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SUMMARY AND CONCLUSION

6.1 Introduction

"What are the primary needs of a handicapped person—food? Clothing? Shelter? Give him all these and luxuries too. But deny him the right to live by isolation and you have killed his soul."

- K.V. Nimkar.

Segregation and Confinement within the four walls of 'Special Schools', 'Homes for the Disabled' and the sympathetic treatment which children with disabilities continue to receive, cannot help them to become independent and self-reliant adults.

The term 'Special children' or 'Differently abled Children', is replacing descriptive terms like 'Disabled' 'Handicapped' or 'Crippled children'.

They are special because their needs are special. The child who is hearing impaired, orthopedically handicapped or visually impaired is first and foremost a child like any other. Lack of adequate opportunities to express their abilities, has led to segregating them as 'Disabled'. These children are endowed with abundant talents and abilities but have remained rejected, oppressed and
exploited by the other members of society. Many have languished and withered away for want of proper economic social and emotional security and support.

It is not charity but an obligation on the part of the other members of society to extend help and fulfill the needs of these special children and see that they also enjoy the same opportunities as their non-disabled peers.

With the passing of the persons with disability, equal opportunity bill in the Indian parliament in 1995, a fair degree of social awareness has been created to accept the children with disabilities in mainstream and grant them equal rights.

Many charitable organizations have come forward with a dedicated team of teachers and devoted Social workers to set up special schools, sheltered workshops etc. to provide formal education and Vocational education, to children with disabilities. But society still continue to treat them as dependants. Legislation has now made it mandatory that the disabled be granted equal rights so that

a. They can gain access to educational institutions to pursue higher studies,

b. Public transport be made accessible to suit their convenience.

c. Disabled are not discriminated by employers on the grounds of disability.
6.1.1 Main Objectives of the Study

The present study is aimed at finding out the conditions of the disabled in Tamil Nadu, with special attention on the education and rehabilitation of the Hearing-Impaired persons in Tamil Nadu.

The intention and purpose of this research study is to assess the current methods and modes of communication, examine and evaluate the techniques used in development of speech reading by Hearing-Impaired children, in schools for the Hearing Impaired in Tamil Nadu.

This study also aims at finding out whether persons orally trained and educated integrated well into society or persons trained in sign language (manual signs) integrated better into society.

6.1.2 Research Questions Posed

1. Is there a significant difference between the rural and urban and semi urban Hearing Impaired school children in the ability to speech read?

2. Is there a significant difference between the male and female hearing-impaired children in the ability to speech read?

3. Is there a significant difference between normal hearing-children and hearing-impaired children in the ability to speech read?

4. Is there a significant difference between the hearing-impaired children in speech reading the speech of the teachers and strangers in rural and urban schools, in Government and N.G.O. school?
5. Is there a significant difference between the achievements of hearing-impaired persons with good speech reading ability and hearing-impaired persons with no speech reading ability.

6.1.3 Tools Used

Marmor and Petito (1979) wrote "Our research has yielded surprising and unseating results that simultaneous communication as it is currently used in schools may do little to bring English grammar to Deaf children".

The investigator used the following tools to do this research study and collect data:

(1) Teachers of the Hearing-Impaired - A Questionnaire

The investigator developed a questionnaire to find out the interest, motivation, attitude and aptitude of the teachers of Hearing-Impaired regarding teaching of speech reading to Hearing-Impaired children. The questionnaire contained seventy seven questions under seven heads. (Tool-A)

(2) Hearing-Impaired - Words and Sentences

The investigator developed a speech reading test for Hearing-Impaired children. The test contained thirty words and twenty five sentences. The words and sentences were selected from Tamil text books of standard I to V. The selected words and sentences occurred in the daily conversation of the people of Tamilnadu (Tool-b).
(3) Adult Hearing-Impaired persons and their Rehabilitation-Questionnaire

The investigator developed a questionnaire to find out whether oral communication helped the Hearing-Impaired persons to get better education. The questionnaire also checked whether the oral communication or sign language communication helped the adult deaf to integrate well into society, obtain good jobs, good salary and have job satisfaction (Tool C).

6.1.4 Sample for the Study

(1) The researcher selected samples at random from among the teachers of the Hearing-Impaired. The teachers of the Hearing-Impaired were taken from the rural and urban schools, Government and N.G.O. schools to respond to the questionnaire on speech reading techniques.

(2) The researcher selected at random samples for the speech reading test from among Hearing-Impaired students in rural and urban schools for the Hearing-Impaired, N.G.O. and Govt. schools for the Hearing-Impaired, between the ages of 5-16 years.

(3) The researcher selected at random adult Hearing-Impaired persons to find out whether they are good achievers due to oral Education or sign language usage, whether they are able to integrate well into society satisfied with their job, their salary and are happy in their married life.
6.1.5 Collection of data

Group I: Teachers of the Hearing-Impaired

The first tool (A) the questionnaire consisting of seventy seven questions, under seven headings was circulated to three hundred and ten (310) teachers in eighteen (18) schools for the Hearing-Impaired in Tamilnadu. Among them two hundred and eighty six (286) teachers responded.

The age of the teachers differed from 25-58 years. The highest 34.3% of teachers were in the age group 30-40 years. The responses were analysed as per the score given to each response that is fully agree: 4 points, Agree to a certain extent: 3 Points, Agree sometimes: 2 Points, Never agree: 1 Point.

Group II: Hearing-Impaired Students

The second tool (B) that is the speech reading test was administered to Hearing-Impaired students from eight (8) schools for the Hearing-Impaired. The total number of Hearing-Impaired students selected from the rural and urban schools, N.G.O. and Government schools were one hundred and twenty one (121) students.

The language teachers gave the test three times. (1) Pre-test , (2) post test (3) Retention test.

Pre-test was given first. Then the teacher taught the words and sentences to the group. The teacher pronounced the words and sentences with the help of Hearing-Aids.
The scoring pattern was as follows. The score allotted was 1 point for one correct word. The students pronounced the words and sentences and wrote down in paper, looking at the lip-movements, facial expressions and also listening to the teacher with the help of the Hearing-aid.

Duration of the test: Words: 30 minutes, Sentences: 50 minutes.

Score: 1 point for 1 correct word

1. The Post Test

The post test was conducted by the language teacher a week after the pre-test. During the interval the teacher taught the words and sentences to the group. The scoring pattern and the time frame remained the same. The teacher rewarded those who secured the highest scores.

2. The Retention Test

The language teacher gave the retention-test a month after the post test. The list of words and sentences for the test was the same as for the Pre-test and experimental test. The duration of the test and the scoring pattern remained the same. The teacher entered the scores obtained by H.I students in a format.

The gain in the post-test was found out by subtracting pretest score from the retention score. The data was collected for analysis.
3. The test given by the investigator

The investigator used the same tool and gave a speech reading test three months after the retention-test.

Group III. The Adult Hearing-Impaired persons

The adult Hearing-Impaired persons included a number of speech readers and a few sign language users. The investigator wanted to find out whether the speech-reading Hearing-Impaired persons fared better in educational achievements in obtaining better jobs and integrating well into the hearing community.

A questionnaire was prepared consisting the following data;

1. General information: Name, Date of Birth, Hearing Loss, Educational qualification, Educational attainment of parents, Job placement, Salary.

2. Speech reading: Usefulness of speech reading – 10 questions.


4. Job satisfaction: Type of job, Job satisfaction – 5 questions.

The questionnaire was circulated to two hundred and fifty (250) adult Hearing-Impaired persons who left school during the past twenty (20) years. Among them one hundred and fifty six (156) Hearing-Impaired persons responded. The researcher scrutinised the responses and discarded all the incomplete responses.
6.2 Conclusions

6.2.1 Teachers of the Hearing - Impaired

Female and Male Teachers of the Hearing-Impaired Children

- The female teachers of the Hearing-Impaired children understand the problems faced by H.I. Children while speech reading, better than the male teachers. The female teachers follow the methods of teaching speech reading better than male teachers.

Teachers of Different Age Groups

- Teachers of all age groups agree that, if they follow the methods of speech reading strictly, they can help the Hearing-Impaired students to speak well.

Married and Unmarried Teachers

- Married and unmarried teachers have similar opinion regarding the methods of teaching speech reading to the Hearing-Impaired children.

Urban and Rural School Teachers

- The teachers of the Hearing-Impaired children in village schools understand better the role of the teachers of speech reading and the problems faced by Hearing-Impaired children, than the urban school teachers of the Hearing-Impaired children.
Teachers with Various Educational Qualifications

- Teachers of the Hearing-Impaired students, with different educational qualifications tend to agree to adhere strictly to the methods of teaching speech reading.

Teachers with Special Training to Teach the Hearing Impaired Children

- Teachers with special training to teach the Hearing-Impaired children, give more stress to ‘Speech Sounds’ and ‘Importance of listening’, while imparting speech reading training, to the Hearing-Impaired children.

Teachers as per the Number of Subjects Taught

- Teachers who teach more than one subject understand the qualities required of teachers of speech reading better than teachers who teach only one subject.

6.2.2 Speech Reading ability of the Hearing-Impaired students

Speech Reading Ability among Female and Male Hearing-Impaired Children

- Female Hearing-Impaired children are able to speech read the speech of their teachers better than male Hearing-Impaired children. They can also speech read the speech of the strangers better than the male Hearing-Impaired children.
Speech Reading Ability among Rural and Urban School Hearing Impaired Children

- The urban school Hearing-Impaired children can speech read the speech of their teachers better than the rural school H.I. children. There is no significant difference found between rural and urban school H.I. children when they speech read the speech of a stranger.

Speech Reading Ability among N.G.O. and Government School Hearing-Impaired Children

- There is no significant difference between the N.G.O. school Hearing-Impaired children and Govt. School H.I. children in their ability to speech read.

Speech Reading Ability among Younger and Older Hearing-Impaired Children

- The younger H.I. children are able to speech read better than older H.I. children.

6.2.3 Adult Hearing – Impaired Persons

Salary and Job Satisfaction among Rural and Urban Hearing-Impaired Adults

- The average salary of the urban Hearing-Impaired adults is significantly higher than the rural Hearing-Impaired adults. The job satisfaction level of the urban Hearing-Impaired adults is greater than the job satisfaction level of rural Hearing-Impaired adults.
Academic Achievement among Hearing-Impaired Adults from Educated and Uneducated Families

- The average salary of the Hearing-Impaired adult from educated family is higher than those Hearing-Impaired adults from uneducated families. The academic achievement of the Hearing-Impaired adult from an educated family is better than that of the Hearing-Impaired adult from uneducated family.

Speech Reading Ability among Rural and Urban Hearing-Impaired Adults

- The urban Hearing-Impaired adults can speech read better than the rural Hearing-Impaired adults. Hearing-Impaired adults with low level of speech reading ability are drawing more salary than Hearing-Impaired adults with high level of speech reading ability. So speech reading ability does not have any association with area of the school, educational level, age and job satisfaction.

Academic Achievement of Hearing-Impaired Adults Educated through English/Tamil Medium

- The academic achievement of Hearing-Impaired adults educated through English medium is greater when compared to Hearing-Impaired adults educated through Tamil medium. The average salary of the Hearing-Impaired adult educated through English medium is higher than Hearing-Impaired adults educated through Tamil medium. The job satisfaction of H.I. adults who were educated through Tamil medium is significantly less than those who were educated through English medium.
Inferences

- The Medium of Instruction has significant direct effect on job satisfaction and salary (0.387). Adult Hearing-Impaired persons who had education through both Tamil and English medium are better satisfied with their job. They are drawing more salary.

- The speech reading ability has a significant direct effect on salary (0.431).

- Job satisfaction is directly influenced by salary (0.428).

- Speech reading ability of those who had only English medium education is better compared to those who had only Tamil medium of education.

Educational and Vocational Implications of the Study

- Adult Hearing-Impaired persons who were admitted early in school for the deaf at the age of three or four could speech read better than those who were admitted at the stage of seven or eight. So Hearing-Impairment should be detected early in childhood and educational intervention should start early during the critical age.

- Segregation or isolation of the Hearing-Impaired child will create a social stigma and inferiority complex in him/her. So the Hearing Impaired may not be kept apart and may form a part of the main stream system.

- Integrated education i.e. placing the Hearing-Impaired child in a regular school, with hearing pupils will help him/her to adjust to the rhythm of normal life and build self-confidence in him/her.
The profoundly Hearing-Impaired child who cannot join the mainstream should be educated separately. He/she should be trained to speak and speech read the speech of others. Thus he/she will be able to interact well with the Hearing people in the society and in the place of work.

Oral-Aural method of education is a better method of education for the Hearing-Impaired persons than the sign language method. So the oral-aural method may be widely practised.

Vocational guidance will enhance the opportunity of the Hearing-Impaired person to get a good job and integrate well into society.

Oral-Aural education will empower the Hearing-impaired person to strive for equal opportunities in society and lead a dignified, productive life in society.

6.3 Scope for Further Research

The research study done is a limited one confining to Tamil language only. It is only a drop in the ocean.

Further study could be done in this field to find out whether there is any link between academic achievement and speech reading ability.

Research could also be done to find out whether acquisition of language skill through speech reading is beneficial for integration in society.

Research could also be undertaken to find out whether sufficient language in-put is given during Vocational training and whether the Vocational courses offered are useful for the Hearing-Impaired persons to obtain suitable jobs for themselves.
Epilogue

"The twentieth century will be remembered not as an age of political conflicts or technical intervention, but as an age, in which human society dared to think of the welfare of the whole human race as a practical objective".


# Human race during the last century did come to understand the problems of the Disabled persons and passed legislations to improve their conditions. It is the right of the disabled Hearing-impaired persons to have equal opportunities to get good education, employment and enjoy civil rights.

# In order to integrate well in society and be a dignified, productive citizen Hearing-impaired persons should get good education. Government and social organizations should no more consider disabled persons as a burden to society. If they are given opportunities, they would develop their talents and be productive citizens.

# Hearing Impaired persons do not require charity. They have rights. Society should respect their rights. They are differently abled people. They have potentialities which could be well utilized for the growth of society.

# Bethooven though he was a Hearing-impaired person became a great musician.
Helen Keller though she was visually impaired and hearing-impaired overcame her handicap and learned five languages and took a university degree. She lived a productive and committed life for the sake of other disabled people.

She wrote: "I thank god for my handicaps for through them, I have found myself, my work and my God".

Milton the great poet was blind, and yet he wrote his best poems after he became blind.

Thomas Alva Edison though Hearing-impaired, invented so many things for man kind.

So disability is no bar to be fully human and fully alive. Good Education and Speech-reading skill can develop a Hearing-impaired person to be a fully matured, self-reliant, self-confident, dignified, productive citizen of our country.

The researcher conclude with a prayer offered by a Hearing-impaired person.

**Prayers are Answered**

I asked God for strength, that I might achieve.
I was made weak, that I might learn humbly to obey....

I asked for health, that I might do greater things,
I was given infirmity that I might do better things.....
I asked for riches, that I might be happy,
I was given poverty that I might be wise

I asked for power, that I might have the praise of men.
I was given weakness, that I might feel the need of God
I asked for all things, that I might enjoy life,
I was given life, that I might enjoy all things....
I got nothing that I asked for - but everything I had hoped for
Almost despite myself, my unspoken prayers were answered.
I am among all men and women, most richly blessed.