but for a child with severe hearing loss, these channels are blocked, sometimes resulting in social maladjustment.

Depression is more persistent and causes more damage to behaviour and personality development. With severe hearing loss the feelings of depression continue for a prolonged period even after the initial shock reaction to loss has abated. This depression may be the effect of fatigue caused by the energy expanded in trying to cope with demands of an environment in which good hearing is taken for granted. Being deaf people, in a hearing centered society, can put deaf people slightly more at risk for depression than hearing people. The more oppressed, powerless or unequal people feel; the greater the chance they will experience depression or any other mental health issue.
It is, therefore pertinent to collect data regarding the psychosocial adjustment and vocational aspirations of hearing impaired higher secondary school students, so as to get a clear picture of the situation and to suggest the means to improve their behaviour and to enhance their aspirations. So the present study is an ardent effort in this direction.

6.1.1 Statement of the Problem

The present study is the psychosocial adjustments of hearing impaired students at higher secondary level in Kerala and their relationship with their vocational aspirations. Hence the study is entitled as “PSYCHOSOCIAL ADJUSTMENTS AND VOCATIONAL ASPIRATIONS OF HEARING IMPAIRED STUDENTS AT HIGHER SECONDARY LEVEL.”

6.1.2 Objectives of the Study

The objectives of the present study are enumerated below.

1. To find out the extent of psychosocial adjustment in hearing impaired students at higher secondary level.

2. To find out the extent of psychosocial adjustment in hearing impaired students with respect to total and each of the positive psychosocial adjustment variables.

3. To find out the extent of psychosocial adjustment in hearing impaired students with respect to total and each of the negative psychosocial adjustment variables.
4. To compare the psychosocial adjustment in hearing impaired students on the basis of gender, domicile and socio-economic status.

5. To find out the extent of vocational aspiration in hearing impaired students at higher secondary level.

6. To compare the vocational aspiration in hearing impaired students on the basis of gender, domicile and socio-economic status.

7. To find out whether there exist any significant relationship between psychosocial adjustment and vocational aspiration of hearing impaired students at higher secondary level.

8. To compare the vocational aspiration in hearing impaired students with respect to their level of psychosocial adjustment.

9. To find out whether there exist any significant relationship between total and each of the positive psychosocial adjustment variables and vocational aspiration of hearing impaired students.

10. To find out whether there exist any significant relationship between total and each of the negative psychosocial adjustment variables and vocational aspiration of hearing impaired students.

11. To find out whether there exist any significant relationship between psychosocial adjustment and vocational aspiration of different
categories of hearing impaired students based on gender, domicile and socio-economic status.

12. To compare the extent of relationship between psychosocial adjustment and vocational aspiration of

   a. male and female hearing impaired students
   b. rural and urban hearing impaired students, and
   c. hearing impaired students of different socioeconomic status

13. To find out whether there exist any significant relationship between psychosocial adjustment and academic achievement of hearing impaired students

14. To find out whether there exist any significant relationship between psychosocial adjustment and academic achievement of different categories of hearing impaired students based on gender, domicile and socio-economic status.

15. To compare the extent of relationship between psychosocial adjustment and academic achievement of

   a. male and female hearing impaired students
   b. rural and urban hearing impaired students, and
   c. hearing impaired students of different socioeconomic status
6.1.3 Hypotheses of the Study

Keeping in view the objectives of the study following hypotheses were formulated.

1. The hearing impaired students at higher secondary level possess low psychosocial adjustment.

2. The hearing impaired students at higher secondary level possess low psychosocial adjustment with respect to total and each of the positive psychosocial adjustment variables.

3. The hearing impaired students at higher secondary level possess low psychosocial adjustment with respect to total and each of the negative psychosocial adjustment variables.

4. (a) There will be significant difference between the psychosocial adjustment of male hearing impaired students and that of female hearing impaired students.
(b) There will be significant difference between the psychosocial adjustment of rural hearing impaired students and that of urban hearing impaired students.
(c) There will be significant difference between and among the psychosocial adjustment of hearing impaired students of high, average and low socio-economic status.

5. The hearing impaired students at higher secondary level possess low vocational aspiration.
6. (a) There will be significant difference between the vocational aspirations of male hearing impaired students and that of female hearing impaired students.

(b) There will be significant difference between the vocational aspirations of rural hearing impaired students and that of urban hearing impaired students.

(c) There will be significant difference between and among the vocational aspirations of hearing impaired students of high, average and low socio-economic status.

7. There will be significant relationship between psychosocial adjustment and vocational aspiration of hearing impaired students at higher secondary level.

8. There will be significant difference among the vocational aspirations of hearing impaired students possessing high, average, and low level of psychosocial adjustment.

9. There will be significant relationship among total and each of the positive psychosocial adjustment variables and vocational aspiration of hearing impaired students.

10. There will be significant relationship among total and each of the negative psychosocial adjustment variables and vocational aspiration of hearing impaired students.
11. There will be significant relationship between psychosocial adjustment and vocational aspiration of different categories of hearing impaired students based on gender, domicile and socio-economic status.

12. There will be significant difference in the relationship between psychosocial adjustment and vocational aspiration of
   a. male and female hearing impaired students
   b. rural and urban hearing impaired students, and
   c. hearing impaired students of different socioeconomic status

13. There will be significant relationship between psychosocial adjustment and academic achievement of hearing impaired students.

14. There will be significant relationship between psychosocial adjustment and academic achievement of different categories of hearing impaired students based on gender, domicile and socio-economic status.

15. There will be significant difference in the relationship between psychosocial adjustment and academic achievement of
   a. male and female hearing impaired students
   b. rural and urban hearing impaired students, and
   c. hearing impaired students of different socioeconomic status
6.1.4 Methodology in Brief

The present study mainly intended to find out the Psychosocial Adjustment and Vocational Aspirations of Hearing Impaired Students at Higher Secondary Level. This will bring into light; to what extent the hearing impairment will affect psychosocial adjustment, education, and vocational aspirations of those students. The study has been designed with psychosocial adjustment as independent variable and vocational aspiration as dependent variable. Hence, normative method was adopted for the present investigation in which survey is the technique used. Considering the nature of the study, random sampling technique was used. The sample includes 200 Hearing Impaired Higher Secondary School Students, selected from six districts of Kerala (Thiruvananthapuram, Kollam, Pathanamthitta, Kottayam, Ernakulam, and Kozhikode). The tools used for the study were the Psychosocial Adjustment Scale (prepared and standardised by the investigator), Vocational Aspiration Scale (prepared and standardised by the investigator), Socio-Economic Status Scale and the Achievement score, collected from the school records.

The data thus collected were consolidated, codified suitably and subjected to analysis. For analyzing the data appropriate descriptive and inferential statistical procedures were employed.
6.2 Conclusions Based on the Findings of the Study

The present study was undertaken to analyze the Psychosocial Adjustment and Vocational Aspirations of Hearing Impaired Students at Higher Secondary Level.

6.2.1 Conclusions Based on the Psychosocial Adjustment in Hearing Impaired Students at Higher Secondary Level

The hearing impaired students at higher secondary level possess a moderate level of psychosocial adjustment.

The mean and the standard deviation obtained for total psychosocial variables scores of HISHSL are 219.42 and 29.02 respectively.

The maximum score is 360 (72\times5).

6.2.2 Conclusions Based on the Psychosocial Adjustment in Hearing Impaired Students with Respect to Total and Each of the Positive Psychosocial Adjustment Variables

The hearing impaired students at higher secondary level possess moderate level of psychosocial adjustment with respect to total and each of the positive psychosocial adjustment variables.
The mean values and standard deviations of the scores of total positive psychosocial adjustment, and the three components, viz., self-esteem, interaction, and social adaptability are 125.10 and 18.87; 41.92 and 6.45; 43.51 and 4.74; and 39.67 and 5.51 respectively.

The maximum score for total positive psychosocial adjustment is 180 (36×5) and for each of the three components is 60 (12×5).

All the mean scores are higher than the respective middle scores.

### 6.2.3 Conclusions Based on Psychosocial Adjustment in Hearing Impaired Students with Respect to Total and Each of the Negative Psychosocial Adjustment Variables

Hearing impaired students at higher secondary level possess a low level of psychosocial adjustment with respect to total and each of the negative psychosocial adjustment variables.

The mean values and standard deviations of the scores of total negative psychosocial adjustment, and the three components, viz., self-esteem, interaction, and social adaptability are 94.33 and 16.74; 36.24 and 5.79; 32.92 and 4.81; and 25.17 and 5.79 respectively.

The maximum score for total negative psychosocial adjustment is 180 (36×5) and for each of the three components is 60 (12×5).

All the mean scores are lower than the respective middle scores.
6.2.4 Conclusions Based on the Comparison of the Psychosocial Adjustment in Hearing Impaired Students on the Basis of Gender, Domicile and Socio-Economic Status

6.2.4.1 Comparison of the Psychosocial Adjustment on the Basis of Gender

There exists no significant difference between the psychosocial adjustment of hearing impaired boys and that of girls.

The mean score of psychosocial variables of hearing impaired boys is 222.25 and standard deviation 27.57. Girls have the mean score of 216.36 and standard deviation of 24.38. The critical ratio (1.21) is less than the table value (1.96); \( p > .05 \).

Conclusions Based On Comparison of Each of the Psychosocial Adjustment Variables in HISHSL With Respect to Gender

1. Comparison of the Psychosocial Adjustment related to the Variable ‘Self-esteem’

Hearing impaired boys and girls do not differ significantly in their psychosocial adjustment related to the variable - self esteem.
This conclusion is based on the following findings of the study.

The mean score of psychosocial variable – self esteem – of hearing impaired boys is 42.20 and standard deviation is 5.89. Girls have the mean score of 41.51 and standard deviation of 7.06.

The critical ratio calculated (1.08) is found to be less than the table value (1.96); \( p > .05 \).

2. Comparison of the Psychosocial Adjustment related to the Variable ‘Interaction’

Hearing impaired boys and girls differ significantly in their psychosocial adjustment related to the variable – interaction. Boys possess greater psychosocial adjustment related to the variable – interaction than the girls.

This conclusion is substantiated by the following findings of the study.

The mean score of psychosocial variable – interaction – of hearing impaired boys is 44.10 and standard deviation is 4.27. Girls have the mean score of 42.66 and standard deviation of 4.89.

The critical ratio (2.16) exceeds the table value (1.96); \( p < .05 \).

The mean score for boys (44.10) is greater than that of girls (42.66).
3. Comparison of the Psychosocial Adjustment related to the Variable ‘Social Adaptability’

Hearing impaired boys and girls differ significantly in their psychosocial adjustment related to the variable – social adaptability. Hearing impaired girls possess more social adaptability than that of hearing impaired boys.

This conclusion is based on the following findings of the study.

The mean score of psychosocial variable – social adaptability – of hearing impaired boys is 38.31 and standard deviation is 5.26. Girls have the mean score of 41.63 and standard deviation of 5.72.

The critical ratio (4.17) is greater than the table value (2.58); $p < .01$.

The mean score of girls (41.63) exceeds the mean of boys (38.31).

4. Comparison of the Psychosocial Adjustment related to the Variable ‘Anxiety’

Hearing impaired boys and girls differ significantly in their psychosocial adjustment related to the variable – anxiety. Girls possess greater psychosocial adjustment with respect to the variable – anxiety than boys.

This conclusion is supported by the following findings of the study.
The mean score of psychosocial variable – anxiety – of hearing impaired boys is 34.79 and standard deviation is 5.66. Girls have the mean score of 38.32 and standard deviation of 5.81.

The critical ratio (4.27) exceeds the table value (2.58); \( p < .01 \).

The mean score of girls (38.32) exceeds the mean of boys (34.79).

5. **Comparison of the Psychosocial Adjustment related to the Variable ‘Alienation’**

Hearing impaired boys and girls differ significantly in their psychosocial adjustment related to the variable – alienation.

**Boys possess greater psychosocial adjustment related to the variable alienation than girls.**

This conclusion is based on the following findings of the study.

The mean score of psychosocial variable – alienation – of hearing impaired boys is 33.79 and standard deviation is 6.09. Girls have the mean score of 31.68 and standard deviation of 3.90.

The critical ratio (2.98) is greater than the table value (2.58); \( p < .01 \).

The mean score for boys (33.79) is greater than that of girls (31.68).
6. Comparison of the Psychosocial Adjustment related to the Variable ‘Depression’

Hearing impaired boys and girls differ significantly in their psychosocial adjustment related to the variable – depression. Hearing impaired boys possess more psychosocial adjustment related to the variable depression than that of hearing impaired girls.

This conclusion is supported by the following findings of the study.

The mean score of psychosocial variable – depression – of hearing impaired boys is 26.42 and standard deviation is 5.73. Girls have the mean score of 23.34 and standard deviation of 5.82.

The critical ratio (3.71) is greater than the table value (2.58); $p < .01$.

The mean score for boys (26.42) is greater than that of girls (23.34).

6.2.4.2 Comparison of Psychosocial Adjustment on the Basis of Domicile

There exists significant difference between the psychosocial adjustment scores of hearing impaired rural students and that of hearing impaired urban students. The hearing impaired rural students show more psychosocial adjustment than hearing impaired urban students.

This conclusion is based on the following findings of the study.
The mean scores for hearing impaired rural and hearing impaired urban students are 221.09 and 216.44 respectively and their standard deviations are 28.68 and 23.57.

The critical ratio (2.92) exceeds the table value (2.58); \( p < .01 \).

The mean score of hearing impaired rural students (221.09) is higher than that of urban students (216.44).

Conclusions Based on Comparison of Each of the Psychosocial Adjustment Variables in HISHSL With Respect to Domicile

1. Comparison of the Psychosocial Adjustment Related to the Variable ‘Self – esteem’

Hearing impaired rural students and urban students differ significantly in their psychosocial adjustment related to the variable – self esteem. Rural students possess high psychosocial adjustment related to the variable self esteem than urban students.

This conclusion is supported by the following findings of the study.

The mean score of psychosocial variable – self esteem – of rural students is 44.54 and standard deviation is 5.62. Urban students have a mean score of 40.02 and a standard deviation of 6.82.
The critical ratio (4.62) is greater than the table value (2.58); \( p < .01 \).

The mean score of hearing impaired rural students (44.54) is higher than that of urban students (40.02).

2. Comparison of the Psychosocial Adjustment Related to the Variable ‘Interaction’

Hearing impaired rural students and urban students differ significantly in their psychosocial adjustment related to the variable – interaction. Rural students possess greater psychosocial adjustment related to the variable – interaction than the urban students.

This conclusion is substantiated by the following findings of the study. The mean score for psychosocial variable – interaction – of hearing impaired rural students is 43.96 and standard deviation is 4.39. Urban students have the mean score of 42.56 and standard deviation of 3.51. The critical ratio (2.42) exceeds the table value (1.96); \( p < .05 \). The mean score for rural students (43.96) is greater than that of urban students (42.56).
3. Comparison of the Psychosocial Adjustment Related to the Variable ‘Social Adaptability’

Hearing impaired rural students and urban students differ significantly in their psychosocial adjustment related to the variable – social adaptability. Urban students possess high psychosocial adjustment related to the variable social adaptability than the rural students.

This conclusion is based on the following findings of the study.

The mean score of psychosocial variable – social adaptability – of rural students is 38.81 and standard deviation is 6.26. Urban students have a mean score of 41.50 and a standard deviation of 3.59.

The critical ratio (3.84) is greater than the table value (2.58); p < .01.

The mean score for urban students (41.50) is greater than that of rural students (38.81).

4. Comparison of the Psychosocial Adjustment Related to the Variable Anxiety

Hearing impaired rural students and urban students differ significantly in their psychosocial adjustment related to the variable – anxiety. Urban students possess high psychosocial adjustment related to the variable anxiety than the rural students.
This conclusion is substantiated by the following findings of the study.

The table 5.16 shows that the mean score of psychosocial adjustment related to the variable – anxiety – of rural students is 34.39 and standard deviation is 4.76. Urban students have a mean score of 40.16 and a standard deviation of 6.40.

The critical ratio (6.43) is greater than the table value (2.58); $p < .01$.

The mean score for urban students (40.16) is greater than that of rural students (34.39).

5. Comparison of the Psychosocial Adjustment Related to the Variable ‘Alienation’

Hearing impaired rural students and urban students differ significantly in their psychosocial adjustment related to the variable – alienation. Rural students possess high psychosocial adjustment related to the variable alienation than urban students.

This conclusion is based on the following findings of the study.

The mean score of psychosocial adjustment related to the variable – alienation – of rural students is 33.56 and standard deviation is 5.11. Urban students have a mean score of 30.59 and a standard deviation of 5.79.

The critical ratio (3.51) is greater than the table value (2.58); $p < .01$. 
The mean score for rural students (33.56) is greater than that of urban students (30.59).

6. Comparison of the Psychosocial Adjustment Related to the Variable ‘Depression’

Hearing impaired rural students and urban students differ significantly in their psychosocial adjustment related to the variable – depression. Rural students possess high psychosocial adjustment related to the variable depression than urban students.

This conclusion is substantiated by the following findings of the study.

The mean score of psychosocial adjustment related to the variable – depression – of rural students is 26.82 and standard deviation is 4.95. Urban students have a mean score of 21.62 and a standard deviation of 6.37.

The critical ratio calculated (5.76) is found to be greater than the table value (2.58); p < .01.

The mean score for rural students (26.82) is greater than that of urban students (21.62).
6.2.4.3 Comparison of the Psychosocial Adjustment on the Basis of Socio-Economic Status

There exist significant differences in the psycho-social adjustment of various socio economic status groups. The high socioeconomic status group possesses more psychosocial adjustment than average group and low group. Also, the average socioeconomic status group possesses more psychosocial adjustment than low group.

These conclusions are substantiated by the following findings of the study.

The F-ratio obtained (8.87) exceeds the table value at .01 level of significance.

The obtained F-values for Scheffe test (Low - High Group = 4.91; Low - Average Group = 7.23 and Average - High Group = 5.81) exceed 4.71, the F value required for significant difference at .01 level and df = 2 and 197. This indicates that among the three sets of paired groups compared, significant differences exist at .01 level in all cases.

The mean score for high group, 227.05 is greater than that of average group (220.44) and that of low group (215.19).

The mean score for average group is greater that of low group.
Comparison of Each of the Psychosocial Adjustment Variables in HISHSL With Respect to Socio-economic Status

1. Comparison of the Psychosocial Adjustment Related to the Variable ‘Self-esteem’

There exist no significant differences between and among the various socio economic status groups with respect to self-esteem.

This conclusion is based on the following finding of the study.

The F-ratio obtained (1.78) is less than the table value 3.04 at .05 level of significance.

2. Comparison of the Psychosocial Adjustment related to the Variable ‘Interaction’

There exist no significant differences between and among the various socio economic status groups with respect to the variable interaction.

This conclusion is based on the following finding of the study.

The F-ratio (2.04) obtained is less than the table value 3.04 at .05 level of significance.
3. Comparison of the Psychosocial Adjustment related to the Variable ‘Social Adaptability’

There exist significant differences between and among the various socio economic status groups with respect to the variable social adaptability. There exist significant differences between Low - High and Average - High Groups.

These conclusions are based on the following findings of the study.

The F-ratio (4.31) obtained is greater than the table value 3.04 at .05 level of significance.

The obtained F-values for Scheffe test (Low - High Group = 4.78, and Average - High Group = 3.61) indicate that among the two paired groups compared, significant differences exist at .01 level, and at .05 level respectively.

4. Comparison of the Psychosocial Adjustment related to the Variable ‘Anxiety’

There exist no significant differences between and among the various socio economic status groups with respect to their anxiety.

This conclusion is based on the following finding of the study.
The F-ratio 2.39 obtained is less than the table value 3.04 at 0.05 level of significance.

5. Comparison of the Psychosocial Adjustment related to the Variable ‘Alienation’

There exist significant differences between and among the various socio economic status groups with respect to their alienation. There exist significant differences between High – Low, Low - High and Average - High Groups.

The F-ratio (4.20) obtained is greater than the table value 3.04 at .05 level of significance.

The obtained F-values (Low - High Group = 4.82; Low-Average = 3.12; and Average - High Group = 3.48) indicate that among the three paired groups compared, significant differences exist in all the cases.

6. Comparison of the Psychosocial Adjustment related to the Variable ‘Depression’

There exist significant differences between and among the various socio economic status groups with respect to their depression. There exist significant differences between High – Low, Low - High and Average - High Groups.

These conclusions are based on the following findings of the study.
The F-ratio (7.33) obtained is greater than the table value 4.71 at .01 level of significance.

The obtained F-values for Sheffe test (Low-High Group = 4.51, Low-Average Group = 3.72, Average-High Group = 3.23) indicate that among the three paired groups compared, significant differences exist in all cases at .05 level.

6.2.5 Conclusions Based on Vocational Aspiration in Hearing Impaired Students at Higher Secondary Level

The hearing impaired students possess moderate level of vocational aspiration.

The mean and the standard deviation scores obtained for vocational aspiration in hearing impaired students are 28.96 and 5.61 respectively.

The maximum score is 44.

6.2.6 Conclusions Based on Comparison of Vocational Aspirations in Hearing Impaired Students on the Basis of Gender, Domicile and Socio-Economic Status

6.2.6.1 Comparison of the Vocational Aspiration of HISHSL With Respect to Gender

Hearing impaired boys possess more vocational aspiration than hearing impaired girls.
This conclusion is based on the following finding of the study.

The $t$ value 3.41 is greater than the table value 2.58; $p < .01$.

The vocational aspiration score of boys (29.82) is greater than that of girls (27.28).

6.2.6.2 Comparison of the Vocational Aspiration of HISHSL With Respect to Domicile

Hearing impaired urban students possess more vocational aspiration than hearing impaired rural students.

This conclusion is based on the following finding of the study.

The obtained $t$ value 2.13 is greater than the table value 1.96; $p < .05$.

The vocational aspiration score of urban students (29.19) is greater than that of rural students (27.74).

6.2.6.3 Comparison of the Vocational Aspiration of HISHSL With Respect to Socioeconomic Status

There exist significant differences between and among the various socioeconomic status groups in vocational aspiration. There exist significant differences between High - Low, Low - High and Average - High Groups.

These conclusions are based on the following findings of the study.
The $F$-ratio (4.86) obtained in the case of different levels of socio-economic status for the total sample is greater than the table value, 4.71, at .01 level of significance.

The obtained $F$-values (Low-High Group = 7.38; Low-Average Group = 5.40; Average-High Group = 6.41) indicate that among the three paired groups compared, significant differences exist in all cases at .01 level.

6.2.7 Relationship between Psychosocial Adjustment and Vocational Aspiration of Hearing Impaired Students

There is significant positive relationship between psychosocial adjustment and vocational aspirations of hearing impaired students.

This conclusion is based on the following finding of the study.

The correlation coefficient between psychosocial adjustment and vocational aspiration (.503) is greater than the critical value .182; $p < .01$.

6.2.8 Conclusions Based on Comparison of the Vocational Aspiration of Hearing Impaired Students with Respect to Their Level of Psychosocial Adjustment

Hearing impaired students with different psychosocial adjustment differ in their vocational aspirations. The group having high psychosocial adjustment possesses high
vocational aspiration than that of the average group and that of the low group. The group having average psychosocial adjustment possesses higher level of vocational aspiration than that of the low group.

These conclusions are based on the following findings of the study.

The $F$ value (4.25) for ANOVA exceeds the table value 3.04; $p < .05$.

The obtained $F$-values (Low - High Group = 5.94; Low - Average Group = 3.33; Average - High Group = 2.61) for Scheffe’s test indicate that among the three paired groups compared, significant differences exist in all cases at .05 level.

The vocational aspiration of high group is 32.37; average group - 28.46; and low group - 26.43.

6.2.9 Relationship between Total and Each of the Positive Psychosocial Adjustment Variables and Vocational Aspiration of Hearing Impaired Students

There is significant positive relationship between psychosocial adjustment with regard to total and each of the positive variables, and vocational aspirations of hearing impaired students.
These conclusions are supported by the following findings.

The correlation coefficient obtained between total scores for positive psychosocial variables and scores for vocational aspiration is .661 and it exceeds the critical value .182 at .01 level of significance.

The correlation between self-esteem and vocational aspiration is .693; between interaction and vocational aspiration is .597; and between social adaptability and vocational aspiration is .678. All the obtained values of coefficient of correlation exceed the critical value .182 at .01 level.

6.2.10 Relationship between Total and Each of the Negative Psychosocial Adjustment Variables and Vocational Aspiration of Hearing Impaired Students

There is significant positive relationship between psychosocial adjustment with regard to total and each of the negative variables, and vocational aspirations of hearing impaired students.

These conclusions are based on the following findings.

The correlation coefficient obtained between total scores for negative psychosocial variables and scores for vocational aspiration is .344 and it exceeds the critical value .182 at .01 level of significance.
The correlation between anxiety and vocational aspiration is .318; between alienation and vocational aspiration is .389; and between depression and vocational aspiration is .351. All the obtained values of coefficient of correlation exceed the critical value .182 at .01 level.

6.2.11 Relationship between Psychosocial Adjustment and Vocational Aspiration of Hearing Impaired Students With Respect to Gender, Domicile and Socio-Economic Status

There is significant positive relationship between psychosocial adjustment and vocational aspirations of male and female; rural and urban; low, average and high SES categories of hearing impaired students.

This conclusion is based on the following findings.

The correlation coefficients between psychosocial adjustment and vocational aspiration of various categories of hearing impaired students are: boys - .615; girls - .584; rural students - .462; urban students - .593; high SES group - .531; average SES group - .519; and low SES group - .496. All the values exceed the critical value .182; \( p < .01 \).
6.2.12 Comparison of Relationship between Psychosocial Adjustment and Vocational Aspiration

a) Comparison of Relationship between Psychosocial Adjustment and Vocational Aspiration in Male and Female Hearing Impaired Students

The relationship between psychosocial adjustment and vocational aspiration does not differ significantly on the basis of the gender of hearing impaired students.

This conclusion is based on the following findings.

The correlation coefficients between psychosocial adjustment and vocational aspiration of hearing impaired boys and that of hearing impaired girls do not differ significantly, since the t value obtained (.446) is less than 1.96, the critical value at .05 level.

b) Comparison of Relationship between Psychosocial Adjustment and Vocational Aspiration in Rural and Urban Hearing Impaired Students

The relationship between psychosocial adjustment and vocational aspiration does not differ significantly on the basis of the domicile of hearing impaired students.

This conclusion is supported by the following findings.
The correlation coefficients between psychosocial adjustment and vocational aspiration of hearing impaired rural students and that of urban students do not differ significantly, since the $t$ value obtained (1.16) is less than 1.96, the critical value at .05 level.

c) Comparison of Relationship between Psychosocial Adjustment and Vocational Aspiration in Hearing Impaired Students of Different Socioeconomic Status

The relationship between psychosocial adjustment and vocational aspiration does not differ significantly on the basis of the socioeconomic status of hearing impaired students.

This conclusion is supported by the following findings.

The correlation coefficients between psychosocial adjustment and vocational aspiration of hearing impaired students of different levels of socioeconomic status do not differ significantly, since all the $t$ values obtained for the three comparisons (High – Low = .159; High – Average = .047; and Average - Low = .162) is less than 1.96, the critical value at .05 level.
6.2.13 Relationship between Psychosocial Adjustment and Academic Achievement of Hearing Impaired Students

There is significant positive relationship between psychosocial adjustment and academic achievement of hearing impaired students.

This conclusion is based on the following findings.

The correlation coefficient obtained between scores for psychosocial adjustment and academic achievement is .432 and it exceeds the critical value .182 at .01 level.

6.2.14 Relationship between Psychosocial Adjustment and Academic Achievement of Hearing Impaired Students With Respect to Gender, Domicile and Socio-economic Status

There is significant positive relationship between psychosocial adjustment and academic achievement of male and female; rural and urban; low, average and high SES categories of hearing impaired students.

The correlation coefficients between the total psychosocial adjustment and academic achievement of various categories of hearing impaired students are: boys - .425; girls - .454; rural students - .471; urban students
- .436; high SES group - .467; average SES group - .448; and low SES group - .428. All the values exceed the critical value .182 at .01 level.

6.2.15 Comparison of Relationship between Psychosocial Adjustment and Academic Achievement

a) Comparison of Relationship between Psychosocial Adjustment and Academic Achievement in Male and Female Hearing Impaired Students

The relationship between psychosocial adjustment and academic achievement does not differ significantly on the basis of the gender of hearing impaired students.

This conclusion is supported by the following findings.

The correlation coefficients between psychosocial adjustment and academic achievement of hearing impaired boys and that of hearing impaired girls do not differ significantly, since the t value obtained (.137) is less than 1.96, the critical value at .05 level.

b) Comparison of Relationship between Psychosocial Adjustment and Academic Achievement in Rural and Urban Hearing Impaired Students

The relationship between psychosocial adjustment and academic achievement does not differ significantly on the basis of the domicile of hearing impaired students.

This conclusion is supported by the following findings.
The correlation coefficients between psychosocial adjustment and academic achievement of hearing impaired rural students and that of urban students do not differ significantly, since the $t$ value obtained (.323) is less than 1.96, the critical value at .05 level.

c) Comparison of Relationship between Psychosocial Adjustment and Academic Achievement in Hearing Impaired Students of Different Socioeconomic Status

The relationship between psychosocial adjustment and academic achievement does not differ significantly on the basis of the socioeconomic status of hearing impaired students.

This conclusion is supported by the following findings.

All the $t$ values obtained for the three comparisons (High – Low = .152; High – Average = .142; and Average - Low = .108) is less than 1.96, the critical value at .05 level.

6.3 Tenability of Hypotheses

Establishing the tenability of hypotheses is an integral part of research. Based on the findings of the study the investigator made an attempt to find out the tenability of the descriptive and statistical hypotheses, and is presented below.
The first hypothesis “the hearing impaired students at higher secondary level possess low psychosocial adjustment” is rejected since the study reveals that the respondents possess moderate level of psychosocial adjustment.

The second hypothesis “the hearing impaired students at higher secondary level possess low psychosocial adjustment with respect to total and each of the positive psychosocial adjustment variables” is rejected since the study reveals that the respondents possess moderate level of psychosocial adjustment with respect to total and each of the positive psychosocial adjustment variables.

The third hypothesis “the hearing impaired students at higher secondary level possess low psychosocial adjustment with respect to total and each of the negative psychosocial adjustment variables” is accepted since the study reveals that the respondents possess low level of psychosocial adjustment with respect to total and each of the negative psychosocial adjustment variables.

The hypothesis 4(a) “there will be significant difference between the psychosocial adjustment of male hearing impaired students and that of female hearing impaired students” is rejected based on the findings of the study. The extent of possession of psychosocial adjustment in both the categories is same.

The hypothesis 4(b) “there will be significant difference between the psychosocial adjustment of rural hearing impaired students and that of urban
hearing impaired students” is substantiated by the findings of the study. Both the categories differ in the extent of possession of psychosocial adjustment.

The hypothesis 4(c) “there will be significant difference between and among the psychosocial adjustment of hearing impaired students of high, average and low socio-economic status” is substantiated by the findings of the study. Various socioeconomic status groups differ in the extent of possession of psychosocial adjustment.

The fifth hypothesis “the hearing impaired students at higher secondary level possess low vocational aspiration” is rejected since the study reveals that the respondents possess moderate level of vocational aspiration.

The hypothesis 6(a) “there will be significant difference between the vocational aspirations of male hearing impaired students and that of female hearing impaired students” is substantiated by the findings of the study. Both the categories differ in the extent of possession of vocational aspiration.

The hypothesis 6(b) “there will be significant difference between the vocational aspirations of rural hearing impaired students and that of urban hearing impaired students” is accepted based on the findings of the study. Both the categories differ in the extent of possession of vocational aspiration.

The hypothesis 6(c) “there will be significant difference between and among the vocational aspirations of hearing impaired students of high, average and low socio-economic status” is substantiated by the findings of the study.
Various socioeconomic status groups differ in the extent of possession of vocational aspiration.

The seventh hypothesis “there will be significant relationship between psychosocial adjustment and vocational aspiration of hearing impaired students at higher secondary level” is substantiated by the findings of the study.

The eighth hypothesis “there will be significant difference among the vocational aspirations of hearing impaired students possessing high, average, and low level of psychosocial adjustment” is accepted based on the findings of the study.

The ninth hypothesis “there will be significant relationship among total and each of the positive psychosocial adjustment variables and vocational aspiration of hearing impaired students” is accepted based on the findings of the study.

The tenth hypothesis “there will be significant relationship among total and each of the negative psychosocial adjustment variables and vocational aspiration of hearing impaired students” is substantiated by the findings of the study.

The eleventh hypothesis “there will be significant relationship between psychosocial adjustment and vocational aspiration of hearing impaired students with respect to gender, domicile and socio-economic status” is substantiated by the findings of the study.
The twelfth hypothesis “there will be significant difference in the relationship between psychosocial adjustment and vocational aspiration of

a. male and female hearing impaired students
b. rural and urban hearing impaired students, and
c. hearing impaired students of different socioeconomic status” is rejected on the basis of the findings of the study.

The thirteenth hypothesis “there will be significant relationship between psychosocial adjustment and academic achievement of hearing impaired students” is substantiated by the findings of the study.

The fourteenth hypothesis “there will be significant relationship between psychosocial adjustment and academic achievement of different categories of hearing impaired students based on gender, domicile and socio-economic status” is accepted on the basis of the findings of the study.

The fifteenth hypothesis “there will be significant difference in the relationship between psychosocial adjustment and academic achievement of

a. male and female hearing impaired students
b. rural and urban hearing impaired students, and
c. hearing impaired students of different socioeconomic status” is rejected on the basis of the findings of the study.
6.4 Suggestions Based on the Study

The following suggestions are put forward based on the findings of the present study.

1. The syllabi and curriculum should be designed and structured specially for the hearing impaired students, according to the type and nature of the handicap.

2. Teachers and parents should analyze the psychosocial adjustment and vocational aspirations of hearing impaired students and focus more on personality development which require effective and integrated planning of their curriculum.

3. The hearing impaired students at higher secondary level possess a moderate level of psychosocial adjustment and they should be given such an education programme by which they may win over their handicap.

4. The superior facilities available to high socio economic status groups can be somewhat replicated by providing compensatory experiences like special hostel facilities, supervised instruction, day care homes, financial assistance such as scholarships, exposure to mass media as radio, television, films, etc. Any improvement in facilities will result in better attainment in vocational skills.
5. Hearing impaired urban students possess more vocational aspiration than hearing impaired rural students. Special attention should be given to the students from rural and poor home environment. Special programmes and other supplementary materials should be provided to improve their performance.

6. Psychosocial variables - self-esteem, interaction, and social adaptability - influence the vocational aspiration of hearing impaired students. Teachers and trained professionals should motivate these children, in a manner by which self determination can be promoted, which may enable them to fulfill the aims of education and life.

7. The psychosocial variables - anxiety, alienation, and depression also influence the vocational aspiration of hearing impaired. The teacher should try to find out whether the lower attainment is home related or due to other problems. Effective parent teacher relationship should be established.

8. Rehabilitation programmes and vocational skill enhancement play an important role in the overall development of the hearing impaired and developing vocational training module for the persons with hearing impairment. Vocational training opportunities should be created for the persons with hearing impairment in rural areas in collaboration with voluntary organizations.
9. More focus on the study on the placement of the persons with hearing impairment should be given. Campaign to create awareness among the employers about the capabilities and potentials of the persons with hearing impairment and to identify suitable jobs and assess employment opportunities for the persons with hearing impairment.

10. Realistic advice should be given to develop guidelines for self–employment for the persons with hearing impairment. Vocational counsellors, employment officers, personnel officers, rehabilitation officers and social workers working in the field of socio–economic rehabilitation, can provide building blocks for the foundation of persons with hearing impairment.

11. Service oriented activities like vocational counselling and guidance, computer training for adult deaf, and collaborative training programme can help these children to earn their livelihood.

12. Initiative should be taken to assist the hearing impaired in getting employment in the public sectors and government organizations and to sponsor candidates to public sector and government organizations against the vacancies reserved for persons with hearing impairment.

13. Liaison with special employment exchange is to be maintained for registration of persons with hearing impairment in special employment exchange for physically handicapped.
14. Assistance in preparing project proposals for self-employment and co-ordinates with District Industries Centre, Small Industries Service Institutes (SISI) and financial institutes in getting the loan sanctioned. So it can be concluded that vocational skills, realistic intervention of professionals, teachers and parents, government and NGO’s, can contribute a lot for the hearing impaired community to make them self reliant, self confident and normal social beings.

6.5 Suggestions for Further Research

The following suggestions for further research are made based on the present study.

1. The study can be conducted on other types of handicapped namely, visually impaired, mentally retarded and orthopaedically handicapped.

2. A study on the effectiveness of guidance programmes on personality variables can be conducted.

3. A study to develop a strategy for improving achievement motivation and self concept of hearing impaired students can be conducted.

4. A more elaborate study can be made on the line of the present study, selecting more independent variables.

5. A cross cultural study can be made on the relationship of home environment, achievement and socio-economic status.
6. This study can be extended with other sociological and psychological variables.

7. An elaborate study can be conducted on the needs and problems of the hearing impaired students.

8. An investigation can be done to study and evaluate the facilities provided in vocational training centres.

9. A comparative study can be conducted on hearing impaired students in India as well as other countries.

10. A study can be conducted to find out the effectiveness of vocational training provided in various vocational training centres in Kerala.