

CHAPTER 5

FINDINGS, DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter presents the summary and conclusion of the current study on "Effectiveness of modular based training in developing Life Skills among students with Hearing Impairment" and also highlights the major findings, discussion, educational implications, suggestions for future research and conclusion.

5.1 Title of the study

"Effectiveness of modular based training in developing Life Skills among students with Hearing Impairment".

5.2 Objectives of the study

The objectives of the study were

1. To develop the Life Skills Self-Assessment Scale (LSSAS) and study the level of life skills of Students with Hearing Impairment (SWHI).
2. To develop a training module on life skills development for SWHI and studying its effectiveness.

3. To study the significant difference if any in the development of life skills among SWHI who underwent modular based life skills training with regards to their background variables (age, degrees of hearing loss, type of hearing impairment, type of School, locality, parent's educational status and parent's occupation).

5.3 Hypotheses of the study

Based on the light of relevant reviews of literature, the researcher formulated null hypothesis for the present study stated as follows

1. There is no significant difference in the level of life skills among students with hearing impairment in experimental group before and after the modular based Life Skill Development Training.
2. There is no significant difference in the level of life skills among students with hearing impairment in control group before and after traditional teaching method.
3. There is no significant difference in the level of life skills among students with hearing impairment between control and experiment groups after the training.
4. There is no significant difference in the level of life skills among students with hearing impairment in different age groups in experimental group after the modular based Life Skill Development Training.

5. There is no significant difference in the level of life skills among students with hearing impairment based on degree of hearing loss in experimental group after the modular based Life Skill Development Training.
6. There is no significant difference in the level of life skills among students with hearing impairment based on type of hearing impairment in experimental group after the modular based Life Skill Development Training.
7. There is no significant difference in the level of life skills among students with hearing impairment based on type of school studied in experimental group after the modular based Life Skill Development Training.
8. There is no significant difference in the level of life skills among students with hearing impairment based on locality resided in experimental group after the modular based Life Skill Development Training.
9. There is no significant difference in the level of life skills among students with hearing impairment based on parent's educational status in experimental group after the modular based Life Skill Development Training.
10. There is no significant difference in the level of life skills among students with hearing impairment based on the parent's occupation in experimental group after the modular based Life Skill Development Training.

5.4 Methodology

The investigator adopted experimental method using pre-test and post-test design to study the effectiveness of life skills training among students with hearing impairments' life skills development. The sample of consisted of 30 students with hearing impairment that selected from ITIs in Coimbatore district, and assigned to two groups as experimental (15) and control (15). The researcher has employed purposive sampling method under non-probability technique in this current study to select the sample. The same was divided into control and experimental group based on the LSSAS pre-test scores. Research tool used in the study was Life Skills Self Assessment Scale for Students with Hearing Impairment (LSSAS) to assess the level of the life skills and Life skills training Module (LST) to develop life skills among SWHI were developed by the researcher for this study. LSSAS is a four point rating scale and it is a self-administered tool. The tool translated in Tamil language for the benefit of the students with hearing impairment. Based on the opinion, recommendation and suggestion of the experts in the field of special education (Teacher Educators, Special Educators, Psychologists, Hearing Impaired Teachers, Integrated school teachers), Life skills training Module (LST) was prepared by the researcher with 6 out of 10 dimensions of life skills. The validity and reliability of the both LSSAS and LST module were established. Total 60 sessions (Session = 1 hour) of life skills training were implemented for

experimental group and traditional method in the classroom was used for control group for a period of three months. These sessions was utilized to schedule of life skills training as it was proposed for ITI students. After the life skills training both experimental and control groups were conducted post-test using LSSAS. The collected data was then analyzed by quantitatively using Man-Whitney -U Test and Kruskal-Wallis statistical method and the data collected from teachers and parents was qualitatively analyzed to find out the effect of Life skills training programme.

5.5 Findings of the study

- The Students with Hearing Impairment who underwent modular based life skills training have enhanced their level of life skills.
- The Students with Hearing Impairment who underwent life skills training through conventional teaching also enhanced their level of life skills.
- The Students with Hearing Impairment who underwent modular based life skills training have enhanced the level of life skills better than their counterparts who underwent conventional method of teaching.
- The background variables such as age, degrees of hearing loss, type of hearing impairment, type of School, locality, parent's educational status and parent's occupation have

least influence in life skills development among SWHI, who underwent modular based life skills training.

5.6 Discussion on findings

The discussions on the above findings are as follows:

Overall performance of Students with Hearing Impairment who underwent modular based life skills training clearly indicates that the improvement occurs through effective instructions and can reduce emergence of secondary destructive behaviours such as determination, aggression etc and create psychological sanity and healthy performance among students with hearing impairment.

The modular based life skills training program examined in this study was effective in enhancing the life skills of students with hearing impairment, supported by the study (Nakkula & Nikitopoulos, 2001) and reported that life skills training resulted in improvement of overall competence, with progress in the primary domains of interpersonal understanding, interpersonal skills, and the personal meaning of relationships. Another study (Ahmadian & Fata, 2009) also supports the current research study that life skills education has a positive effect on self-knowledge, interpersonal relationships, and anger management. The findings of this study are also consistent with the studies (Park et. al., 1997; Gamble, 2006; Short, 2006; Sepah, 2007; Sajedi,

2009; Tarmyan, 2003; Ahmadi et. al., 2014; Safarzadeh, 2004; Shohadaie, 2007; Ginter & David, 2008; Mouse et. al., 2005).

As we have seen, life skills training are effective in improving adjustment and interpersonal relations of SWHI. The results of this study is consistent with findings (Albertyn et. al., 2004; Grant et. al., 2002; Dreer et. al., 2005; Tuttle & Heicler, 2006; Pourseyedi et. al., 2010; Navidi, 2008; Hamidi, 2005).

Observations and responses from teachers and parents also revealed that modular based life skills training programme have enhanced the level of life skills of students with hearing impairment. Most children need minimum of instruction to learn life skills but hearing impaired students may need special and directed teaching (Mannix, 1993). The current study revealed that teachers can facilitate the life skills training to develop the life skills by promoting the interactions through structuring the classroom activities and using appropriate techniques (Todd & Mclaughlin, 2003).

Overall findings and observations of the studies (Vernosfaderani, 2014; Adibsereshki et. al., 2015; Guita et. al., 2012; Movallali et. al., 2014) also supports the findings of the present study, as they revealed in their study that the life skills training to students with hearing impairment promoted their self-esteem and social skills.

5.7 Educational Implications of the study

The scope and educational implications of the current study are wider and presented as follows:

- The life skills training programme developed by the researcher would provide a practical orientation to the Students with Hearing Impairment and will help them in building and improving their skills in communication, presentations, team building, leadership, time management, group discussions, interviews, and other related skills.
- This training will help them in choosing the right career.
- This study will help the high schools, higher secondary schools and higher educational institutions to understand the need to promote life skills among the Students with Hearing Impairment.
- Current research calls for the inclusion of life skills training at various levels from pre-primary to higher education levels.
- Life skills subject should be incorporated as an integral part of the school curriculum. On high school and higher secondary levels, a course that requires hearing impaired students to know especially about their communication, inter relationship skills, conflict management and problem solving would prove to be most effective.

- The administrators of schools and colleges may plan for the introduction of life skills to improve the quality of life of Students with Hearing Impairment.
- Though addressing unique educational needs of students with hearing impairment is a great challenge to special and general educators, life skills training should be offered to them with various modes of instructions to pave way for enhanced quality of life.

5.8 Scope for Future Research

In the light of the findings of the current study, the investigator has suggested the areas of future research as follows:

- The present study focused on single disability i.e. Hearing Impairment. Similar research could be conducted to improve the life skills of students with other disabilities too.
- The current research was done only for 30 Students with Hearing Impairment studying in ITI College. Similar researches could be conducted to a wider sample population for generalization.
- Similar studies could be carried out at different schools and colleges.

- Longitudinal studies could be undertaken to observe the long term impact of the life skill training on students/persons with disabilities.
- A comprehensive curriculum with adapted pedagogical approaches including life skills training should be designed to meet the needs of students with disabilities in integrated and inclusive education.

5.9 Limitations of the Study

Keeping time and resource constraints in view, the study was limited to the following:

- The present study is restricted to only male Students with Hearing Impairment studying in Industrial Training Institute at Coimbatore District of Tamil Nadu.
- The sample size is limited to only 30 Students with Hearing Impairment.
- The Life Skills Self Assessment Scale (LSSAS) and Life Skills Training Module (LSTM) is limited to only 6 out of 10 (WHO, 1997) life skills.

5.10 Conclusion

Life skills are the key factors in personal, psychological, social, academic, and career excellence. Life skills are considered

as an effective tool to promote pro-social behaviour and correcting behavioral disorders. The roles and responsibilities of special educators are imperative and they should practice life skills for the students along with subject teaching at primary school, high school and higher education level. Life skills teaching program is provided for promotion of mental health and prevention of social damages. The current study revealed that there was a significant effect of modular based life skills training among students with hearing impairment in experimental group and their level of life skills were also improved and it may reflect on psychosocial development. Life skills fulfill an important role in developing communication skills, interpersonal skills and problem solving skills as these are shaping an individual's personality. Hence, life skills training is very much effective to eliminate barriers, create positive attitude, self-awareness, interpersonal skills, communication skills and problem solving skills and to promote inclusion of persons with hearing impairment to mould them into empowered personality through the right choice of career and it will be a facade way for enhanced quality of life.