

**EFFECTIVENESS OF INTERVENTION PACKAGE IN
DEVELOPING SOCIAL ETIQUETTE AMONG CHILDREN
WITH HEARING IMPAIRMENT**

**Submitted by
B.SUJITHA
(Reg.No.20PSE014)**

**Under the guidance of
Dr. R. SHANTHI, M.R.Sc., M.A., M.Ed. (HI), M.Phil., PGDPMR., Ph.D.,
Assistant Professor (SG), Department of Special Education**

**A Thesis submitted to
Avinashilingam Institute for Home Science and Higher Education
for Women, Coimbatore-641043**

**In Partial Fulfillment of the Requirement for the Degree of
Master of Education in
Special Education (Hearing Impairment)**

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CERTIFIED AS A BONAFIDE RESEARCH WORK

**Signature of the
Head of the Department**

**Signature of the
Dean of the Faculty**

**Signature of the
Guide**

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CHAPTER I

INTRODUCTION

“It’s etiquette that points out the girl next to you that she’s drinking from the finger bowl; it’s manners that insist that you drink from yours to put her at ease.”

- AA Gill

1.1 Introduction:

Human beings are complex social animals. We cannot get along by ourselves; we need other members of our species around. Etiquette and manners help keep us from hurting each other so we can remain together. Today, it’s easier than ever to stay in touch with customers, colleagues, family and friends. Whether in the office, or at home, there are communication tools that can keep you connected just about anywhere. But, along with these new tools are **new rules on etiquette**.

Etiquette is the set of conventional rules of personal behaviour in polite society, usually in the form of an ethical code that delineates the expected and accepted social behaviours that accord with the conventions and norms observed by a society, a social class, or a social group. In a society, manners are described as either good manners or as bad manners to indicate to a person whether or not their behaviour is acceptable to the cultural group. As such, manners enable ultra sociality and are integral to the functioning of the social norms and conventions that are informally enforced through personal self-regulation in public life and in private life. The perspectives of sociology indicate that manners are a means for people to display their social status, and a means of demarcating, observing, and maintaining the boundaries of social identity and of social class.

Social manners are in three categories:

- (i) Manners of hygiene,
- (ii) Manners of courtesy, and
- (iii) Manners of cultural norm, each category accounts for an aspect of the functional role that manners play in a society. The categories of manners are based upon the social outcome of behaviour, rather than upon the personal motivation of the behaviour. As a means of social management, the rules of etiquette encompass most aspects of human social interaction;

thus, a rule of etiquette reflects an underlying ethical code, and can reflect a person's fashion and social status.

(i) Hygiene Manners - are the manners that concern avoiding the transmission of disease, and usually are taught by the parent to the child by way of parental discipline, positive behavioural enforcement of body-fluid continence (toilet training), and the avoidance of and removal of disease vectors that risk the health of children. To that effect, society expects that, by adulthood, the manners for personal hygiene have become a second-nature behaviour, the violations of which shall provoke physical and moral disgust.

(ii) Courtesy Manners - are the manners of self-control and good-faith behaviour, by which a person gives priority to the interests of another person, and priority to the interests of a socio-cultural group, in order to be a trusted member of that group. Courtesy manners maximize the benefits of group-living, by regulating the nature of social interactions; however, the performance of courtesy manners occasionally interferes with the avoidance of communicable disease. Generally, parents teach courtesy manners in the same way they teach hygiene manners, but the child also learns manners directly (by observing the behaviour of other people in their social interactions) and by imagined social interactions (through the executive functions of the brain). A child usually learns courtesy manners at an older age than when he or she was toilet trained (taught hygiene manners), because learning the manners of courtesy requires that the child be self-aware and conscious of social position, which then facilitate understanding that violations (accidental or deliberate) of social courtesy will provoke peer disapproval within the social group.

(iii) Cultural Norm Manners - are the manners of culture and society by which a person establishes his and her identity and membership in a given socio-cultural group. In observing and abiding the manners of cultural norm, a person demarcates socio-cultural identity and establishes social boundaries, which then identify whom to trust and whom to distrust as "the other", who is not the self. Cultural norm manners are learnt through the enculturation with and the routinization of "the familiar", and through social exposure to the "cultural otherness" of people identified as foreign to the group. Transgressions and flouting of the manners of

cultural norm usually result in the social alienation of the transgressor. The nature of culture-norm manners allows a high level of between-group variability, but the manners usually are common to the people who identify with the given socio-cultural group.

The children with hearing impaired facing problems in these manners due to their significant loss of hearing the child may not perform well in social activities due to this they can't able to know how to react to that situation but the children with hearing impaired must know to understand how to react this social situations then only the child will live their life in the society with fulfilment.

1.2 Concept of Hearing Impairment

Hearing Impairment cannot be seen and hence its effects are not visible to others, so deaf people suffer in silence. A deaf person is so isolated from family and friends and is greeted by an unsympathetic attitude she is often depressed and needs psychological counseling. The consequences of the child born with hearing loss are pretty severe. (Varshney S., 2016)

Hearing impairment is related to health and substantially affects child's ability to acquire speech usually. It influences the life of a child, earlier the problem is identified, and health issues can be reduced accordingly. It is a fact that hearing loss is critical to language development and affects academic performance.

Hearing impairment is a generic term referring to any organic hearing problem regardless of etiology or degree. It is a deviation or change for the worse in either structure or function, usually outside the normal range. It generally includes a broad range of hearing disabilities, ranging in severity from mild hearing impairment to profoundly deaf.

Rights of Persons with Disability Act (RPWD Act, 2016) define "deaf" as persons having 70 dB hearing loss in speech frequencies in both ears; and "hard of hearing" as a person having 60 dB to 70 dB hearing loss in speech frequencies in both ears. The higher the decibel (dB), the louder is the sound.

As per Bansal. R et al., (2002) most of the people with hearing loss belong to the age group of 0 -10 years. Chronic Suppurative Otitis Media (C.S.O.M.) was the most common etiological factor resulting in hearing loss and Presbycusis (old age hearing loss) was the second commonest cause.

Das. C et al. (2004) revealed that the percentage of children's population in the tribal villages was 35.77 percent and there was 6.62 percent prevalence of deafness among the children. The incidence for the hearing loss was found to be highest in the age group of 6-10 years.

1.3 Categorization of Hearing Impairment

The Global Burden of Disease Expert Group projected classification of Hearing loss according to the language acquired, site of damage, and degree of loss as follows:

According to the Language Acquired:

Pre Lingual Hearing Loss: It is the loss of hearing sensitivity existing at birth or infancy before speech and language patterns are acquired. In such condition, development of speech and language, voice and articulation are affected. As an adult the individual is likely to continue to have limitations. It is also called congenital deafness

Post Lingual Hearing Loss: It is the loss of hearing sensitivity after birth and the development of speech and language. Language may not diminish; however since reception of high frequency sounds are affected there will be slight change in voice and articulation.

According to the Site of Damage:

Conductive Hearing loss: When the transmission of sound through the external ear or middle ear is interfered by any condition, then it is called conductive hearing loss

Sensory Neural Hearing loss: Any damage in the inner ear i.e. in cochlear or in the auditory nerves

Mixed Hearing loss: When the transmission of sound is interfered by problem in the external ear, middle ear, and also inner ear, then that condition is called as mixed hearing loss.

According to the Degree of Hearing Loss:

- **10 to 20dB (normal)** - Hardly has any impact on communication In noisy environments, soft sounds are difficult to understand
- **20 to 35dB (mild hearing loss)** - Even in quiet environments, distant speech is challenging to hear
- **36 to 50dB (moderate hearing loss)** - Conversational speech can be heard only from nearby distance. Group activities are challenging
- **50 to 65dB (moderately-severe hearing loss)** - Clear conversational speech can be heard only when it is loud and speech is evidently impaired
- **65 to 80dB (Severe hearing loss)** - Cannot recognize many of the words in the conversational speech even when loud. Speech is not intelligible
- **80 to 95dB (Profound hearing loss)** - Only hear very loud sounds and primary mode of communication would be through non-verbal mode
- **95 dB + (Complete or Total hearing loss)** - Cannot hear any speech or sound (Olusanya. O. B., Davis. C. A., Hoffman. J. H., 2019).

Early Identification and Intervention with appropriate education can bring out the potentials in children with hearing loss and with the invention of advanced amplification devices myths such as hearing impairment is equal to short of intelligence and articulatory capacity are diminishing slowly.

1.4 Characteristics of Hearing Impaired

Hearing Impairment and deafness generally manifest with specific symptoms and characteristics. Although symptoms greatly vary among children, certain traits and behaviours are characteristically indicative of hearing difficulties. Four categories of characteristics are especially meaningful to the classroom setting: “psychological, communicational, academic and social-emotional.”

One of the major characteristics of the deaf as well as hard of hearing children are that they often have delayed language and speech development which ultimately

affects their verbal communication skills. Children with hearing impairment frequently use gestures and sign while communicating with others. Children with Hearing Impairment display abnormal rhythm in speech with nasal sounds, mispronunciation and monotonous voice. Their speech is unintelligible. In written language, hearing impaired children often find problems associated with sentence construction, gender, tense, appropriate uses of verbs, adjectives, nouns, idioms, etc. All these affect academic growth of hearing impaired students. Both reading and arithmetic performances are deficient in these children. (Arya. A., 2016)

Some of the important psychological characteristics that Children with Hearing Impairment show can be observed in their behaviours. Intelligence ranges from retarded to normal with specific learning disabilities on concept formation. Children with Hearing Impairment have a poor self-concept which damages the development of personality. Delay in achieving motor milestones, poor gross motor coordination, delayed hand preference, hyperactivity, short attention span, emotional liability are some of the other psychological and social-emotional characteristics generally observed in students with hearing impairment.(Kumar.R., 2015).

In cognitive functioning, Children with hearing impairment face difficulties in understanding abstract concepts. Because of limited vocabulary their comprehension ability is poor. On all the aspects of development, i.e., mental-intellectual, personality and educational achievement, the hearing impaired students are inferior and are at low level. Many of the characteristics presented by hearing impaired children create unique problems for teachers. (U. S. Department of Education, 2008)

1.5 Assistive Technology for Hearing Impaired

Technology is to be applauded for its role in enabling “hearing”, “speech”, and “communication” for deaf persons, depending upon the severity of hearing loss. Assistive Technology for deaf persons have been categorized as hearing technology, alerting devices and communication support in various models and by manufacturers with frequent modifications and updates. (Renuka.N.V, 2018)

Hearing Aids with special processing capabilities that help improve speech recognition, and noise reduction, Speech synthesizers to assist with speech and Assistive Listening Devices to aid and enhance the listening capacities, have proven

to be beneficial to the deaf community. Alerting devices with vibrators have cautioned many deaf and Video Relay Services with sign language users accessing sign language Interpreters through a relay service which are able to have signed messages interpreted through voice and voiced messages signed to the signer, are all steps taken towards accessibility.

Cochlear Implant: Technology has led medical professionals to rectify complications arising from sensor neural deafness - Cochlear Implant, a surgically implanted device that converts sound energy into electrical stimuli that can be processed by the auditory nerve. The electronic device replaces the function of the damaged inner ear. The first Cochlear Implant was invented by Dr. William House, in 1961.

In the recent years there has been rapid increase in the fitting of the Cochlear Implant for both pre-lingual and post-lingual hearing impaired individuals, irrespective of age. Hearing Aids for the hearing impaired is still preferred in developing country like India. (Prakash S G R., 2012)

1.6 Concept of Social Etiquette:

Social rule is precisely however it sounds, it refers to the behaviour you resort to in social situations-interactions together with your family, friends, co employees or strangers. We're expected to follow social norms so as to exist and sleep in harmony. Social rule influences however others understand and treat you.

The word "etiquette" comes from the French word "estique," aiming to attach or stick. The noun "etiquette" describes the necessities of behaviours in keeping with the conventions of society. Etiquette helps North American country savvy to treat others. rule makes individuals snug and comfy, it shows that we tend to worth and respect others. rule promotes kindness, thought, and humility, rule offers the boldness to manage totally different things in life, it offers North American country life skills.

1.6.1 Etiquette and Manners

Etiquette and manners are around as long as man has been here. there's proof of this in even the foremost primitive of tribes and teams of individuals within the Brobdingnagian, so much reaches of the globe. prescript or manners expected in any cluster, square measure the social rules that we tend to live by so as to point out relation to others and ourselves. skilled prescript builds leadership, quality, business and careers.

According to the Oxford wordbook prescript is that the typical rules of non-public behaviour in polite society. it's concerning being well-mannered, courteous and showing respect for every different.

1.6.2 Building Blocks of Etiquette:

They embody -

- responding during a timely manner
- thanking publically
- informing individuals
- apologising publically
- demonstrating personal integrity
- replying promptly even to mention no
- praising individuals
- supporting individuals
- giving feedback
- keeping guarantees
- being honest, kind and courteous

1.7 Principle of Etiquettes:

It is believed but that there's one principle - that's one among trust. Communication ought to be wont to build trust - to not destroy it.

Endeavour to not destroy Trust:

- do not criticise or blame
- do not be artful

- do not be proud
- do not discuss emotional problems
- do not reply within the heat of the instant
- do not ignore messages to that a reply is required
- do not breach confidentiality
- do not overload the system with excess messages

1.7.1 Disability Etiquette:

Many folks grew up during a time once we were educated to seem away once we saw someone with a incapacity. Those days are over and, with the passage of the Disabilities Acts round the world, our society is learning to welcome individuals with disabilities into thought as productive people. One should be an area of that method and do not have to be compelled to feel awkward once managing someone World Health Organization includes a incapacity.

Talk on to the person, to not associate degree aide, friend, or interpreter. If the person includes a speech impairment, listen rigorously and with patience. raise him to repeat if you do not perceive. If the person does not perceive you once you speak, try again. do not let him assume your communication with him isn't worthy to you. If the person is deaf or laborious of hearing, follow his or her lead; use gestures or write. If the person uses a chair, sit and converse at his level. Good manners aren't inheritable from generation to generation, so they're learned skills.

1.8 Ten Commandments for Good Manners:

1. **Be Yourself:** courtesy begin with a decent sense of self.
Unless you're faithful yourself, you'll be able to ne'er be faithful others. you're distinctive. do not attempt to form your temperament to fulfill circumstances. Be natural, and also the world can respect you for what you're.
2. **Say "Thank You":** Thanking others could be a approach of praise full them and is one amongst the keys to having courtesy. Send thank-you notes whenever somebody will one thing nice for you, or to specific your feeling. this easy act can facilitate build lasting relationships. Once somebody

provides you a compliment, the response could be a simple “thank you.” and do not forget “Please,” “Excuse Maine,” and “You’re welcome,” that square measure different marks of fine manners.

3. **Offer Compliments** : A basic rule of fine manners is to grant. consider what you’ll be able to offer to others, and bear in mind that the foremost precious gifts price nothing. once you meet somebody, you’ll be able to forever think about a real compliment to grant. A “Hello” or “How square measure you?” isn’t enough. you’ll be able to conjointly offer your undivided attention and interest to others. you’ll be able to be generous with words of praise, heat greetings, sympathy, love, or different excellent news.
4. **Not be self-aggrandising, chesty or Loud** : forever exercise restraint and goodness. Your voice, your behaviour and even your covering ought to replicate unostentatious class. solely alittle person brags regarding accomplishments; a well-mannered person has no would like for self-advertisement. Let your deeds represent themselves.
5. **Listen Before Speaking** : Respect for others could be a requirement of fine manners. paying attention to others could be a thanks to show respect. there’s no worse company than someone that doesn’t listen. Be genuinely inquisitive about others; learn their names, and encourage them to speak regarding themselves. ne’er interrupt. Look them within the eye, and listen rigorously. The observer learns and thereby gains.
6. **Speak with Kindness and Caution** : Before talking to others, take into account what result your words can have. Pause and weigh your words rigorously and say them with a high quality of softness. an error of the tongue will visit unnecessary hurt. Also, bear in mind the language of the body (your posture and your mannerisms) is as vital because the language of words.
7. **Don’t Criticize or Complain** : someone with courtesy is on top of criticizing others or whiny regarding circumstances. Negativity is any type is to be avoided. If you hear gossip, do not take part, be indifferent to that. If

you ail others, do therefore with all respect. do not verbally attack or condemn them. you'll win the argument, however lose a valued friend.

8. **Be prompt :** Appreciate the worth of your time, yours et al.. If you create a rendezvous, arrive on time. If you want to be late, call first. ne'er arrive early for a social engagement; your host should be obtaining dressed! do not outstay your welcome. Lingering good-byes just cause frustration and may ruin associate otherwise experience. A quick, straightforward exit at the correct time is typically appreciated.
9. **Don't Embarrass Others :** Treat others as you'd prefer to be treated, and think about however you'll be able to place them comfortable. the emotions of people may be as fragile as fine crystal. ne'er chagrin associate one with rude jokes or an unwelcome nickname. Be thoughtful. In speech communication, ne'er raise embarrassing queries like what quantity was obtained a brand new item or regarding matters of the guts. it is often courtesy to think about others initial.
10. **Act and appearance Your Best :** A gracious friend isn't ruffled. Be a relaxing, happy influence in any disagreeable scenario and maintain your equanimity. See humour whenever doable. Master self-control and have sympathy for others. forever act your best courteously and politeness.

Each day dress as if it were your solely likelihood to shine. A smile ought to prime your list of accessories. Your home, automobile and work ought to replicate your best. they must be tidy, neat and well organized.

1.9 Need and Significance of the Study:

“Manners can open doors that the simplest education cannot.” It is believed that, good manners are the key that opens the doors of chance. Nobody can take someone seriously, or perhaps hear him if he has no manners.

The children with hearing impaired facing several difficulties in their standard of living. one among the foremost drawback currently a days the kid facing is lack of social etiquettes because of this. the kid might not perform well within

the society, this can have an effect on the kid psychologically for this, the study can facilitate US to spot the social etiquettes of hearing impaired likewise as traditional kids severally. Representation of the tool can facilitate them to spot the etiquettes simply.

This study helps to know:

- How to treat others.
- How to behave and conduct ourselves in different environments.
- It promotes kindness, consideration, and humility.
- It gives the confidence to deal with different situations in life, it gives us life skills.
- Etiquette enhances your individual image; it eliminates discourteous behaviour.
- It helps us to be thoughtful about our conduct, it helps us to be aware of the feelings and rights of others.
- It helps us to get along with others, it promotes respect.
- It promotes respect for people of other cultures, etiquette is culturally bound.

1.10 Statement of the Problem

The problem is stated as **“Effectiveness of Intervention Package in Developing Social Etiquettes among Children with Hearing Impairment”**.

1.11 Objectives of the Study

The present study aims at:

- To explore the social etiquette among children with hearing impairment
- To develop testing tool to find social etiquette among children with hearing impairment
- To develop the interventional package for developing social etiquette among children with hearing impairment
- To find the impact of interventional package for developing social etiquette among children with hearing impairment

- To find the impact of interventional package in developing social etiquette among children with hearing impaired with respect to various domains of social etiquette
 - Eating etiquette
 - Communication etiquette
 - Behaviour etiquette
 - Social and environmental etiquette

1.12 Hypothesis

- There is no significant difference in developing social etiquettes among children with hearing impairment before and after intervention with respect to Age
- There is no significant difference in developing social etiquettes among children with hearing impairment before and after intervention with respect to Gender
- There is no significant difference in developing social etiquettes among children with hearing impairment before and after intervention with respect to Locality
- There is no significant difference in developing social etiquettes among children with hearing impairment before and after intervention with respect to Educational status of parents
- There is no significant difference in developing social etiquettes among children with hearing impairment before and after intervention with respect to Type of school
- There is no significant impact of interventional package in developing social etiquette among children with hearing impairment with respect to various Domains of social etiquette
 - Eating etiquette
 - Communication etiquette
 - Behaviour etiquette
 - Social and environmental etiquette

1.13 Scope of the Study

- The present study will be helpful to the special educator, general educators, parents, teacher educators to understand the significance of social etiquette of children with Hearing Impairment
- This study help to identify and improve the social etiquettes of hearing impaired as well as normal children
- This study help to identify and improve the social etiquettes of hearing impaired independently without the help of the interpreter
- The study will help the teacher to become aware of the vital role of social etiquette among children with hearing impairment
- The study will be helpful to the special educators to become aware of giving more social activities to children with Hearing Impairment using intervention tool
- The findings of this study will strengthen the hands of educational policy makers, administrators, general and special educators, parents of children with hearing impairment regarding the importance of social etiquettes in young children for developing their behaviour of each and every child which is essential for the strong foundation of social skills, lifelong learning and future development in each and every child.

1.14 Limitations of the Study

- Sample size is limited due to poor enrolment of Children with Hearing Impairment in school(COVID-19)
- The study is conducted in only Coimbatore.

1.15 Organization of the Study

- The study” **Effectiveness of Intervention Package in Developing Social Etiquettes among Children with Hearing Impairment**” is organized in five chapters.
- The first chapter presents introduction, need and importance of the study, statement of the problem, definitions, Objectives, hypothesis of the study, scope of the study and limitations of the study.

- The second chapter includes review of related literature and researchers to the present study.
- The third chapter includes the method of the study undertaken for the present study.
- The fourth chapter presents the detailed analysis on the data collected from the sample.
- The fifth chapter deals the summary of the findings discussion, recommendations, suggestions and conclusion.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 Introduction

The study of connected literature in any analysis occupies vital place as a result of it evokes and guides the investigator in correct direction. With the assistance of this the investigator will prove the importance of one's investigation. In analysis Methodology, the term 'Literature' refers to the information of a selected space of investigation of any discipline which has theoretical, sensible and its analysis studies. The term 'review' suggests that to arrange the information of the particular space of analysis to evolve associate degree structure of data to point out that his study would be associate degree addition to the current field.

“The literature in any field forms the foundations upon that every one future work square measure aiming to be designed. If we have a tendency to tend to fail to form the muse of knowledge provided by the review of literature our work is maybe aiming to be shallow and native and may usually duplicate work that has already been done higher by someone else” **(Borg,W.R.,2005)**.

A literature review is that the assortment of a learned articles, books, journals, dissertations, conference proceedings and different resources that square measure relevant to a specific issue, house of study, or house of problems and provides a path right all the way down to follow the past researches for a decent use inside the gift study.

A review of literature is every the strategy and so the merchandise where it provides a descriptive and logical conclusion of the materials existed supported specific house or topic of the study. A literature review technique involves a study relating to associate existing learned articles. **(Cooper,H.M.,1988)**

2.1. Review of Literature- Definition

According to informer, **Arlene (2014)** “A literature review surveys books, studios articles, and the other sources relevant to a specific issue, space of analysis, or theory, and by thus doing, provides an outline, summary, and important analysis of

those works in reference to the analysis downside being investigated. Literature reviews are units designed to supply an summary of sources you've got explored whereas analysing a specific topic and to demonstrate to your readers however your research fits at intervals a bigger field of study."

According to **W.R. Borg** - "The literature in any field forms the muse upon that all future work are engineered. If we tend to fail to create the muse of information provided by the review of literature our work is probably going to be shallow and naïve and can usually duplicate work that has already been done higher by some other person."

2.2 Importance of Review

A literature review might carries with it merely a outline of key sources, however within the social sciences, a literature review typically has associate structure pattern and combines each outline and synthesis, usually among specific abstract classes. A outline may be a recap of the vital data of the supply, however a synthesis may be a re-organization, or a reshuffle, of that data in a very approach that informs however you're aiming to investigate a quest downside. The analytical options of a literature review might Give:

- A replacement interpretation of previous material or mix new with previous interpretations,
- Trace the intellectual progression of the sector, together with major debates,
- Depending on the case, appraise the sources and advise the reader on the foremost pertinent or relevant analysis, or
- Usually within the conclusion of a literature review, establish wherever gaps exist in however a retardant has been researched so far.

2.3. Advantages of Review

- Review of literature helps to Place the context of its contribution to understanding the analysis downside being studied.
- Describe the link of every work to the others into consideration.
- Identify new ways that to interpret previous analysis.
- Reveal any gaps that exist within the literature.

- Resolve conflicts amongst apparently contradictory previous studies.
- Identify areas of previous scholarship to stop duplication of effort.
- Point the approach in fulfilling a desire for extra analysis.
- Locate the own analysis among the context of existing literature

2.4. Purpose of Review:

Review of connected literature besides permitting the investigator to absorb current data within the space during which investigator goes to conduct the analysis, serves the subsequent specific purposes:

- The review of connected literature permits the investigator to outline the limit of the investigator and to outline the matter.
- The review of connected literature helps the investigator to seek out out the analysis methodology and to grasp concerning the tools and instruments.
- The advantage of the review of connected literature is additionally to supply insight into the applied math strategies through that the results of the study is to be established.
- Through the review of connected literature, the investigator will avoid unintentional duplication of well- established findings.
- the ultimate and vital specific reason for reviewing the connected literature is to grasp concerning the advice of previous analysers listed in their studies for any research.
- It provides concepts, theories, rationalization and hypotheses valuable in formulating and learning the matter.

The literatures applicable to “Teaching Tenses to kids with Hearing Impairment” are reviewed beneath the subsequent titles

The related review studied has been structured under the following headings:

2.5 Children with Hearing Impairment - A Profile

Based on findings of **NSSO Survey (2011)** reveal that, Children constitute 39 percent of the country’s population, and there are more than 7.8 million children with disabilities. One in 250 children in India, and globally, some 32 million children suffer from severe to profound hearing loss.90 percent of deaf children are born into

“hearing families, who have no previous experience of deafness, or knowledge of communication option for a deaf child. Parents want their deaf child to learn to “speak”, and thereby, be a part of their world and participate fully in the society. (Krashen. S, 1973). In India, there is dearth of Early Identification & Early Intervention Centres, and critical time period for the deaf child’s language development is missed while parents take time to overcome their emotional crisis upon faced with a deaf child in the family, and thereafter in their quest for the right kind of medical assistance, diagnosis, treatment, information and rehabilitation. (Fischer.S, 1998).

Garg, S., Kohli, C., Mangla, V., Chadha,S., Singh, M. M., & Dahiya, N. (2018) conducted “An Epidemiological Study on Burden of Hearing Loss and Its Associated Factors in Delhi, India”. This study was carried out in selected rural and urban areas of Delhi, India, shows very high prevalence of hearing loss. A study carried out among people living in the Delhi area in India showed an overall prevalence of hearing loss of 26.9 percent among persons aged 5 years and over. 15.8 percent had a sensory-neural hearing loss, 10.3 percent had a conductive hearing loss and 0.8 percent had a mixed hearing loss.

Kapoor, P. (2019), given a applied math study on hearing impairment. A banging 466 million folks within the world have disabling hearing impairment. Of that thirty four million are youngsters alone. Disabling hearing impairment refers to hearing impairment bigger than forty decibels(dB) within the higher ear in adults and a hearing impairment bigger than thirty (dB) within the higher hearing ear in youngsters. Unaddressed hearing impairment poses AN annual international price of US\$750 billion.

2.6 Early Identification Influences the social Functioning of Hearing Impaired:

Anouk Netten Carolien Rieffe Stephanie C P M Theunissen Wim Soede (2015) conducted a study on Early identification of Language skills and social functioning in deaf and exhausting of hearing educational institution kids the Permanent childhood disability usually ends up in speech and language issues that are already apparent in infancy. there’s a transparent link between language skills and

also the child's social-emotional functioning supported past studies. The aim of this study was to look at the extent of language skills and communication skills when the introduction of early identification services and their relation with social functioning and behavioural issues in deaf and exhausting of hearing kids. it designed Nationwide cross-sectional observation of a cohort of eighty five early known deaf and exhausting of hearing educational institution kids (aged 30-66 months). No relation was found between the degree of hearing impairment, age at amplification, uni- or bilateral amplification, mode of communication and social functioning and behavioural issues. These results recommend that rising the communicative skills of deaf and exhausting of hearing kids might improve their social-emotional functioning.

Nina J. Laugen (2017) conducted a study on Social skills in educational institution kids with unilateral and delicate bilateral hearing impairment, hearing impairment could represent a risk for developing social skills difficulties; but, very little is understood regarding the potential risk ensuing from unilateral or delicate bilateral hearing impairment. we have a tendency to compared the social skills of fourteen kids with UMHL and twenty one kids with moderate to severe hearing impairment (MSHL) with those of 123 kids with typical hearing (TH). All the youngsters were 4-5 years recent, and every one the youngsters with hearing impairment used hearing aids. The study was administered in Scandinavian country. Associations between social skills and age at amplification and vocabulary skills were identified. with UMHL had lower social skills than the TH children, whereas with MSHL received scores like those of the TH children. the youngsters with UMHL were detected and amplified later than the youngsters with MSHL. Early amplification was related to higher social skills however not with higher vocabulary. The results recommend that despite a restricted result on vocabulary development, early intervention is probably going to market social skills development in kids with UMHL.

D E Ducharme, S W Holborn (1997) conducted a study on Programming generalization of social skills in educational institution kids with hearing impairments .The aim of the study is that the effectualness of a social skills coaching package in manufacturing carry-over, each with and while not the systematic application of generalization programming techniques, was evaluated with five educational

institution kids with hearing impairments. The analysis was conducted at intervals a multiple baseline style. Generalization probes were conducted daily. The social skills coaching package was enforced during a coaching setting and created high, stable rates of social interaction in this setting. However, generalization of the social skills to new lecturers, peers, and play activities failed to occur till generalization programming ways were applied within the original coaching setting.

2.7 Etiquette in Communication

Puttaraj Choukimath (2006) given a conference paper on Role of rule and Manners in Communication, during this paper The importance of skilled social communication to the supply of effective info services is currently wide recognised additionally to the varied alternative dimensions of experience that “information skilled’ draw upon they need to be able to move with success with colleagues and alternative professional employees yet as business individuals and business. it’s self evident that, rule and self esteem and self worth area unit tangled. rule and manners ought to be the backbone of each communication to succeed. The basics of courtesy still apply in each scenario, they simply would like to be applied otherwise in completely different scenario. As they permeate the culture, hopefully a lot of individuals can acknowledge this.

2.8 Etiquette for Others

Victoria E. Tamban and Marlyn P.Lazaro 2015-2016 conferred a piece of writing relating to schoolroom rule, Social Behaviour and therefore the tutorial Performance of faculty of Teacher Education Students at the lagoon State engineering school University. This study aimed to work out the many relationship between students’ schoolroom rule, students’ social behaviour and their tutorial performance of faculty of Teacher Education students at lagoon State engineering school University, year 2015-2016. Descriptive reciprocity analysis style was used during this study. The respondents of the study were the 207 Bachelor of instruction and Bachelor of teaching student from second year, third year and fourth year level. A sound survey form on satisfactoriness of students’ schoolroom rule and social behaviour was used. The results determined that a major relationship was found between the extent of satisfactoriness of students’

school room rule and tutorial performance with the p price of zero.002 further as social behaviour and tutorial performance of the respondents with the p-value of zero.

Faruk Polatcan (2018) bestowed a writing relating to Attitudes of scholars in lycee towards the foundations of Etiquette: A Study on Development of a Scale .The aim of this study is to develop a scale so as to see the attitudes of scholars in lycee towards prescript. The social unit of the study consisted of 266 students WHO have attended 3 secondary colleges in Erzurum. correlational analysis has been applied by the obtained information to make sure validity. As a results of the correlational analysis, a structure consisting of 2 factors outlined as “personal rules and social rules” that accounts for fifty two.25% of the overall variance of the dimensions has been fashioned. The Cronbach alpha responsibleness coefficients are calculated to see the responsibleness of the dimensions. it’s been found as zero.748 within the personal rules sub-dimension and zero.797 within the social rules sub-dimension.

Universidade DE São Paulo(2020) conducted a study on Social Skills in youngsters and Adolescents: variations Between Deaf and Hearing, hearing loss ends up in difficulties in characteristic components of social performance in people. This study evaluated the social skills of deaf and hearing youngsters and adolescents to draw a profile on the classes of social skills. this can be a quantitative, cross-sectional, comparative study. The participants were 122 deaf and hearing youngsters and adolescents, every cluster containing sixty one people aged between seven and sixteen years. The instruments used were a socio demographic form. The results showed deficits within the social skills of deaf youngsters and adolescents compared to hearing.

2.9 Social Skills of Hearing Impaired

Kelly L. Raymond, Johnny L. Matson (2010) given a piece on Social Skills within the Hearing Impaired ,during this study they Assessed the social skills of deaf 6- to 17-year-olds in four studies. Measures enclosed the Matson analysis of Social Skills with kids (MESSY) and also the kid Behaviour listing (CBCL). The CBCL Aggressive and Social Withdrawal subscales were consistent predictors of scores on the mussy Inappropriate Assertiveness/Impulsiveness subscale vital

variations were conjointly determined between hearing and deaf students on measures of social withdrawal and aggression, though each teams were typically at intervals the traditional vary. additionally, the CBCL less-traveled subscale was a major predictor of scores on the mussy acceptable Social Skills subscale.

Abid Masood Khan, Hifsa Batool, Zabar Hussain (2019) bestowed an editorial associated with a study to explore presence of social skills among hearing impaired students gift study tried to explore presence of social skills among hearing impaired students taking education from government special education colleges and to match completely different level of social skills supported different demographic variables. it's a descriptive study in nature and survey methodology is employed to gather the information. Population of study is hearing impaired youngsters living in division Faisalabad and city. Sample of N=200 hearing impaired students are hand-picked through convenient sampling technique. Responses of social skills are taken from mothers as mothers have higher data of proficiencies of their hearing impaired children's social skills. Children's age bracket was 05-20 years. Age vary of mothers was 25-55 years. Social skills listing was wont to as tool of the study for assortment of knowledge. it's a mixed methodology approach and applied mathematics measures were created via statistical distribution, t-test and analysis of variance. Results of current study clearly portrayed that eighty two hearing impaired students have low level of social skills and eighteen hearing impaired students have best level of social skills.

Judith A Hosie, PA Russell ,Colin grey C Scott(2000) conducted a study on data of show Rules in Prelingually Deaf and Hearing kids, Deaf kids of elementary and school age participated during a study designed to look at their understanding of show rules, the principles governing the expression and concealment of feeling in social things. The results showed that deaf children's data of show rules, as measured by their according concealment of feeling, was reminiscent of that of hearing kids of constant age. However, deaf kids were less probably to report that they'd conceal happiness and anger. The results counsel that the understanding of show rules could develop a lot of step by step in deaf kids raised during a speech communication surroundings than it will in hearing kids.

Shaista Majid (2011) conducted a study on room social behaviour of hearing impaired youngsters, the current analysis was aimed toward the study of room social behaviour of hearing impaired youngsters at primary level. The analysis was descriptive and direct observation technique was used to establish the positive and negative social behaviour of hearing impaired youngsters exhibited within the room and at playground. fifty hearing impaired youngsters together with male and female finding out in categories I to V of education centers for kids with hearing disorder at Islamabad were selected arbitrarily. A list was used to establish the social behaviour. the things were developed on the symptoms of room social behaviour of hearing impaired youngsters like respect of elders, sharing, rebel, aggressive behaviour, cooperation, fighting, calm and quiet, follow the directions, teasing others, and friendly etc. On the idea of analysis findings it had been all over that almost all of hearing impaired youngsters respect their elders, stay calm and quiet throughout lesson, don't share their things with alternative students, don't rebel throughout lesson. Most of them work with others throughout cluster activities, keep one's distance from fighting throughout cluster activities, and follow the principles in taking part in cluster games. a number of them get angry once alternative students distract them from their studies, don't tease their friends. Moreover, hearing impaired youngsters ought to be motivated and inspired to an exceedingly positive social life.

K L Lemanek, D A Williamson, F M Gresham, B J Jensen (1986) conducted a study on Social Skills coaching with hard-of-hearing youngsters and Adolescents .Social skills coaching has been used with a range of adult and kid populations. this text describes the utilization of social skills coaching with hard-of-hearing youngsters. information associated with the treatment of 4 hard-of-hearing youngsters were referred for illustrative functions. For all cases, social skills coaching resulted in improved social behaviour throughout role play. Treatment effects additionally generalized to novel role-play scenes associated an analogue scenario. Social validation measures supported the effectiveness of treatment the results of coaching were typically maintained at a 2-month follow-up. The potential effectiveness of social skills coaching with hard-of-hearing youngsters and ways to boost treatment maintenance were mentioned.

D A Tisdelle, J S St Lawrence(1986) conducted a study on Social skills coaching to reinforce the social adjustment of a speech and hearing impaired adult. A speech and deaf male person received social skills coaching consisting of modelling instruction and behaviour rehearsal in a very controlled multiple baseline style to extend his nonverbal social communication skills. Treatment resulted in improvement in objective behavioural parts throughout role-played interactions and generalized to primitive things. problems associated with the importance of social social skills coaching for the speech- and deaf area unit mentioned.

E J Rasing, P C Duker(1992) conducted a study on Effects of a varied coaching procedure on the acquisition and generalization of social behaviours in language-disabled deaf kids Effects of a varied coaching procedure were assessed on the acquisition and generalization of social behaviours with nine language-disabled deaf kids. The coaching procedure consisted of (a) kid coaching and (b) superintendence, feedback, and goal setting directed by lecturers and residential employees. Target behaviours were flip waiting, initiating interaction, and interacting with others. Procedures to push generality of effects and to work out the social validity of the procedures were used information were collected among a multiple baseline style across behaviours. Results showed a useful relationship between introduction of the coaching procedure and will increase in proportion of applicable target behaviours for all nine kids.

E J Rasing (1993) conducted a study on Effects of a varied coaching procedure on the social behaviours of hard-of-hearing youngsters with severe language disabilities: a replication The effectiveness of a coaching package on the social behaviours of twenty hard-of-hearing youngsters with severe language disabilities was assessed. The package consisted of initial instruction in role-play things, reinforcement of applicable instances of the behaviours, and a correction procedure following inappropriate instances of the behaviours. Results showed that the coaching package was effective in increasing acknowledgment, flip waiting, initiating interaction, and giving facilitate and these effects were maintained over many weeks.

K L Bierman , H P Montminy(1993) conducted a study on biological process problems in social-skills assessment and intervention with youngsters and adolescents. In recent years, social-skills coaching has become an more and more common intervention. Recipients of ability coaching programs have enclosed youngsters of all ages still as adults, nevertheless comparatively few systematic makes an attempt are created to include biological process issues into program style and analysis, the main target and period of their peer interactions, the character of peer-approved (and disapproved) behaviours, the organization of the generation, and also the extent and nature of peer influence. though a full understanding of the impact that these biological process changes could wear the effectiveness of varied social-skills interventions awaits future analysis, the potential implications area unit various. during this article, biological process changes in children's peer relationships area unit reviewed. The implications that these changes could have for the assessment of social skills, for the look of ability coaching programs, and for future analysis area unit mentioned.

2.10 Social Support Predicts Assistive Device

Gurjit Singh Sin-Tung Lau M Kathleen Pichora-Fuller (2015) conducted a study on Social Support Predicts Hearing Aid Satisfaction. The goals of the present analysis were to determine: (i) whether or not there's a relationship between perceived social support and hearing aid satisfaction, and (ii) however well perceived social support predicts hearing aid satisfaction relative to different correlates antecedently known within the literature. In study 1, 173 adult users of hearing aids completed a survey assessing attitudes toward health, hearing, and hearing aids, furthermore as a form assessing Big-Five temperament factors (Openness to expertise, Conscientiousness, extroversion, Agreeableness, and Neuroticism) either mistreatment paper and pencil or the net. in a very follow-up study designed to duplicate and extend the results from study one, 161 adult users of hearing aids completed the same survey on the net. In study 2, participants conjointly completed a live of hearing aid profit and according the design of their hearing aid. The results from each studies one and a pair of offer no support for the claim that participant response vogue accounts for the connection between hearing aid satisfaction and perceived social support.

2.11 Social Interaction of the Hearing Impaired:

Tova Most, Amatzia Weisel, Clara Efron (2005) conducted a study on Initiations of Social Interactions by Young Hearing Impaired Preschoolers This study examined ways for initiating social interactions with peers, among four youngsters with handicap, aged thirty three to thirty six months, attending a special early education center or a daily preschool. The study investigated initiation sort and rates of initiation success/failure in hearing and deaf partners. Results unconcealed (a) additional initiations within the regular program than within the special program; (b) within the special program, rather more made initiations toward youngsters with handicap than toward hearing youngsters; (c) vocalization because the most frequent strategy used with each hearing and deaf partners; and (d) denotative selections concerning their initiations even among young children with handicap. The discussion self addressed implications concerning integration of kids with handicap into regular academic settings.

Rebecca Carol Hankins (2015) conducted a study on social interaction between deaf and hearing people This study examined the personal experiences of hearing people in their interactions with Deaf persons and their knowledge relating to Deaf culture. The analysis involved questioning hearing people relating to their perceptions and interactions with Deaf people and Deaf culture during a shot to attain insight on but the lives of Deaf people are going to be improved in thought culture. it had been foretold that a majority of hearing participants would describe associate absence of data relating to Deaf culture, discomfort interacting with a someone,. A survey was conducted with 582 undergraduates at the University of Mississippi. Of the initial six hypotheses, the results supported the predictions that a majority of hearing participants would report associate absence of data relating to Deaf culture and therefore the thanks to move with a someone that hearing participants would agree that there is a necessity for higher understanding of Deaf culture. The results indicate positive attitudes relating to Deaf people and extra show the requirement for improvement of noesis relating to Deaf culture and others, that inserts among the prevailing body of research.

Georgina Batten, Peter M. Oakes, Tim Alexander(2013) conducted a study on Factors related to Social Interactions Between Deaf kids and Their Hearing

Peers: a scientific Literature Review this analysis indicates that deaf kids will have marked social difficulties compared with their hearing peers. Factors that influence these social interactions have to be compelled to be reviewed to tell interventions. a scientific search of five key databases and three specialised journals known fourteen papers that met the inclusion criteria. method quality of the articles was assessed exploitation Associate in Nursing custom-made list. There was a general lack of agreement across studies. the most factors investigated were the deaf child's communication ability, age, and level of mainstreaming, that overall were completely related to peer interactions. Some studies additionally found that females were additional possible to own positive social interactions. the bulk of studies were cross-sectional. Some studies lacked applicable management teams Associate in Nursing didn't recruit an applicable vary of informants. a good vary of things were related to social interactions between deaf and hearing kids. The role of communication gained the best agreement across studies. alternative factors were concerned in additional complicated interactions.

David H. Barker, A Alexandra L. Quittner, A Nancy E. Fink, B Laurie S. Eisenberg, C Emily A. Tobey,d John K. Niparko (2009) conducted a study on Predicting behaviour issues in deaf and hearing children: The influences of language, attention, and parent-child communication, Here the event of language and communication might play a crucial role within the emergence of activity issues in young youngsters, however they're seldom enclosed in prophetic models of activity development. during this study, cross-sectional relationships between language, attention, and behaviour issues were examined victimisation parent report, videotaped observations, and performance measures in a very sample of one severely and deaf and sixty nine unremarkably hearing youngsters ages 1.5 to 5 years. Secondary analyses were performed on knowledge collected as a part of the Childhood Development when tube Implantation Study, funded by the National Institutes of Health. deaf youngsters showed a lot of language, attention, and activity difficulties, and spent less time human action with their folks than unremarkably hearing youngsters. Structural equation modelling indicated there have been vital relationships between language, attention, and kid behaviour issues. Language was related to behaviour issues each directly and indirectly through effects on attention. quantity of parent-child communication wasn't associated with behaviour issues.

Ayed Ziadat Azeez Ahmad Al rahmneh(2020) conducted a study on the training, social, and economic challenges facing the deaf and hard-of-hearing people. The analysis aimed to spot the education, social, and economic challenges facing deaf and hard-of-hearing people, the analysis supported a descriptive approach to suites the analysis objective. sample of the analysis consists of (105) from each deaf and hard-of-hearing people in Al Balqa governorate selected by a convenient methodology and therefore the results showed that the education, social, and economic challenges facing the deaf and hard-of-hearing people were within the medium level. The social challenges facing hearing impaired square measure lack of engagement in group action, worry to modify others, and therefore the discrimination feels, and therefore the education challenges square measure cannot perceive science material, the necessity for signing translator, and lack of teachers' ability.

Annan nortey (2009) conducted a study on Barriers to social participation for the deaf and laborious of hearing in African nation by Doris. The deaf and laborious of hearing are a part of marginalised people in African nation WHO are typically relegated to the background and thus face barriers to participation in society. This lack of participation typically ends up in the shortcoming to require management over one's own life and health. this study pointed out that there are different barriers to participation similarly. The analysis explored problems with participation at intervals the family, among peers, work colleagues and in different social settings. It conjointly explored participation problems at intervals education, employment, health care and government support and delved into policies that impact on the problem of participation for the deaf. The analysis explored the private experiences of the deaf and laborious of hearing with the aim of characteristic factors within the society that influence against their meaning participation in society Results of the analysis indicate multiple barriers for the Deaf and laborious of Hearing at the various levels of the Ghanaian society. Lack of participation in activities and lack of belongingness were felt by majority of the participants across the various settings of the Ghanaian society. it's evident from the study that to enhance participation in lifestyle activities and to modify them gain management over their life and health, the deaf and laborious of hearing have to be compelled to be enclosed all told social activities.

2.12 Environment Consideration

Julie Swann(2009) conducted a study on Hearing impairment: environmental concerns the flexibility to listen to may be considerably reduced if there are background noises or poor acoustics. If the surroundings is fitly designed from the get-go, this may facilitate to attenuate hearing disorder and alter folks to speak additional effectively. this text aims to extend awareness in care workers of environmental concerns and also the impact of hearing issues inside a work.

2.13 Conclusion

The research reviewed various literatures and found that numerous attempts have been made in the area of social etiquette of children with hearing impairment. The literatures has also explored various awakening facts as, the children with hearing impaired has lots of difficulties in the areas of social skills, communication skills and behaviour skills which are called social etiquettes. Whatever educational options be suitable for the education of these children, attainment of certain degree of basic skills are essential for better social life. The literature related to this study helped the investigator throughout the study, especially in the designing of the study and in the interpretation of the results.

This literature review gives the overview of this study. This made the investigator to be clear in framing the methodology and design of the study, and it is helps in developing the tool and interpreting the results.

“A Survey of related literature is necessary for proper planning, execution and the right concept of the problems and solutions. It provides guiding hypothesis, suggestive methods of investigation and comparative data for the interpretative purpose.” **(Good, 1959)**

CHAPTER III

METHODOLOGY

3.0 Introduction

Methodology is the scientific, systematic and theoretical analysis of the methods applied to the area of study. It consist of theoretical analysis of the content of methods and principles associated with the branch of knowledge. Research methodology is the scientific method or procedures used to define, collect, select, approach, analyze and determine the information about the topic.

Research methodology is a pathway providing necessary steps and guidelines to the researchers. It provides information about research design, sampling technique, sources of data, sample size, instruments used and data analysis. According to **Clifford Woody**, Research consist of defining the identified problems, formulation of hypothesis or predicted solutions; collection of data, organization and evaluation of the data; deduct the outcome and verify the conclusion to determine whether they are suitable to the formulated hypothesis.

Research methodology is a way to solve the research problem. Methodology refers to the way the study is to be conducted. It refers to the design of the study through which validity of results is to be established. Methodology occupies a pivotal role in any kind of research as reliability and validity of findings depend largely on methods employed for the study. This study employed a descriptive survey method to collect data to find out Social etiquette among Children with Hearing Impairment.

This chapter deals with methodology of conducting the research work on **“Effectiveness of Intervention Package in Developing Social Etiquettes among Children with Hearing Impairment”**.

This chapter provides information in detail what the investigator did to solve the problems. This chapter provides an overview of the total layout including consideration of how the work was executed. It is at this stage that crucial decisions were made for the objective to be achieved. The attainment of the objectives of any research depends upon many factors. Among these factors, selection of appropriate methodology is one of the most important factors.

The Present study was conducted in integrated and inclusive schools where the students with hearing impairment pursuing primary, secondary and higher secondary education in Coimbatore. The schools were clustered in and around Coimbatore. The researcher identified 20 children and adolescent students with Hearing Impairment.

The methodology of the present investigation is discussed under the following headings:

- 3.0 Introduction
- 3.1 Area of the study
- 3.2 Selection of sample for the study
- 3.3 Variables of the study
- 3.4 Design of the Study
- 3.5 Method of the study
- 3.6 Types of tool used in this study
- 3.7 Description of the tool
- 3.8 Conduct of the study
- 3.9 Scoring Procedure
- 3.10 Schedule of the study
- 3.11 Statistical Technique Used in the Study
- 3.12 Pilot study
- 3.13 Jury opinion
- 3.14 Conclusion

3.1 Area of the study

The present study was conducted in special school and inclusive schools catering to the needs of the students with hearing impairment. The schools are clusters in and around Coimbatore. The investigator focused only on inclusive school and special schools for the conduct of the study. All the schools were located in the Coimbatore District.

3.2 Selection of Sample for the Study

In statistics, sampling is the selection of a subset (a statistical sample) of individuals from within population to estimate characteristics of the whole population.

Sample selection is an important part of research study. When a non-random data is chosen for statistical analysis, it paves way for sample selection bias. So it is necessary to select sample with utmost care.

‘Sample is a small proportion of a population selected for observation and analysis’ (Best & Khan, 2008). Sample is a representative group drawn from a population while sampling is the process of drawing sample from a population. On the basis of characteristics of the sample, inferences can be made about the characteristics of the population

The samples were selected on this study based on the purposive sampling technique. “**Purposive sampling** may be a part of the sampling technique during qualitative research for finding and selecting the data and this is used for limited resources”.

The population of the study had wide geographical dispersion and the samples were selected from the Coimbatore city of Tamil Nadu. A total of 20 students with Hearing Impairment in the age range 5-15 years, 10 boys and 10 girls formed the sample for the present study.

Students with hearing impairment were identified on the basis of medical history, was the only criteria for the inclusion of the students as the sample of the research.

TABLE 3.1

AGE AND GENDER WISE DISTRIBUTION OF THE SAMPLE

S.No	Age	Gender		Total
		Male	Female	
1.	5-10	6	2	8
2.	11-15	4	8	12
Total		10	10	20

3.3 Variables of the Study

Variable may be an idea which might have totally different quantitative values. For example: height, weight, income, age etc., A variable may be an amount which might vary from one individual to another. “Variable may be a property that takes on totally different value” (Kerlinger, 2002).

Selection of correct variables is a crucial ingredient of a decent analysis. Choice of the right variables perpetually enhances the standard of study and generalizes the results. The present study incorporates 2 varieties of variables, specifically dependent and independent variables.

The Dependent variables included in the study were the intervention tool of social etiquette for improving social etiquettes among children with hearing impairment.

The Independent variables included in the study were Gender, Age, Class and Degree of Hearing Loss, type of hearing loss, assistive devices used, type of school, Educational status of parents.

TABLE - 3.2
INDEPENDENT VARIABLES AND THEIR LEVELS

S.No.	Variables	Levels
1.	Gender	Male
		Female
2.	Age	5-10
		11-15
3.	Class	1 st -5 th
		5 th -10 th
4.	Type of Hearing Loss	Sensorineural
		Profound
5.	Degree of Hearing Loss	Moderate
		Profound
6.	Assistive Devices Used	Hearing Aid
		Cochlear Implant
7.	Type of School	Special
		Inclusive
8.	Educational Status of Parents	Illiterate
		Literate
9.	Locality	Rural
		Urban

3.4 Design of the Study

“A analysis vogue is to boot a logical model of proof that allows man of science to draw inferences concerning casual relationship among the variables.”

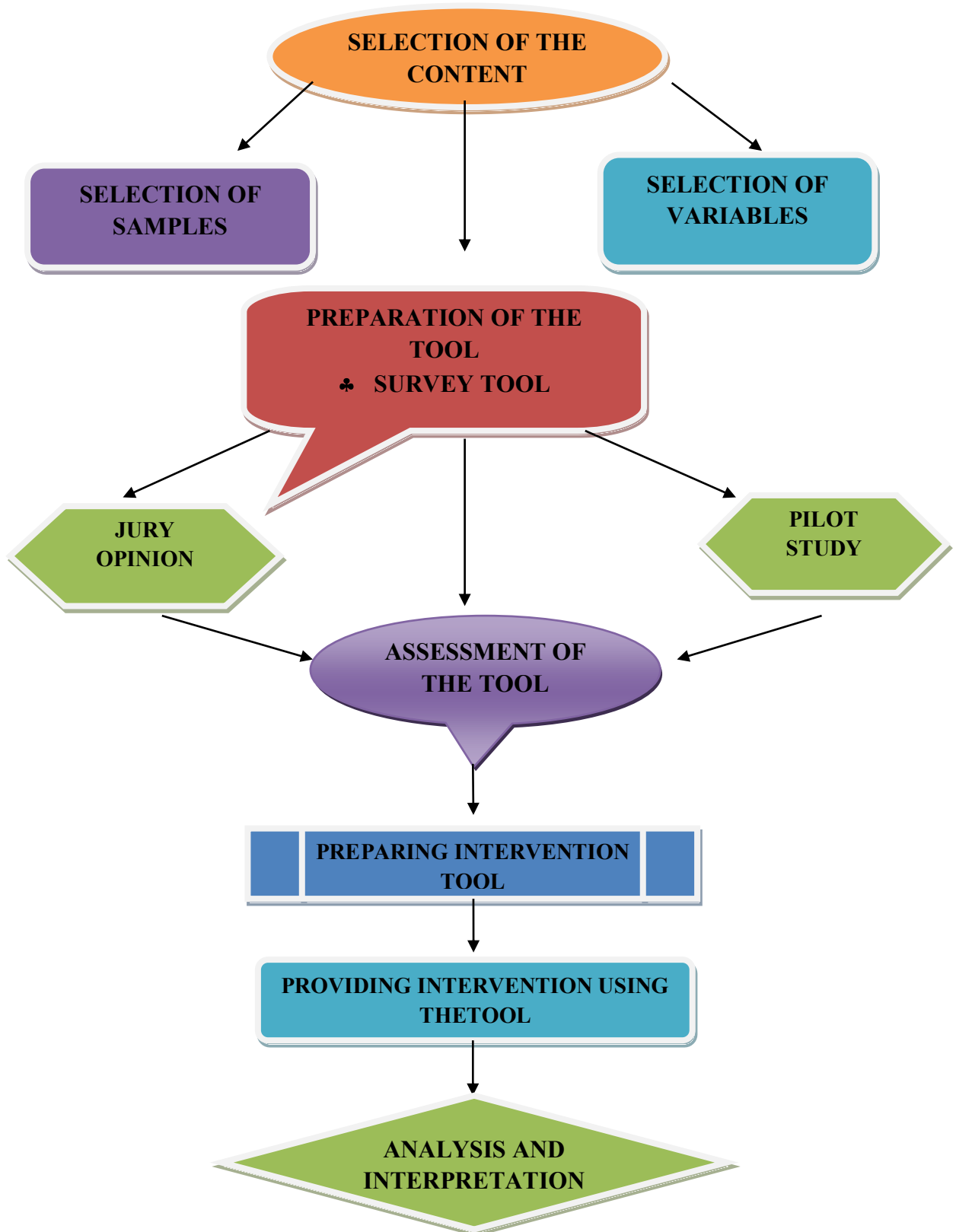
- James McMillan

According to saint V. “the logical and systematic designing and leading a chunk of research. It offers a top level view of the structure and method of the analysis program. While not such a concept of study, no scientific study is feasible.”

In different words, style indicates however the analysis is ready up, what happens to the themes and what technique of knowledge assortment is employed.

As the study is to seek out out the impact of assisted instruction in enhancing the social skills of hearing impaired, similar scientific method was followed to urge the specified knowledge with specially time. Similar Experimental style as that in natural social setting within which the analysis person will introduce one thing like experimental style into his programming of knowledge assortment procedures.

FIGURE 1
DESIGN OF THE STUDY



Formulation of Interview Schedule

An Interview schedule was prepared by the investigator, consisting of 20 questions to elicit information on background profile of children with Hearing Impairment and; the finalized tool is enclosed in Appendix-I on modification.

Conducting the Study

The investigator using the interview schedule for the Appendix-I collected the required data from the class teachers and the parents of the respective sample. After establishing rapport with the concerned personnel's the investigator collects information based on the family background, identification and assessment to the sample, awareness of social skills of the sample.

Data Collection

After selecting the samples for the study, the investigator personally visited the students in person in their home and school and rapport has established before administering the tool. The evaluation tool was used to identify the current knowledge on the social etiquette among children with Hearing impairment.

3.5 Method of the Study

The present study carried out through the Quasi experimental study method. This method is followed to establish the efficacy of the tool and its impact on identification and improving of social etiquette for children with hearing impairment. Data collected from the children with hearing impairment who were enrolled in inclusive schools and special schools. The study was planned to conduct under five phases

Phase I

In first phase the investigator collected the data through survey. This process is carried out by gathering information from parents, teachers and also through case profiles. Purposive sampling technique was used to select the sample for the purpose of applying the assessment tool for social etiquettes for children with hearing impaired. The tool was carried out in normal children for the purpose of standardization.

Phase II

In second phase the Assessment tool for social etiquette was developed by the investigator.

Phase III

In third phase Assessment were taken place for the selected sample with the help of the tool by the researcher and the intervention was given by them with the help of the intervention tool

Phase IV

Posttest was done, to evaluate the effectiveness of the intervention tool developed by the investigator in acquiring and improving the social etiquette among children with hearing impairment.

Phase V:

Statistical analysis was done to identify the efficacy of the tool on identifying the social etiquettes among the hearing impaired children.

3.6 Tools Used in this Study:

Based on the objectives of the study, the investigator selected appropriate tools such as;

Personal data was used to collect the information about the subjects such as grade level, age, gender, type of locality, educational qualification of parents, type of school, degree of hearing loss, type of loss, type of amplification devices and the same personal data sheet enclosed in **Appendix - I**

Assessment Tool for Social Etiquette (ATSE) was used to find out the hearing impaired children facing difficulties in social etiquettes. Tool for social etiquette consisted of four domains as listed below and in the **Appendix - II**.

Domains in Social Etiquette

- Eating etiquette
- Communication etiquette

- Behaviour etiquette
- Social and environmental etiquette

3.7 Description of the Tool

The tool was taken from the study, “Assessment tool for social etiquette in children with hearing impairment” by under the guidance of Dr. R. Shanthi , Assistant Professor. This tool consists of 60 questions on the basis of social etiquettes especially in Tami language. Based on that, the investigator developed the tool for identifying the social etiquettes among children with hearing impaired.

The checklist consists of 60 items under four domains namely eating etiquettes, communication etiquettes, behaviour etiquettes, social and environmental etiquettes. Each domain has 15 items, with suitable illustrations of colour full pictures, each question consist of two options with relevant pictures the child will choose the appropriate picture for the question as the correct answer.

The intervention tool also prepared with the pictures and written quotes with correct image.

3.8 Conduct of the Study

After the identification of the sample the pretest was conducted to identify the current level of social etiquettes among students with Hearing impairment. Intervention was given using the intervention tool. Intervention was given in such a way that the student has to find the correct etiquette between the two options under one particular topic. The same procedure was followed to other topics.

The instructional package the investigator developed has the combination of pictorial depiction, video clippings and GIF’s. The intervention given for the period of 1 month. Then the post test was conducted for the students using the tool. Then the result was analyzed to show the impact of improving social etiquette among the children with hearing impairment.

For effective assessment of children on social etiquette skills the investigator created a conducive environment with appropriate arrangements such as seating, favouring the child convenience, after which rapport between the investigator and the

sample were established. The investigator conducted the assessment procedure using the assessment tool, individually for each sample from the inclusive and special schools in Coimbatore. As well as the investigator started their intervention using their intervention tool.

3.9 Scoring Procedure

The tool for impact of assessment tool for social etiquette had two points namely correct response and incorrect response. If the children attain correct response score '1' was given and if the children does not select the correct response score '0' was given.

Maximum time taken to assess the Assessment tool for social etiquettes of each sample was 40 minutes. Assessment enabled the investigator to score the individual sample on the basis of their performance in the given activity and provided the instructions (through Verbal / Sign / Prompting if required).

TABLE-3.3

Domains	Number of Questions	Scoring Procedure
Eating Etiquettes	15	Score '1' for correct response Score '0' for incorrect response
Communication Etiquettes	15	Score '1' for correct response Score '0' for incorrect response
Behaviour Etiquettes	15	Score '1' for correct response Score '0' for incorrect response
Socail and Environmental Ettiquettes	15	Score '1' for correct response Score '0' for incorrect response

3.10 Schedule of the Study

TABLE-3.4

Year	Month	Implementation
2020	December	Selection of sample, preparation of the tool
2022	January	Adaptation of the tool
	February	Assessment of the tool and collection of data
	March	Scoring and data analysis
	April	Interpretation of data
	May	Summary and conclusion

3.11 Statistical Technique Used in the Study

The obtained data has been analyzed by using appropriate statistical techniques. The investigator used qualitative procedure and quantitative procedure to analyze the data. To study the effect of Gender, Age, Locality, Class, Type of School, Mode of communication, Educational qualification of Parents, Type of loss, Degree of Hearing loss and Type of Amplification device on social etiquette and t - test was used.

3.12 Pilot Study

The pilot study was conducted for 10 normal hearing persons belong to the age group of 5-15 years old from different geographic locations. Pilot study was conducted by administering Assessment tool for social etiquette for 10 hearing impaired students from age group 5 to 15 years. The domains in social etiquette were evaluated using rating scale with two points rating. When the task is able to perform score one was given. If the student is unable to perform zero score was marked. Based on the scores secured by the students the investigator incorporated certain modifications. The modified tool was further scrutinized by expert's namely special educators, teacher educators and professionals working in the field of special education. Based on their opinion and ideas the tool was modified and finalized.

Based on the data the investigator proceeded for the further process.

3.13 Jury Opinion

The investigator submitted the Assessment tool for Social Etiquettes to the 10 experts in the field of special education. According to their views, opinions and suggestions the modifications were carried out.

3.14 Conclusion

The method, tools used, sampling procedures, variables selected and administration of tool have been clearly described in this chapter. It provides an essential information for the researcher to do further analysis and follow the steps to reach the goal of the study. The above methodology has been incorporated and the data has been statistically analysed, tabulated, and consolidated in the following chapter called results and discussion.

CHAPTER - IV

RESULT AND DISCUSSION

4.1 Introduction

This section presents the results of the examination lead in the subject “Effectiveness of Interventional Package in Developing Social Etiquettes among Children with Hearing Impairment”.

Data Analysis is the action of a scientific and systematic application on statistical or logical methods to explain, illustrate and describe, sum up and measure the data. According to Shamoo and Resnik (2003), numerous analytic or systematic strategy provides a way to draw inductive interpretation. Marshall and Rossman (1999), define data analysis as the action of measuring the order, meaning and structure of the collected data. It is described as chaotic, ambitious and consumes more time, but also acts as an innovative and enchanting process.

The previous chapter on methodology paves the route for present examination, this chapter focus on statistical investigation of the data and the explanation of the results. Data analysis is known as the practice of formulating meaning to the collected data and determines the conclusion. Reveals the importance and hypothesis of the findings. It involves measuring the values of unknown criterion of the population and hypotheses testing for drawing conclusions. Analysis of data is the most essential part of any research. Data analysis summarizes collected data.

This chapter presents the result of descriptive study conducted on Effectiveness of Intervention Package in Developing Social Etiquettes among Children with Hearing Impairment. The main objective of the study is to find out the social etiquettes and provide intervention among the children with hearing impairment for the age group of 5 to 15 years. The data pertaining to the identification of social etiquettes of selected sample were processed and analyzed with the use of quantitative and qualitative techniques.

According to Kreuger and Neuman (2006), quantitative and qualitative analysis of data provides a useful relationship and sameness between quantitative and

qualitative methods of data analysis. It reveals that there are four similarities between quantitative and qualitative analysis of data such as:

- Inference - presumptions are made to draw a conclusion based on proof;
- A public process - reveals the study of design in any way;
- Central process of comparison- identifying the patterns or aspects that are similar or different; and
- Striving to avoid errors, false conclusions and misleading inferences.

4.1.1 Objectives of Result and Discussion

The main aim of result and discussion are to enable the researcher

- To examine the data gathered from interviews.
- To investigate the data gathered from observation studies.
- To study the data gathered from questionnaire.
- To examine the gathered information.
- To analyze the data and interpret the solution for the problem.
- To understand and describe the significance of findings.
- To scrutinize the data gathered from observation studies.
- To fix the problem with the new insight.
- To explain the new understanding of the selected problem.
- To find an appropriate solution for the problem.
- To sort out the proper solution for the selected problem

4.1.2 Purpose of Analyzing the Data

The purpose of analyzing data is to obtain usable and useful information. The analysis, regardless of whether the data is quantitative and qualitative, may;

- Describe and summarise the data.
- Identify the relationships between variables.
- Compare the variables.
- Identify the difference between the variables.
- Identify the relationship between domain and variables.
- Summarise the data of the variables.
- Forecast Outcomes.

- Helps in structuring the findings from different sources of data.
- Very helpful in breaking a macro problem into micro problem.
- Acts like a filter when it comes to acquiring meaningful insights out of huge data set.
- Helps in keeping human bias away from the research conclusion with the help of proper statistical statement.
- Analyse the problem in different aspects and suggest appropriate solution.

Interpretation is the process of making sense of numerical data that has been completed, analyzed and presented. A common method of assessing numerical data is known as **Statistical analysis**, and the activity of analyzing and interpreting data in order to make predictions is known as **inferential statistics**. After collecting and analyzing the data, the researcher has to accomplish the task of drawing inferences followed by report writing. Only through interpretation that the researcher can expose relations and process that underlie his finding.

The result of the study was discussed under the following sections

4.2 Section I: Qualitative Analysis

- 4.2.1 Background information of the selected sample
- 4.2.2 Overall results of social etiquette among children with hearing impairment
- 4.2.3 Overall results of social etiquette among children with hearing impairment with respect to Gender
- 4.2.4 Overall results of social etiquette among children with hearing impairment with respect to Age
- 4.2.5 Overall results of social etiquette among children with hearing impairment with respect to Locality
- 4.2.6 Overall results of social etiquette among children with hearing impairment with respect to Educational status of parents
- 4.2.7 Overall results of social etiquette among children with hearing impairment with respect to Type of school

4.3. Section II: Quantitative analysis

- 4.3.1 Mean Scores of social etiquette among children with hearing impairment based on Gender in following Domains
 - 4.3.1 a) Domain 1: eating etiquette
 - 4.3.1 b) Domain 2: communication etiquette
 - 4.3.1 c) Domain 3: behaviour etiquette
 - 4.3.1 d) Domain 4: social and environmental etiquette
- 4.3.2 Mean Scores of social etiquette among children with hearing impairment of selected samples based on Age group in following Domains
 - 4.3.2 a) Domain 1: eating etiquette
 - 4.3.2 b) Domain 2: communication etiquette
 - 4.3.2 c) Domain 3: behaviour etiquette
 - 4.3.2 d) Domain 4: social and environmental etiquette
- 4.3.3 Mean Scores of social etiquette among children with hearing impairment of selected samples based on Locality in following Domains
 - 4.3.3 a) Domain 1: eating etiquette
 - 4.3.3 b) Domain 2: communication etiquette
 - 4.3.3 c) Domain 3: behaviour etiquette
 - 4.3.3 d) Domain 4: social and environmental etiquette
- 4.3.4 Mean Scores of social etiquette among children with hearing impairment of selected samples based on Educational status of parents in following Domains
 - 4.3.4 a) Domain 1: eating etiquette
 - 4.3.4 b) Domain 2: communication etiquette
 - 4.3.4 c) Domain 3: behaviour etiquette
 - 4.3.4 d) Domain 4: social and environmental etiquette
- 4.3.5 Mean Scores of social etiquette among children with hearing impairment of selected samples based on Type of school in following Domains
 - 4.3.5 a) Domain 1: eating etiquette
 - 4.3.5 b) Domain 2: communication etiquette

- 4.3.5 c) Domain 3: behaviour etiquette
- 4.3.5 d) Domain 4: social and environmental etiquette
- 4.4 Overall Mean Score

4.2 SECTION I: Qualitative analysis

This section contains the qualitative information about overall frequency and percentage of Social etiquette among selected samples. These data were analyzed and interpreted in the following.

4.2.1 Background Information of the Selected Sample

The data pertaining background information of the sample such as Gender, Age, Locality, and Degree of Hearing Loss etc... presented under table 4.2.1 and figure 4.2.1.

TABLE-4.2.1

S.No.	Particulars	Categories	Number of Samples	Percentage
1.	Age in groups	5-10	8	40%
		10-15	12	60%
2.	Gender	Boys	10	50%
		Girls	10	50%
3.	Class	1 st -5 th	9	45%
		5 th -10 th	11	55%
4.	Degree of hearing loss	Moderate	4	20%
		Profound	16	80%
5.	Type of hearing loss	Conductive	8	40%
		Sensorineural	12	60%
6.	Locality	Rural	12	60%
		Urban	8	40%
7.	Type of amplification device	Cochlear implant	8	40%
		Hearing aid	12	60%
8.	Educational status of parents	Illiterate	14	70%
		Literate	6	30%
9.	Type of school	Special	8	40%
		Inclusive	12	60%

It is evident from the above table that the each variable is classified into groups such as Age, Gender, Type of School, Educational Status of the Parents, Type of hearing loss, Degree of hearing loss, Type of Amplification Device, Student's Locality, and Standard were analysed quantitatively and is presented in the table 4.2.1

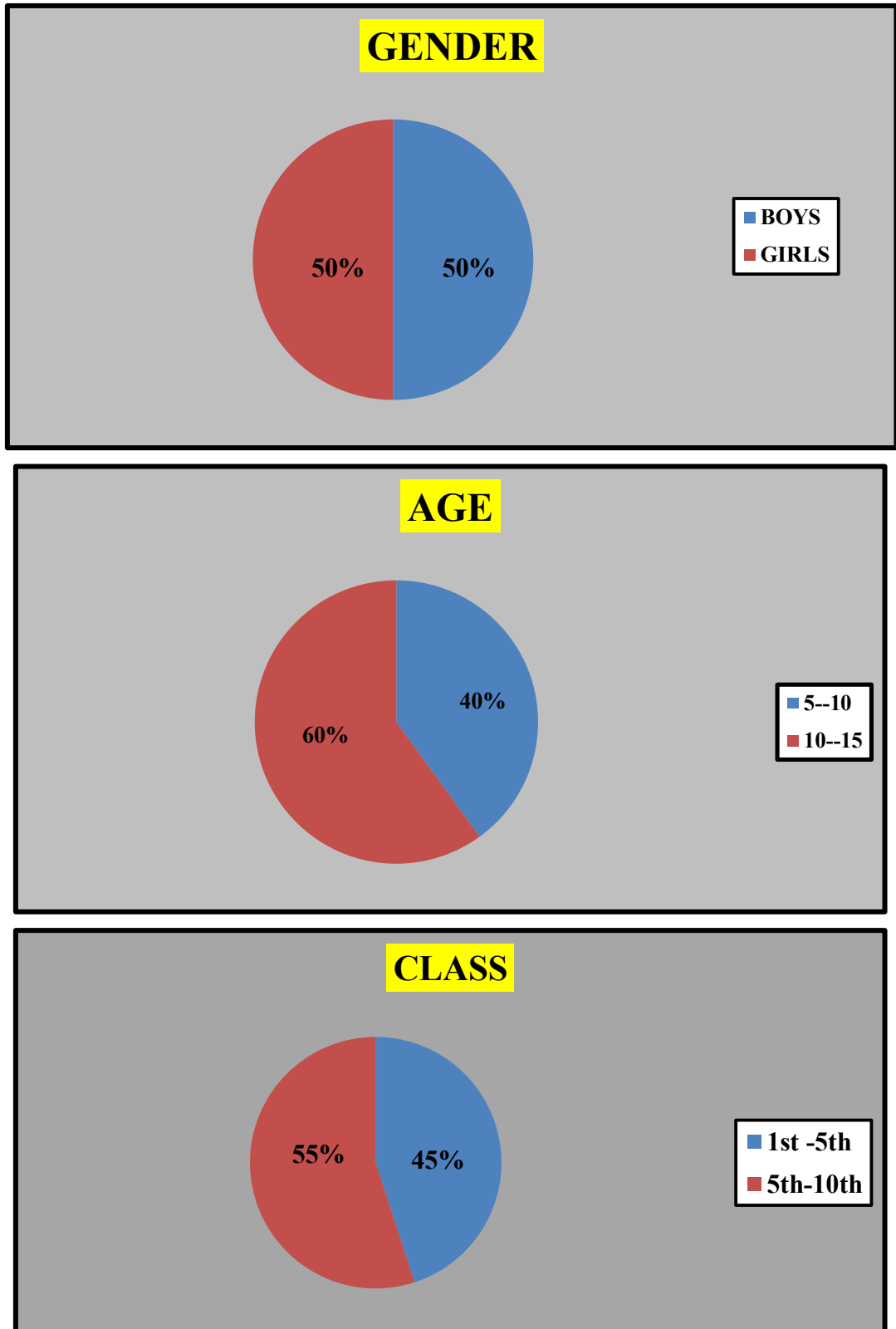
Table 4.2.1 provides glimpse of details on Gender of the selected hearing-impaired children. It was observed that 50 percent of the selected samples were boys and 50 percent of the selected samples were girls.

It was observed that among the selected samples 60 percent of them were attending inclusive school and 40 percent of them attending special school. Analysing the educational status of parents of the selected samples were analysed and found out that 70 percent parents of the selected samples were illiterate,30 percent of them literate. It was also found that 60 percent of the selected samples were using Hearing Aid and 40 percent of them were Cochlear implanted.

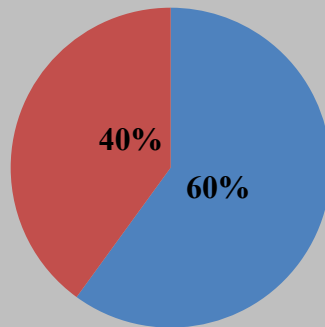
It has also noted that the 40% of the selected Sample is from Urban and 60% of them are from Rural areas. The percentage of the students enrolled in the Grade from -1st -5th & 5th-10th were 9 and 11 respectively. Degree of hearing loss -moderate & profound. Here the profound children are higher in number. Type of hearing loss-conductive and sensorineural hearing loss. Here sensorineural loss are higher in number

The above information is helpful to do the qualitative analysis based on Impact of identifying social etiquettes among children with hearing impairment.

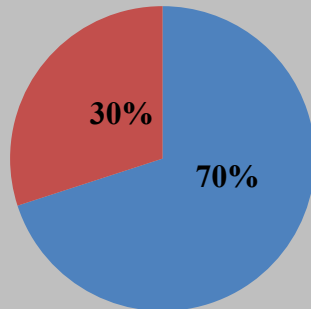
FIGURE-4.2.1
BACKGROUND INFORMATION OF THE SELECTED SAMPLE



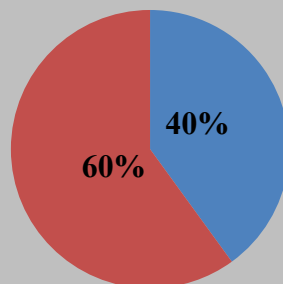
TYPE OF SCHOOL



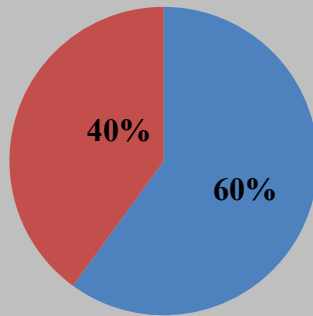
EDUCATIONAL STATUS OF PRENTS



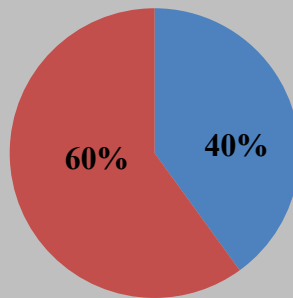
TYPE OF AMPLIFICATION DEVICE



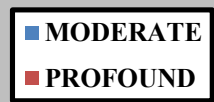
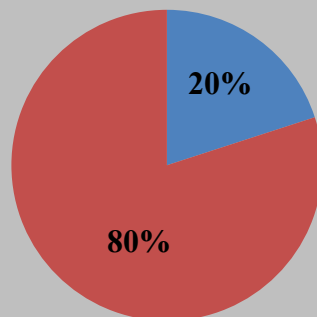
LOCALITY



TYPE OF HEARING LOSS



DEGREE OF HEARING LOSS



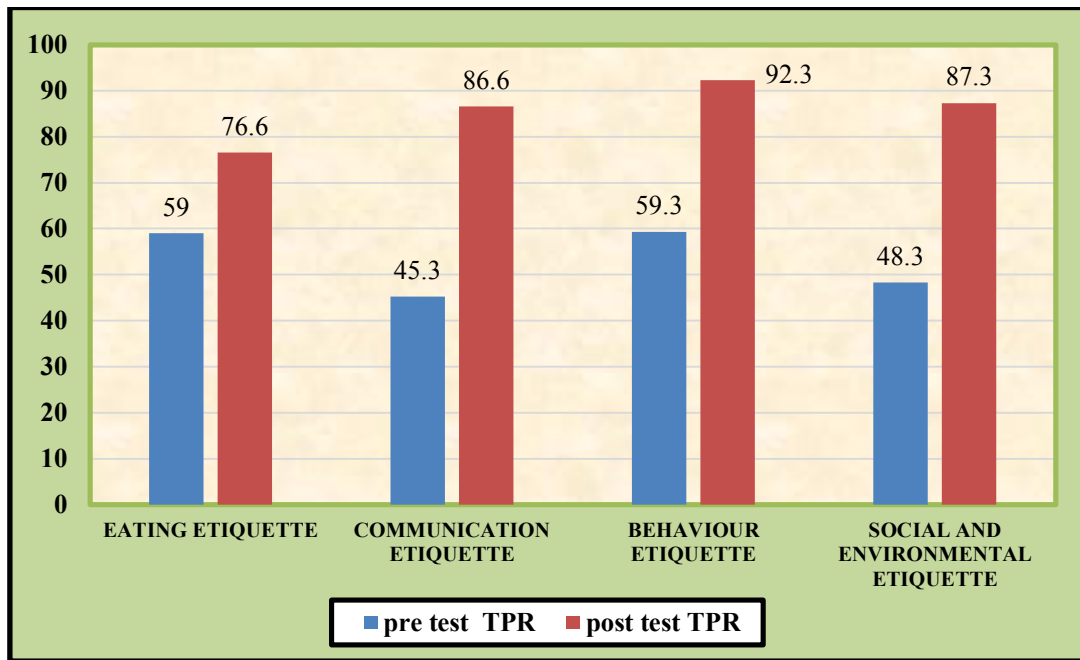
4.2.2 Overall results of social etiquette among children with hearing impairment

S. No	Domain	Overall Performance Of The Students							
		Pre Test				Post Test			
		TPR	%	TNR	%	TPR	%	TNR	%
1.	Eating Etiquette	177	59	123	41	230	76.6	70	23.3
2.	Communication Etiquette	136	45.3	164	54.7	260	86.6	40	13.3
3.	Behaviour Etiquette	178	59.3	122	40.7	277	92.3	23	7.6
4.	Social and Environmental Etiquette	145	48.3	155	51.7	262	87.3	38	12.6

TPR-Total positive response; TNR-Total negative response; %-Percentage

The above table reveals that the overall performance of the children with hearing impaired in social etiquettes during the assessment. Through the analysed data points the hearing impaired students developed social etiquette through all domains of it, such as eating etiquette, communication etiquette, behaviour etiquette and social and environmental etiquette. In that the children with hearing impaired shows more positive response in behaviour and social etiquettes compared to other two etiquettes such as communication and eating etiquettes. The children with hearing impaired shows average performance in eating etiquette compared to all other etiquette this is due to their family background and their following styles have an impact on this. **The study proves that awareness and identification of social etiquettes among children with hearing impaired before and after intervention of interventional package have an impact on their social performance.**

FIGURE - 4.2.2
OVERALL PERFORMANCE



4.2.3 Overall results of social etiquette among children with hearing impairment with respect to Gender

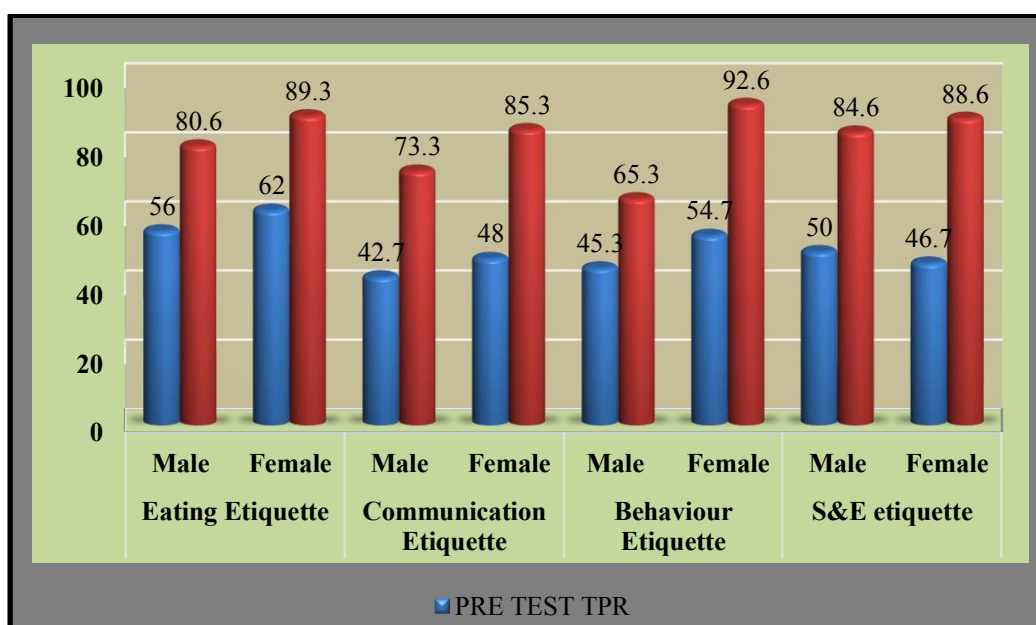
Social Etiquette	Gender	Overall Performance Of The Students							
		Pre test				Post test			
		TPR	%	TNR	%	TPR	%	TNR	%
Eating Etiquette	Male	84	56	66	44	121	80.6	29	19.3
	Female	93	62	57	38	134	89.3	16	10.6
Communication Etiquette	Male	64	42.7	86	57.3	110	73.3	40	26.6
	Female	72	48	78	52	128	85.3	22	14.6
Behaviour Etiquette	Male	68	45.3	82	54.7	98	65.3	52	34.6
	Female	82	54.7	68	45.3	139	92.6	11	7.7
S&E Etiquette	Male	75	50	75	50	127	84.6	23	15.3
	Female	70	46.7	80	53.3	133	88.6	17	11.3

TPR-Total positive response; TNR-Total negative response; %-Percentage

It was evident that the above table reveals that the children with the hearing impairment compare to Male and Female, Female with hearing impairment shows more positive response in social behaviours particularly in eating etiquette and social and environmental etiquette. The Male shows average performance in eating etiquette and social and environmental etiquette and they shows poorer performance in

communication etiquette and behaviour etiquette. From the above table it reveals that the performance of social etiquettes of the hearing impairment boys is less than the hearing impairment girls. The study reveals that recent claims of a “**boy crisis**,” with boys lagging behind girls in school achievement, are not accurate because girls’ grades have been consistently higher than boys’ across several decades with no significant changes in recent years, said by Daniel **Voyer(2014)**. This research evident that the hearing impaired girl’s performance is higher than the boys with hearing impairment in social etiquette which are used in social behaviours.

FIGURE-4.2.3
SOCIAL ETIQUETTE-GENDER



4.2.4 Overall Results of Social Etiquette among Children with Hearing Impairment with respect to Age

Social Etiquette	Age	Overall Performance of the Students							
		Pre Test				Post Test			
		TPR	%	TNR	%	TPR	%	TNR	%
Eating Etiquette	5-10	42	35	78	65	90	75	30	25
	10-15	98	54.4	82	45.5	153	85	27	15
Communication Etiquette	5-10	59	49.1	61	50.8	91	75.8	29	24.1
	10-15	121	67.2	59	32.7	164	91.1	16	8.8
Behaviour Etiquette	5-10	45	37.5	75	62.5	95	79.1	25	20.8
	10-15	125	69.4	55	30.5	169	93.8	11	6.1
S&E Etiquette	5-10	63	52.5	57	47.5	110	91.6	10	8.3
	10-15	89	49.4	91	50.5	171	95	9	5

TPR-Total positive response;

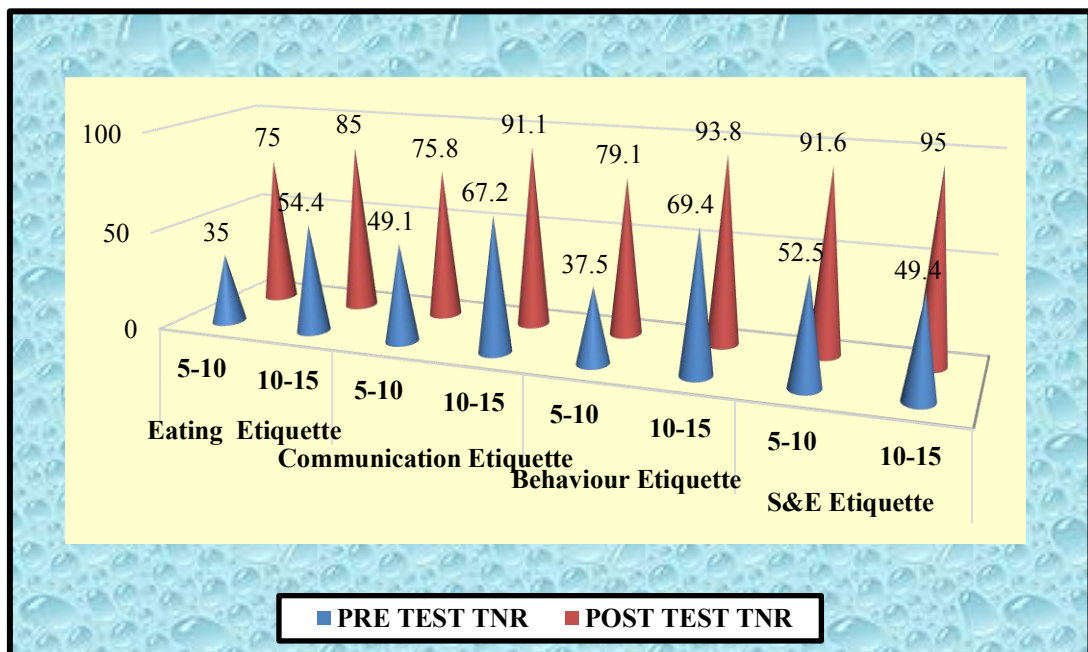
TNR-Total negative response;

%-Percentage

The above table reveals that the smaller age group hearing impairment students showing average performance in social etiquettes because that is the developing stage of social etiquette among those children, the children in 10-15 years age group shows good performance in all the domains of social etiquette compared to 5-10 years age group because they explore more in the society compared to smaller age group. the article reviews that “In addition to being educated about hearing impairment, all students in the classroom should be taught many ways to effectively communicate and any modifications they can make to more fully include the student in classroom activities. Often, hearing students call on the teacher for help when they have difficulty communicating with a student who is hearing impaired (Mullis & Otwell, 1998)”when they start to mingle in the inclusive classroom everything will be changed because they started to experience a lot when compared to others.

FIGURE-4.2.4

SOCIAL ETIQUETTE-AGE



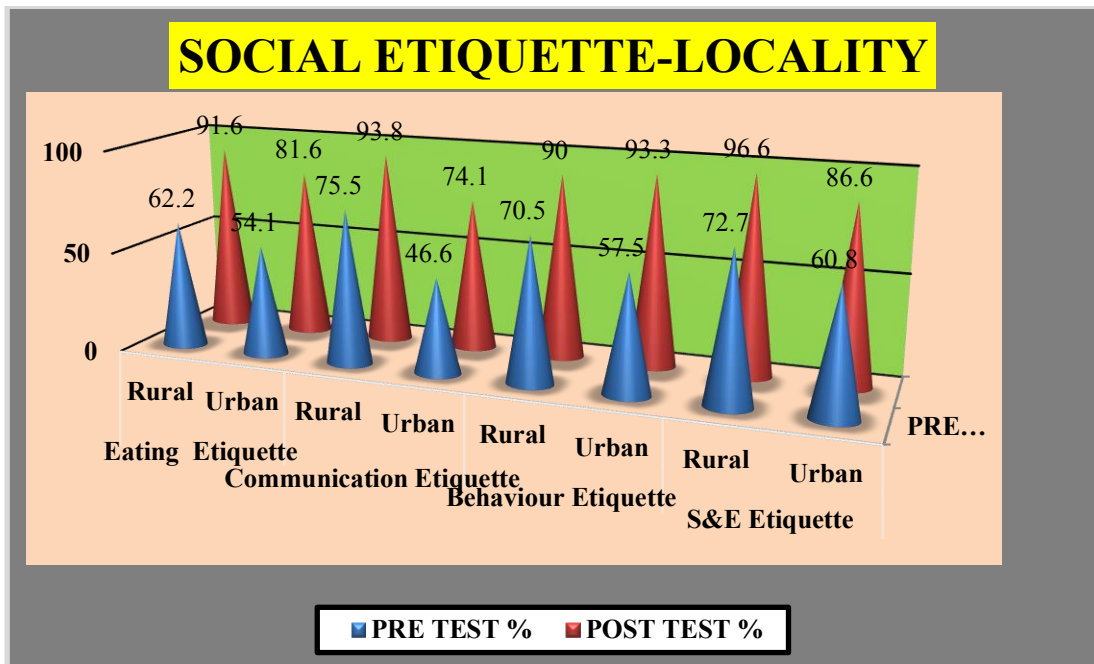
4.2.5 Overall results of social etiquette among children with hearing impairment with respect to Locality

Social Etiquette	Locality	Overall Performance of the Students							
		Pre test				Post test			
		TPR	%	TNR	%	TPR	%	TNR	%
Eating Etiquette	Rural	112	62.2	68	37.7	165	91.6	15	8.3
	Urban	65	54.1	55	45.8	98	81.6	22	18.3
Communication Etiquette	Rural	136	75.5	44	24.4	169	93.8	11	6.1
	Urban	56	46.6	64	53.3	89	74.1	31	25.8
Behaviour Etiquette	Rural	127	70.5	53	29.4	162	90	18	10
	Urban	69	57.5	51	42.5	112	93.3	8	6.6
S&E Etiquette	Rural	131	72.7	49	27.2	174	96.6	6	3.3
	Urban	73	60.8	47	39.1	104	86.6	16	13.3

TPR-Total positive response; TNR-Total negative response; %-Percentage

Here the table value reveals that the rural area of hearing impairment students showing average performance in social etiquettes compared to urban area because they are isolated in their place itself but the children who are in urban side showing more positive response in all areas of social etiquette because sometimes our environment place a major role in our behaviours it reflects our places that may be reflected by this results “In addition to being educated about hearing impairment, all students in the classroom should be taught many ways to effectively communicate and any modifications they can make to more fully include the student in classroom activities. Often, hearing students call on the teacher for help when they have difficulty communicating with a student who is hearing impaired (Mullis & Otwell, 1998)” the result of the study shows that the locality also played a vital role in social etiquette among children with hearing impairment.

Figure-4.2.5



4.2.6 Overall results of social etiquette among children with hearing impairment with respect to Educational status of parents

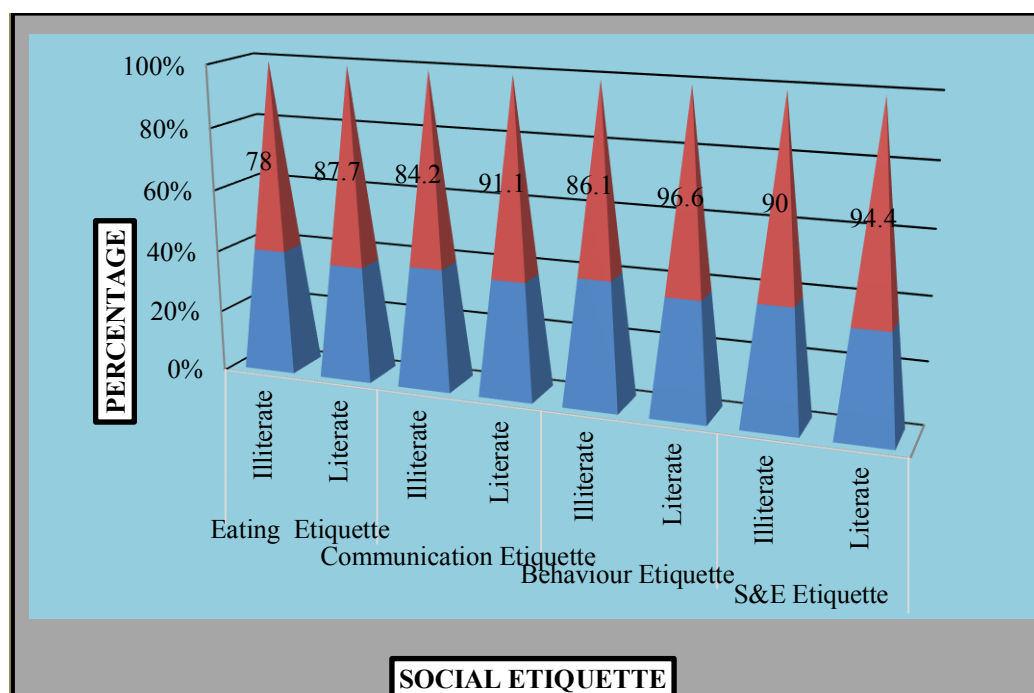
Social Etiquette	Educational Status of Parents	Overall Performance Of The Students							
		Pre test				Post test			
		TPR	%	TNR	%	TPR	%	TNR	%
Eating Etiquette	Illiterate	107	50.9	103	49.0	164	78.0	46	21.9
	Literate	46	51.1	44	48.8	79	87.7	11	12.2
Communication Etiquette	Illiterate	112	53.3	98	46.6	177	84.2	33	15.7
	Literate	49	54.4	41	45.5	82	91.1	8	8.8
Behaviour Etiquette	Illiterate	123	58.5	87	41.4	181	86.1	29	13.8
	Literate	52	57.7	38	42.2	87	96.6	3	3.3
S&E Etiquette	Illiterate	117	55.7	93	44.2	189	90	21	10
	Literate	44	48.8	46	51.1	85	94.4	5	5.5

TPR-Total positive response; TNR-Total negative response; %-Percentage

Here the table value shows the educational status of parents under two categories illiterate and literate, that the illiterate parents of hearing impairment students showing poor performance in social etiquettes compared to literate parents of hearing impairment students because studies are more important to inculcate or educate the children in the case of manners, so the literate parents will be the role model for their children they learn from them that reflects on the child, if they properly educated. but in case of illiterate parents they didn't aware of most of the correct behaviours so they will not help their children in correcting their behaviour.

This assessment helps to know that the illiterate parents children showing average performance in eating and communication etiquette but the literate parents children shows good performance in behaviour and social and environmental etiquettes compared to other domains.

FIGURE-4.2.6
EDUCATIONAL STATUS OF PARENTS



4.2.7 Overall results of social etiquette among children with hearing impairment with respect to Type of school

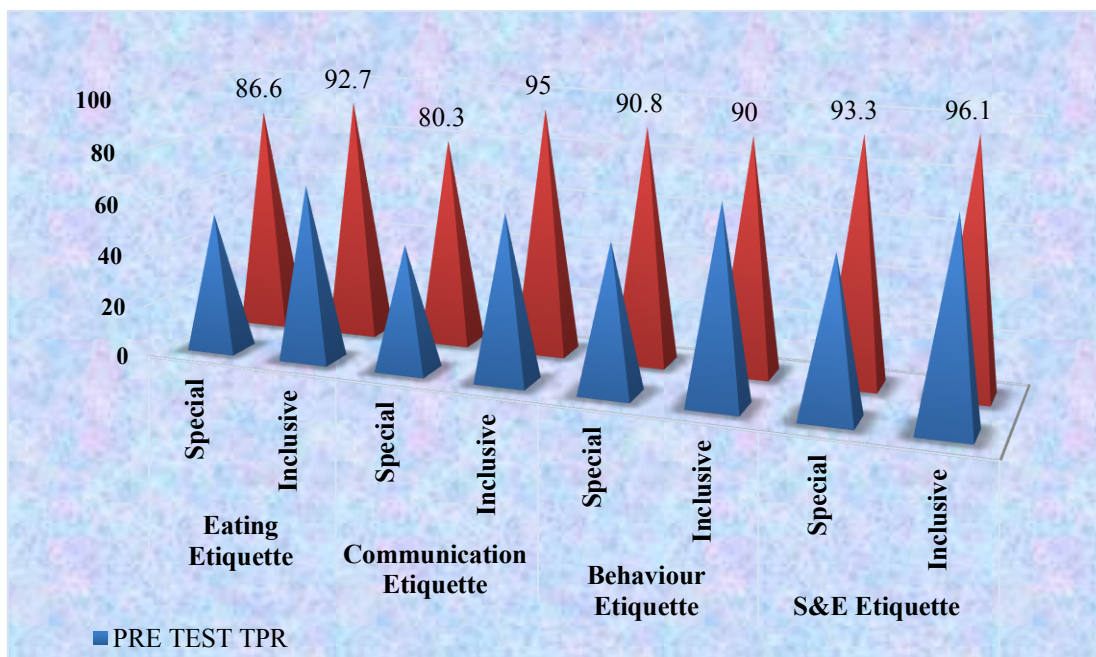
Social Etiquette	Type of School	Overall Performance of the Students							
		Pre test				Post test			
		TPR	%	TNR	%	TPR	%	TNR	%
Eating Etiquette	Special	64	53.3	56	46.6	104	86.6	16	13.3
	Inclusive	122	67.7	58	32.2	167	92.7	13	7.2
Communication Etiquette	Special	58	48.3	62	51.6	97	80.3	23	19.1
	Inclusive	115	63.8	65	36.1	171	95	9	5
Behaviour Etiquette	Special	68	56.6	52	48.3	109	90.8	11	9.1
	Inclusive	134	74.4	46	25.5	162	90	18	10
S&E Etiquette	Special	72	60	48	40	112	93.3	8	6.6
	Inclusive	139	77.2	41	22.7	173	96.1	7	3.8

TPR-Total positive response; TNR-Total negative response; %-Percentage

The above table value reflects that the inclusive students of hearing impairment showing good performance in social etiquettes compared to special school

students of hearing impairment particularly they will be very good at communication and social and environmental etiquette because in inclusion school only consists of all categorised students this will encourage their communication etiquette as well as social and environmental etiquette. special school students will be showing poor performance in these categories because all the students in the special school are same so the opportunity for learning a new behaviour and improving the communication is very difficult part compared to inclusive school students .Research studies regarding inclusive education (educational placements), attending mainstream rather than Special Schools is significantly shown by pupils choosing a spoken language as their main approach of communication can be acquired by these pupils. (O'Donoghue & Archbold, 2005). De Raeve (2010)

FIGURE-4.2.7
TYPE OF SCHOOL



4.3. Section II: Quantitative analysis

In order to study the significant difference between two or more than two groups of samples, qualitative analysis is useful and it is used by the investigator to determine the significance of the study conducted on students with Hearing Impairment.

The t - test is useful in determining significance difference which is of such magnitude that it cannot be attributed to chance factors sampling variations. Wherever two groups are involved in a variable, t-test has been applied. This part is confined to study the significance difference in Social etiquette of selected students.

4.3.1 Mean Scores of social etiquette among children with hearing impairment with respect to Age

Table & Figure (4.3.1a, 4.3.1b, 4.3.1c, 4.3.1d) represents the Mean Scores of social etiquettes among hearing impaired children of selected samples based on Age with respect to four domains such as eating, communication, behaviour, Social and environmental etiquette respectively.

Table 4.3.1 Mean Scores of social etiquette among children with hearing impairment with respect to Age

Domains	Age	N	Testing	Df	Mean	SD	t-value	P-value
Eating etiquette	5-10yrs	8	Pre test	7	9.3333	12.28821	2.266	0.053
			Post test		20.0000	26.29163		
	11-15yrs	12	Pre test	11	15.0769	24.95817	2.173	0.051
			Post test		23.5385	38.90933		
Communication etiquette	5-10yrs	8	Pre test	7	7.3750	1.50594	6.382	0.000
			Post test		11.3750	0.91613		
	11-15yrs	12	Pre test	11	18.6154	30.78295	2.165	0.051
			Post test		25.2308	41.70362		
Behaviour etiquette	5-10yrs	8	Pre test	7	5.6250	0.74402	11.180	0.000
			Post test		11.8750	1.12599		
	11-15yrs	12	Pre test	11	19.2308	31.79925	2.170	0.051
			Post test		26.0000	42.97286		
Social and Environmental Etiquette	5-10yrs	8	Pre test	7	7.8750	0.99103	11.399	0.000
			Post test		13.7500	0.88641		
	11-15yrs	12	Pre test	11	13.6923	22.66931	2.177	0.050
			Post test		26.3077	43.48062		

Significant at 0.05 level

The Table (4.3.1) revealed that the t' value of all attributes of domain with respect to the age group 5-10 years and 10-15 years such as (eating etiquette, communication etiquette, behaviour etiquette and social and environmental etiquette) are(2.266, 2.173, 6.382, 2.165, 11.180, 2.170, 11.399, 2.177) respectively. These values are significant at 0.05 levels with respect to social etiquette among children with hearing impairment. So, the stated hypothesis **“There is no significant difference in developing social etiquettes among children with hearing impaired before and after intervention with respect to age” is rejected.** This may be lack of exposure, environment and experience of the children with hearing impairment facing difficulty in these social etiquettes.

Figure-4.3.1

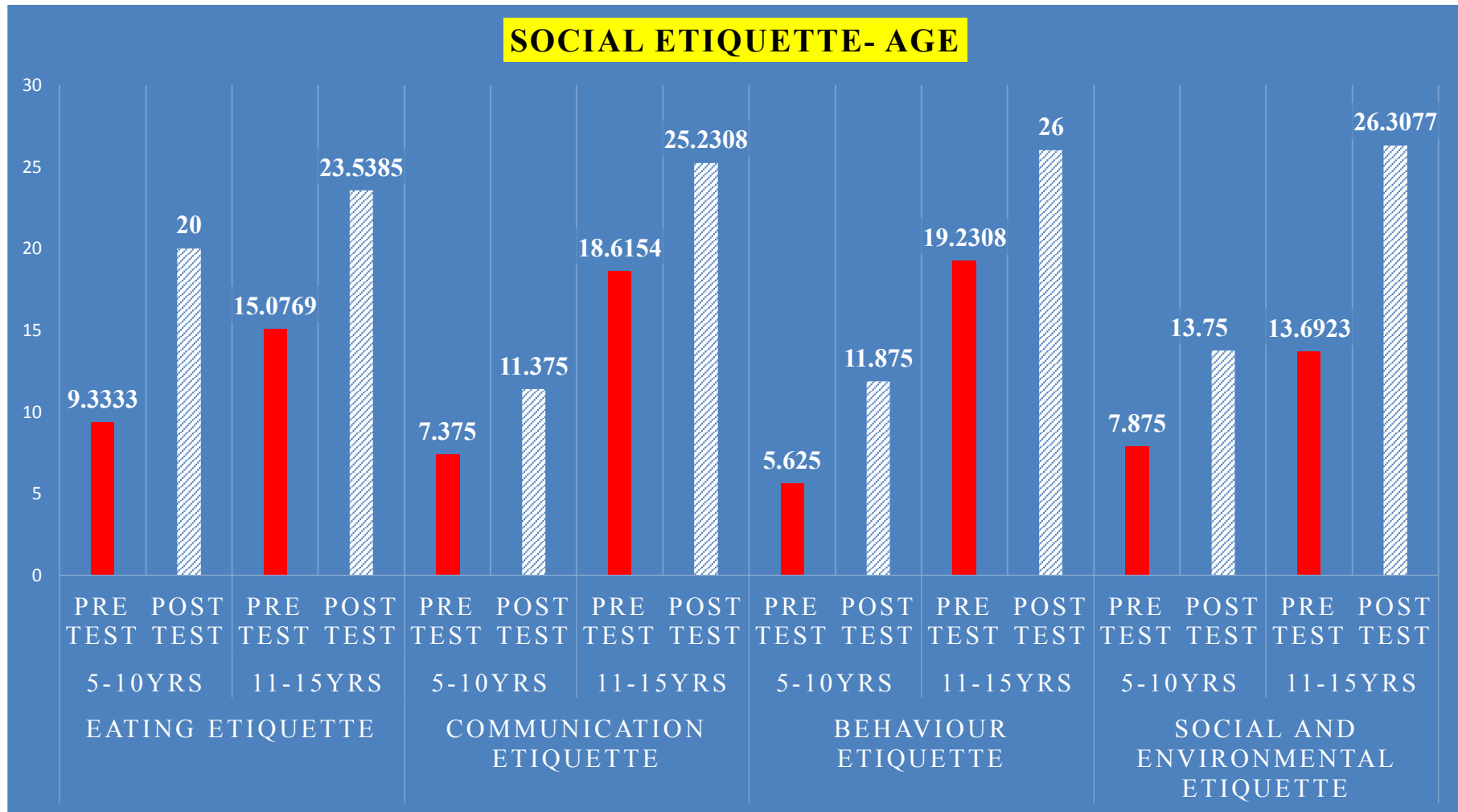


Table 4.3.2 Mean Scores of social etiquette among children with hearing impairment based on Gender

Domains	Gender	N	Testing	Df	Mean	SD	t-value	p-value
Eating etiquette	Male	10	Pre test	9	8.400	0.8433	6.011	0.000
			Post test		12.100	1.6633		
	Female	10	Pre test	9	9.300	1.1595	9.462	0.000
			Post test		13.400	0.8433		
Communication etiquette	Male	10	Pre test	9	6.400	0.9661	9.662	0.000
			Post test		11.000	1.0541		
	Female	10	Pre test	9	7.200	1.3984	12.385	0.000
			Post test		12.800	0.9189		
Behaviour etiquette	Male	10	Pre test	9	6.800	7.888	4.500	0.001
			Post test		9.800	1.6865		
	Female	10	Pre test	9	8.200	0.9189	17.015	0.000
			Post test		13.900	0.8756		
Social and environmental etiquette	Male	10	Pre test	9	7.500	2.3688	5.750	0.000
			Post test		12.700	0.8233		
	Female	10	Pre test	9	7.000	0.9428	10.549	0.000
			Post test		13.300	1.6364		

Significant at 0.01 level

The Table (4.3.2) revealed that the t' value of all attributes of domain with respect to gender such as (eating etiquette, communication etiquette, behaviour etiquette and social and environmental etiquette) are(6.011, 9.462, 9.662, 12.385, 4.500, 17.015, 5.750, 10.549) respectively. These values are significant at 0.01 levels with respect to social etiquette among children with hearing impairment. So, the stated hypothesis **“There is no significant difference in developing social etiquettes among children with hearing impaired before and after intervention with respect to gender “is rejected.**

Figure-4.3.2

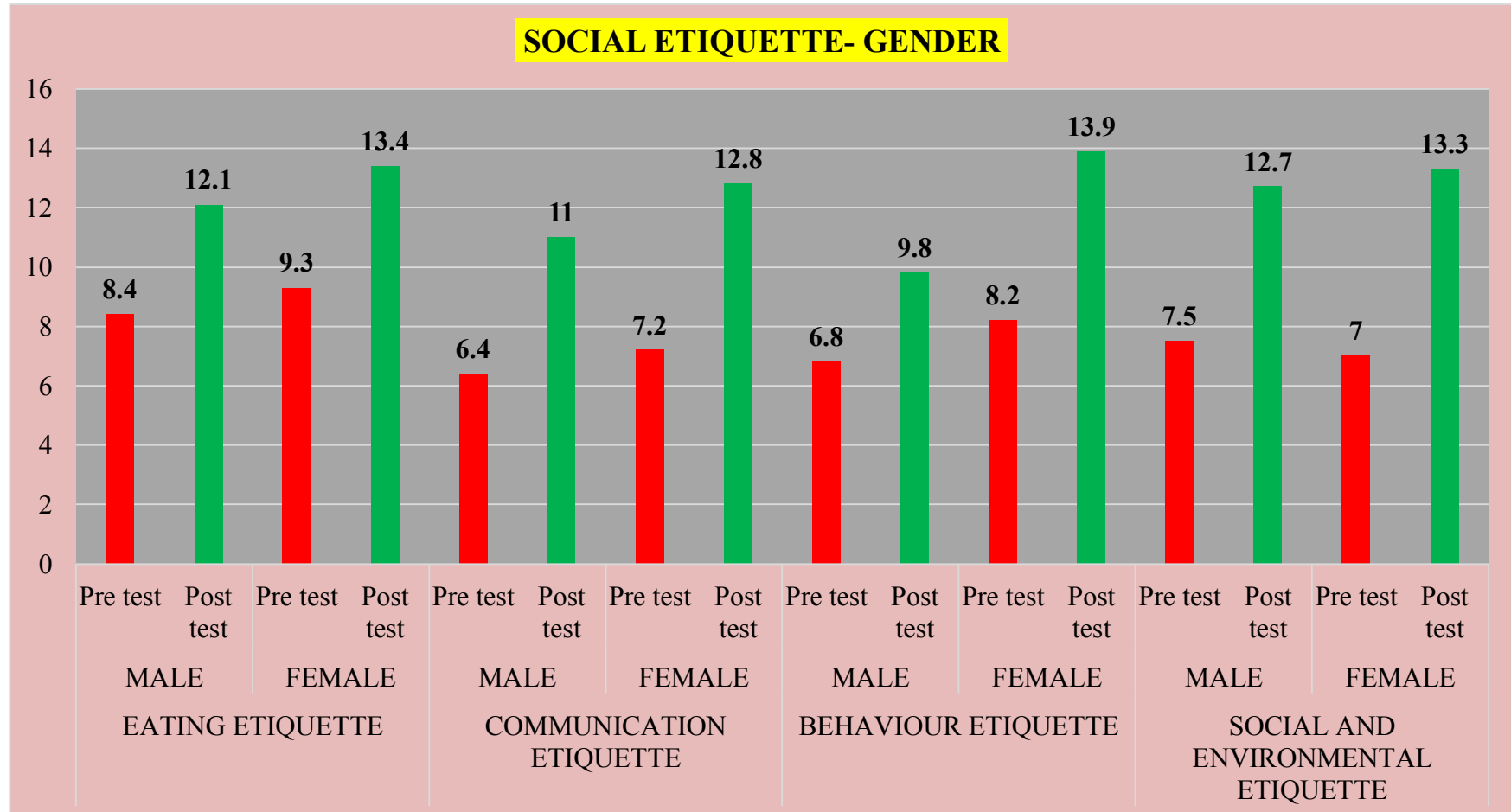


Table 4.3.3 Mean Scores of social etiquette among children with hearing impairment of selected samples based on Locality

Domains	Locality	N	Testing	Df	Mean	SD	t-value	P-value
Eating etiquette	Rural	8	Pre test	7	9.3333	1.23091	11.095	0.000
			Post test		13.7500	0.45227		
	Urban	12	Pre test	11	8.1250	0.99103	11.773	0.000
			Post test		12.2500	0.70711		
Communication etiquette	Rural	8	Pre test	7	11.3333	0.98473	7.838	0.000
			Post test		14.0833	0.51493		
	Urban	12	Pre test	11	7.0000	1.19523	10.362	0.000
			Post test		11.1250	0.99103		
Behaviour etiquette	Rural	8	Pre test	7	10.5833	1.08362	6.459	0.000
			Post test		13.5000	1.00000		
	Urban	12	Pre test	11	8.6250	2.55999	6.536	0.000
			Post test		14.0000	0.75593		
Social and environmental etiquette	Rural	8	Pre test	7	10.9167	1.97523	6.776	0.000
			Post test		14.5000	0.52223		
	Urban	12	Pre test	11	9.1250	0.35355	9.734	0.000
			Post test		13.0000	1.30931		

Significant at 0.01 level

The Table (4.3.3) revealed that the t' value of all attributes of domain with respect to locality such as (eating etiquette, communication etiquette, behaviour etiquette and social and environmental etiquette) are(11.095, 11.773, 7.838, 10.362, 6.459, 6.536, 6.776, 9.734) respectively. These values are significant at 0.01 levels with respect to social etiquette among children with hearing impairment. So, the stated hypothesis **“There is no significant difference in developing social etiquettes among children with hearing impaired before and after intervention with respect to locality”** is rejected.

Figure-4.3.3

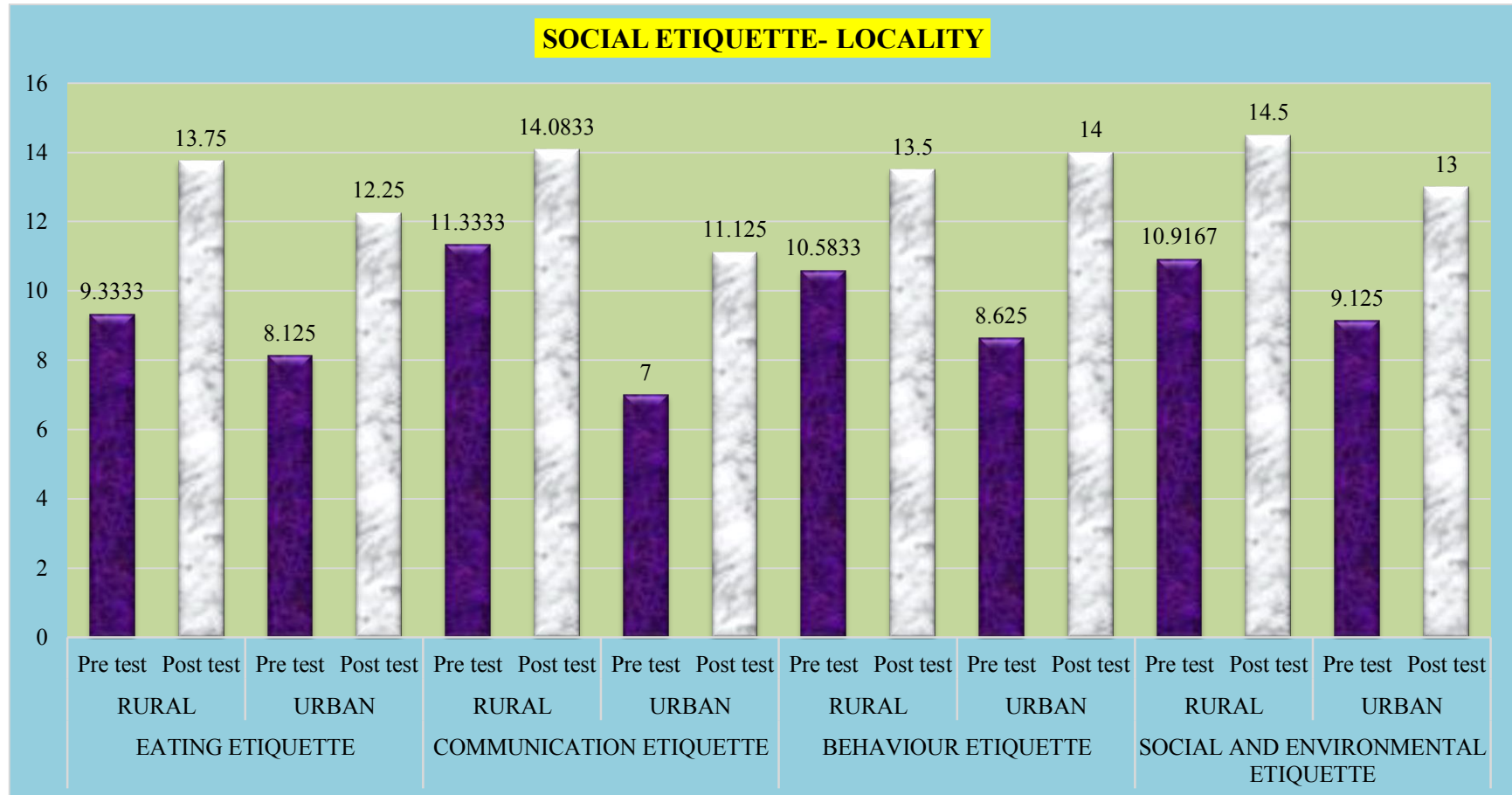


Table 4.3.4 Mean Scores of social etiquette among children with hearing impairment of selected samples based on Type of school

Domains	Type of School	N	Testing	Df	Mean	SD	t-value	p-value
Eating Etiquette	Special	8	Pre test	7	8.000	1.0690	13.229	0.000
			Post test		13.000	0.9258		
	Inclusive	12	Pre test	11	10.167	1.4668	7.833	0.000
			Post test		13.917	0.6686		
Communication Etiquette	Special	8	Pre test	7	7.250	0.8864	7.628	0.000
			Post test		12.125	1.3562		
	Inclusive	12	Pre test	11	9.583	0.9003	14.000	0.000
			Post test		14.250	0.6216		
Behaviour Etiquette	Special	8	Pre test	7	8.500	2.3905	6.902	0.000
			Post test		13.625	0.7440		
	Inclusive	12	Pre test	11	11.167	1.2673	4.427	0.001
			Post test		13.500	1.0000		
Social and Environmental Etiquette	Special	8	Pre test	7	9.000	0.5345	18.708	0.000
			Post test		14.000	0.7559		
	Inclusive	12	Pre test	11	11.583	1.8809	4.926	0.000
			Post test		14.417	0.5149		

Significant at 0.01 level

The Table (4.3.4) revealed that the t' value of all attributes of domain with respect to locality such as (eating etiquette, communication etiquette, behaviour etiquette and social and environmental etiquette) are(11.095, 11.773, 7.838, 10.362, 6.459, 6.536, 6.776, 9.734) respectively. These values are significant at 0.01 levels with respect to social etiquette among children with hearing impairment. So, the stated hypothesis “ **There is no significant difference in developing social etiquettes among children with hearing impaired before and after intervention with respect to locality**” is rejected.

Figure-4.3.4

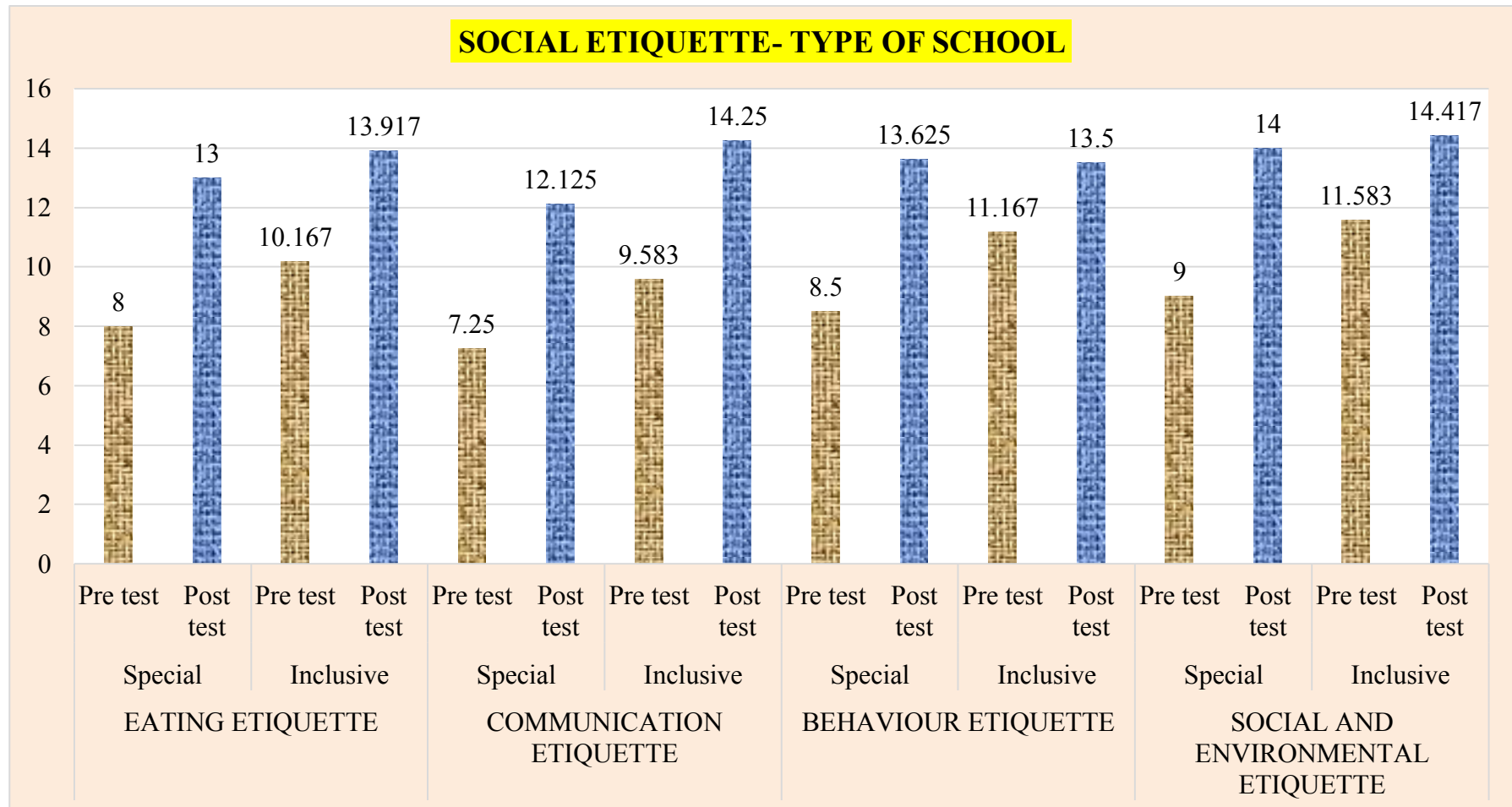


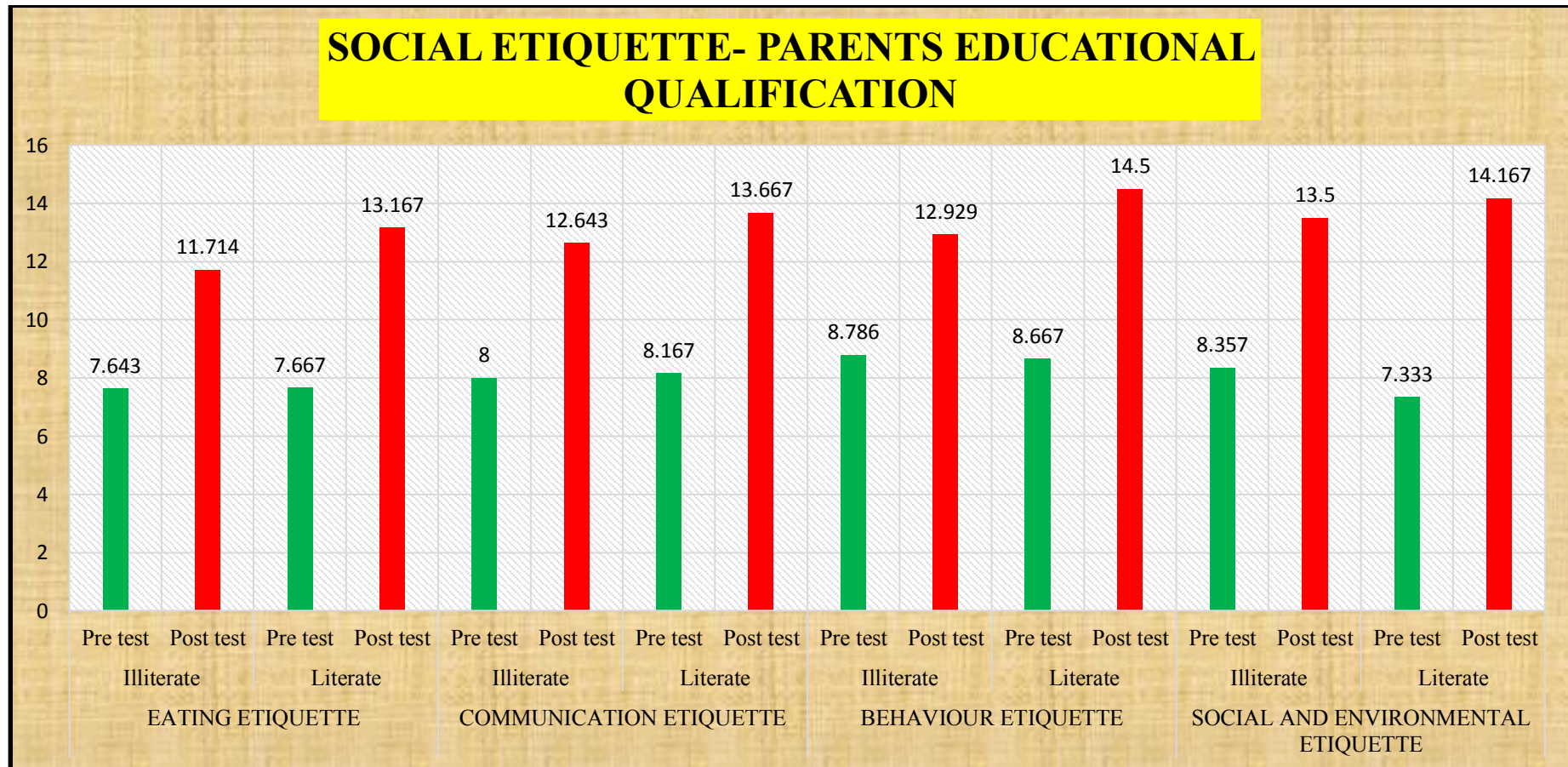
Table 4.3.5 Mean Scores of social etiquette among children with hearing impairment of selected samples based on educational status of parents

Domains	Locality	N	Testing	Df	Mean	SD	t-value	P-value
Eating etiquette	Illiterate	14	Pre test	13	7.643	1.2157	6.522	0.000
			Post test		11.714	1.9386		
	Literate	6	Pre test	5	7.667	1.0328	7.201	0.001
			Post test		13.167	0.9832		
Communication etiquette	Illiterate	14	Pre test	13	8.000	1.1094	10.555	0.000
			Post test		12.643	1.5984		
	Literate	6	Pre test	5	8.167	0.7528	8.199	0.000
			Post test		13.667	1.2111		
Behaviour etiquette	Illiterate	14	Pre test	13	8.786	1.5281	6.694	0.000
			Post test		12.929	1.3281		
	Literate	6	Pre test	5	8.667	1.6330	9.707	0.000
			Post test		14.500	0.5477		
Social and environmental etiquette	Illiterate	14	Pre test	13	8.357	1.2774	11.009	0.000
			Post test		13.500	1.2860		
	Literate	6	Pre test	5	7.333	0.5164	17.024	0.000
			Post test		14.167	0.7528		

Significant at 0.01 level

The Table (4.3.5) revealed that the t' value of all attributes of domain with respect to educational status of parents such as (eating etiquette, communication etiquette, behaviour etiquette and social and environmental etiquette) are(6.522, 7.201, 10.555, 8.199, 6.694, 9.707, 11.009, 17.024) respectively. These values are significant at 0.01 levels with respect to social etiquette among children with hearing impairment. So, the stated hypothesis **“There is no significant difference in developing social etiquettes among children with hearing impaired before and after intervention with respect to educational status of parents”** is rejected.

Figure - 4.3.5



4.4 Overall mean score

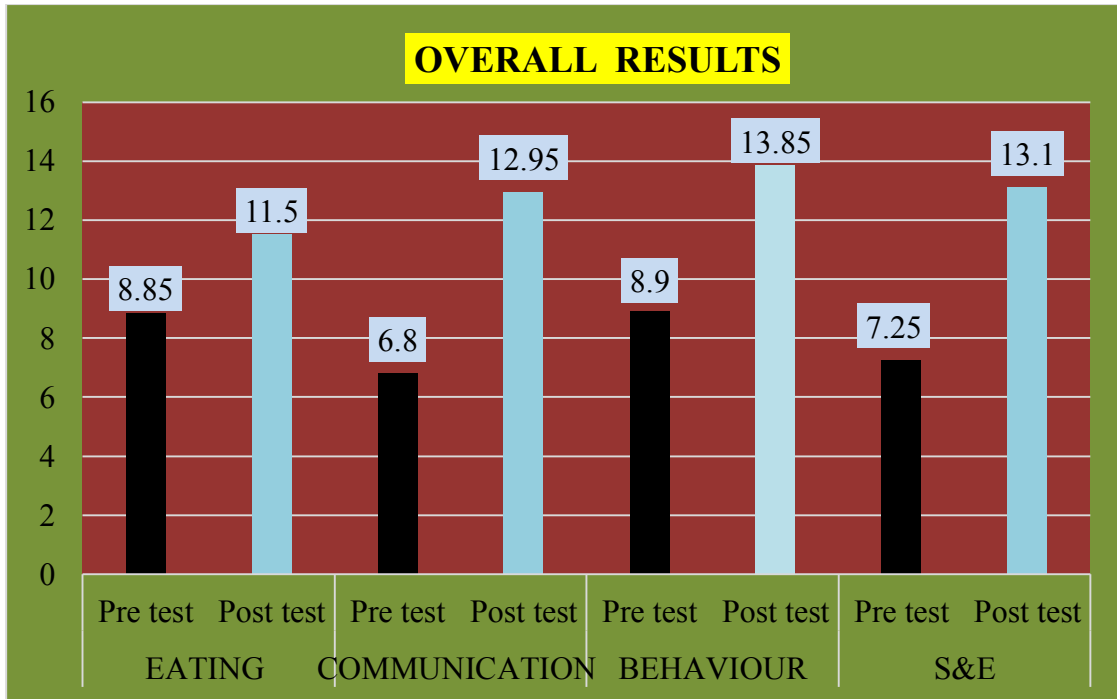
Table 4.4 Overall mean score of all domains

Domains	Testing	Df	Mean	SD	T-Value	P-Value
Eating etiquette	Pre test	19	8.850	1.6311	8.545	0.000
	Post test		11.500	2.3283		
Communication etiquette	Pre test	19	6.800	1.5079	14.922	0.000
	Post test		12.950	1.0501		
Behaviour etiquette	Pre test	19	8.900	1.6827	13.017	0.000
	Post test		13.850	1.1367		
Social and environmental etiquette	Pre test	19	7.250	2.0743	8.944	0.000
	Post test		13.100	1.4105		

Significant at 0.01 level

The Table (4.4) revealed that the t' value of all attributes of domains such as (eating etiquette, communication etiquette, behaviour etiquette and social and environmental etiquette) are(8.545, 14.922, 13.017, 8.944)respectively. These values are significant at 0.01 levels with respect to social etiquette among children with hearing impairment. So, the stated hypothesis **“There is no significant impact of interventional package in developing social etiquette among children with hearing impaired with respect to various domains of social etiquette**

- Eating etiquette
- Communication etiquette
- Behaviour etiquette
- Social and environmental etiquette is rejected.



Conclusion:

The findings of the study were summarized and presented in next chapter.

CHAPTER V

SUMMARY AND CONCLUSION

5.0 Introduction:

Social etiquette involves etiquette in social situations. Social etiquette is exactly how it sounds, it refers to the behaviour you resort to in social situations interactions with your family, friends, co workers or strangers. We're expected to follow social norms in order to coexist and live in harmony. Social etiquette influences how others perceive and treat you.

The children with hearing impaired facing lot of problems in social manners due to their significant loss of hearing. The children with hearing impairment not perform well in social activities because they are not able to know how to react in that particular situation but the children with hearing impairment must know to understand how to react to particular social situations then only its helps them to lead how to accommodate the particular situation and sustain in their environment.

If we identified the problems faced by the children with hearing impairment in social etiquettes at right time and provide proper intervention that makes them to lead a independent life. This chapter summarizes the study by highlighting the research conducted on the topic **“Effectiveness of intervention package in developing social etiquette among children with hearing impairment”**.

The conclusion of the study is drawn from the results of the research and investigation on **“Assessment tool for identifying social etiquettes”**. Moreover, suggestions were enlisted based on the findings and conclusion of the study.

5.1 Statement of the Problem

The problem is stated as **“Effectiveness of Intervention Package in Developing Social Etiquette among Children with Hearing Impairment”**.

5.2 Objectives of the Study

The present study aims at:

- To explore the social etiquette among children with hearing impairment

- To develop testing tool to find social etiquette among children with hearing impairment
- To develop the interventional package for developing social etiquette among children with hearing impairment
- To find the impact of interventional package for developing social etiquette among children with hearing impairment
- To find the impact of interventional package in developing social etiquette among children with hearing impairment with respect to various domains of social etiquette
 - Eating etiquette
 - Communication etiquette
 - Behaviour etiquette
 - Social and environmental etiquette

5.3 Methodology:

The present study was carried out using a descriptive survey method. Since the investigation focused on the children with Hearing Impairment in the age group 5-15 years and as the sample were residing at various regions in Coimbatore,

Purposive sampling method was adopted for selecting the required sample. The sample of the study included a total of 20 Children with Hearing Impairment, enrolled in various centres and schools both special schools and inclusive schools.

The samples were further classified on the basis of their standard in which they are studying i.e. 1st-10th standard. The main independent variables were., Gender, Type of School, Educational Status of Parents, Locality, Type of loss, degree of loss, Type of Amplification Device, and Standard.

The investigator developed an interview schedule to elicit information to collect the required data from the class teachers and the parents of the respective sample. Data gathering tool namely Assessment tool for social etiquette (ATSE) was used to quantify the variables.

The tool was taken from the study, “Assessment tool for social etiquette in children with hearing impairment” by under the guidance of Dr. R. Shanthi ,

Assistant Professor. This tool consists of 60 questions on the basis of social etiquettes especially in Tamil language. Based on that, the investigator developed the tool for identifying the social etiquettes among children with hearing impairment.

The checklist consists of 60 items under four domains namely eating etiquettes, communication etiquettes, behaviour etiquettes, social and environmental etiquettes. Each domain has 15 items, with suitable illustrations of colourfull pictures, each question consist of two options with relevant pictures the child will choose the appropriate picture for the question as the correct answer.

Maximum time taken to assess the assessment tool for social etiquettes of each sample was 40 minutes. Assessment enabled the investigator to score the individual sample on the basis of their performance in the given activity provided the instructions (through Verbal / Sign / Prompting if required).

Statistics such as: Table will be created for the relevant sample data further, percentage has been calculated to analyze &interpret the results and the graphs were plot by the reference of the table.

5.4 Major Findings:

The Major findings of the study Includes:

There are four dimensions assessed in this study it includes eating etiquette, behaviour etiquette, communication etiquette and social and environmental etiquette. Each dimension has 15 items with relevant 2 choices of pictures to assess the social etiquettes of hearing impaired.

- Analysing the Gender of the selected samples, it was observed that Males and Females are 50 percent and 50 percent respectively.
- Among the selected samples, it was observed that 40 percent of them in Special schools where as 60 percent of them in Inclusive schools.
- It was found that 70 percent of the selected samples parents were Illiterate, 30 percent of the selected samples were Literate.
- Analysing the Age group of the selected samples, it was observed that 5 to 10 years age group students is 40% and 10 to 15 years age group students is 60%.

- It was revealed that 20 percent of the selected samples were Moderate and remaining 80 percent of the selected samples were Profound.
- Analysing the Amplification device usage of the selected samples, it was revealed that 60 percent of them were Hearing Aid users while 40 percent of them were Cochlear implanted.
- Among the selected samples, it was found that among the selected samples 60 percent of them were from Rural area while the remaining 40 percent of them were from Urban areas.
- It was revealed that 40 percent selected samples were Conductive hearing loss while the remaining each 60 percent of the selected samples were Sensorineural hearing loss.
- It was also observed that among the selected samples, 45 percent were from 1st-5th grade, 55 percent from 5th-10th grade.

Major Findings In Age Group:

- There is a significant difference between social etiquettes among various Age groups
- The small age group hearing impairment students showing average performance in social etiquettes because that is the learning stage of that children, the middle age hearing impairment children showing good performance in social etiquettes but shows poorer performance in eating etiquette
- The middle age performers can cross over the early stage so (10-15) age group people performs very well in social etiquette compared to all other age groups because they experience lots when compared to others.

Major Findings In Gender:

- There is a significance difference in the Social etiquettes between Males and Females.
- Females showing greater performance in social etiquettes they shows more positive response in social behaviours particularly in social and environmental etiquette and behaviour etiquette.

- The Males shows average performance in eating etiquette and social and environmental etiquette but they shows poorer performance in communication etiquette and behaviour etiquette

Major Findings In Locality:

- There is a significant difference in the performance of social etiquette between the students residing in Various Locations.
- The Rural area of hearing impairment students showing average performance in social etiquettes compared to Urban area because they are isolated in their place itself.
- Urban side students showing more positive response in all areas of Social etiquette because sometimes our environment place a major role in our behaviours it reflects our places that may be impact by this results

Major Findings In Educational Status Of Parents:

- There is a significant difference in comparing social etiquette of children with hearing impairment with respect to educational status of parents
- The Illiterate parents of hearing impairment students showing poor performance in social etiquettes compared to Literate parents of hearing impairment students
- Illiterate Parents children showing average performance in eating and communication behaviour but the Literate Parents children shows good performance in behaviour and social and environmental etiquettes compared to other domains.

Major Findings in Type of School:

- There is a significant difference in comparing social etiquettes among children with hearing impairment with respect to type of school.
- The inclusive school students of hearing impairment showing good performance in social etiquettes compared to special school students of hearing impairment Particularly they will be very good at communication and social and environmental etiquette in inclusion school.

- Special school students will be showing poor performance in these categories because all the students in the special school are same so the opportunity for learning a new behaviour and improving the communication is very difficult part compared to inclusive school students.

Major Findings in Overall Performance:

From the study it was find that there is a significant difference between children with hearing impairment at different levels of age group and various locality, educational status of parents and gender and type of school

5.5 Recommendations:

- Cooperation between teachers and parents is very important in the area of social etiquette of children with hearing impairment.
- The children with hearing impairment should be identified earlier and to get proper training in development of social skills.
- The parents should be oriented on the maladaptive behaviours made by the children with hearing impairment and strategies to train the behaviours through assessment tool.
- The quality of Early Childhood Education programme running in the state need to be improved to the extent to which it could be able to prepare Children with Hearing Impairment for better social environment.
- School system should appoint special educators trained in the field of hearing impairment and make provisions to provide training for the regular teachers in the field of special education for effective teaching learning happen in regular classroom.
- This study can be done for the hearing impaired students and help them in developing social etiquettes. Earlier the detection, earlier the development.
- The same study may be replicated on larger sample.
- Create awareness on the importance of social skills and its role in education of parents and students.
- Parents should create an environment, which aids the children with hearing impairment to learn social behaviours.

- Students with hearing impairment can be provided with more opportunities for learning social etiquettes in a beneficial and useful manner.
- The study can be done to investigate the Social Performance of the Regular Children.

5.6 Educational Implications:

The concept of Social etiquettes involving basic abilities in young children had a concern for leading a better social life .Children who have commenced school without developing social behaviours, have been identified as at risk for their future academic, social and vocational success.

These results will motivate the Special educators, Regular teachers and Parents for better preparation of children for school. The recommendations of the study will also be implacable for the development of basic abilities and skills in Children with Hearing Impairment, enhancement of learning experiences in them, and for achieving the Goal of identifying social etiquettes among children with hearing impairment.

Hopefully, the findings and suggestions of this study, will promote divergent thinking for further researches in the concerned areas.

5.7 Suggestions For Further Research

Further investigation may be carried out on:

- The study could be carried out to identify the other domains in social etiquette.
- The sample size may be increased
- The research study may be conducted in multiple areas

5.8 Limitations of the Study

- Sample size is limited due to poor enrolment of Children with Hearing Impairment in intervention centre(Covid-19)
- The study is conducted only in Coimbatore

5.9 Conclusion:

The present study reveals that social etiquettes among children with hearing impairment under four major dimensions namely eating etiquettes, communication etiquettes, behaviour etiquettes, social and environmental etiquettes revealed the varying percentage of social etiquette status with reference to each dimensions. Specifically these children lack in their communication etiquette and eating etiquette which is very much essential for the social inclusion.

A child's early learning through appropriate diagnosis and intervention provides the foundation for later learning, when the child is likely to go in for learning more complex skills. Cochlear Implant enhances learning of children which enables them to communicate and socialize. Even though children using Cochlear Implant has the ability to acquire language and communication skills, appropriate training and follow up is required to support and enhance social skills. Children with Hearing Impairment were not ready on different aspects of social behaviours, for gaining their education due to the lack of early intervention services.

Hence, Early Cochlear Implant and Early Diagnosis, and appropriate Early Intervention services and follow up is necessary to develop social skills in children with Hearing Impairment.

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APPENDIX I

ASSESSMENT TOOL FOR SOCIAL ETIQUETTES

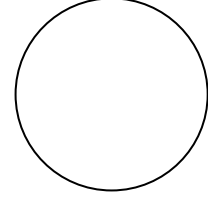
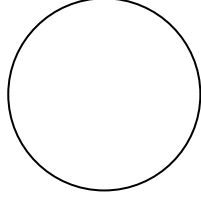
Personal Data Sheet:

1. Student name :
2. Date of birth :
3. Age :
4. Gender : male/female
5. Type of hearing loss : Conductive/sensorineural/mixed
6. Level of hearing loss : Mild/moderate/moderately
severe/severe/profound
7. Name of the school :
8. Type of school : inclusive/special
9. Standard of studying :
10. Father name :
11. Mother name :
12. Educational status of parents : Illiterate/schooling/graduate
13. Number of siblings :
14. Sibling name :
15. Assistive device used: hearing aid/cochlear implant
16. Occupation of father :
17. Occupation of mother :
18. Annual income :
19. Address :
20. Contact number :

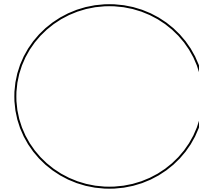
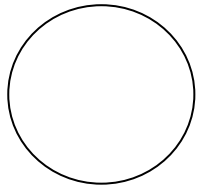
APPENDIX II
ASSESSMENT TOOL FOR SOCIAL ETIQUETTES

EATING ETIQUETTES:

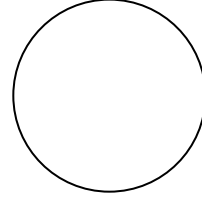
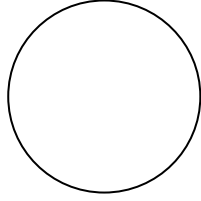
1. அதிகமாக சாப்பிடும் பழக்கம் உண்டா?



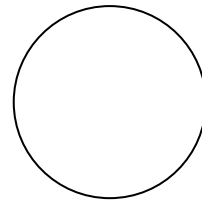
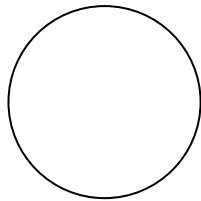
2. நேரத்திற்கு உணவு சாப்பிடும் பழக்கம் உண்டா?



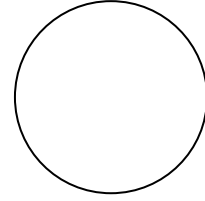
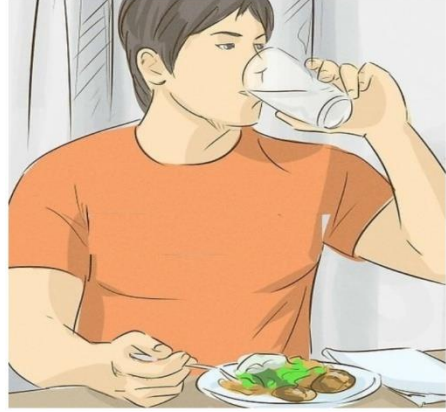
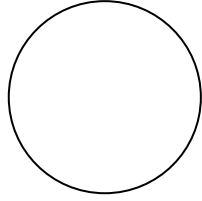
3. ஈ மொய்த்த உணவினை சாப்பிடுகிறாயா?



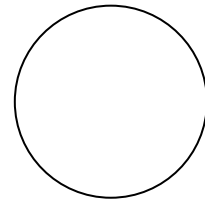
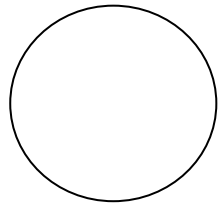
4. துரித உணவினை சாப்பிடுகிறாயா?



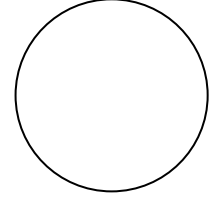
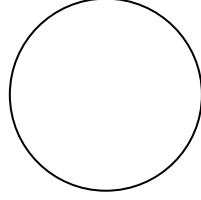
5. உணவு சாப்பிடும் போது இடையில் தண்ணீர் குடிக்கிறாயா?



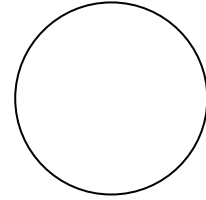
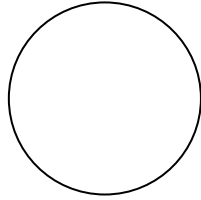
6. வேகமாக சாப்பிடுகிறாயா?



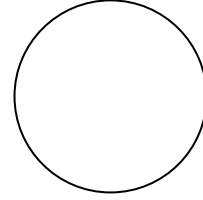
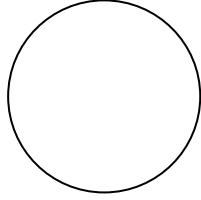
7. சாப்பிடுவதற்கு யாரேனும் உதவி செய்கிறார்களா?



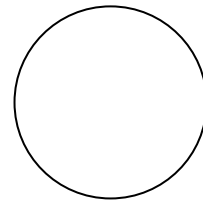
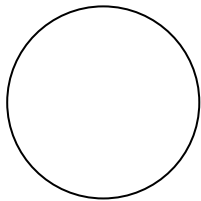
8. ஹோட்டல் சென்று சாப்பிடும் பழக்கம் உண்டா?



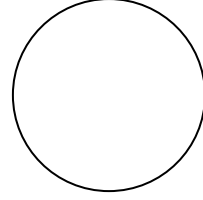
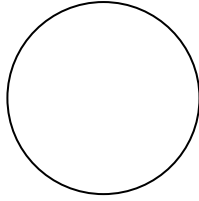
9. சாப்பிடும் போது வேறு ஏதும் வேலை செய்து கொண்டு சாப்பிடுகிறாயா?



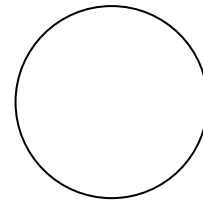
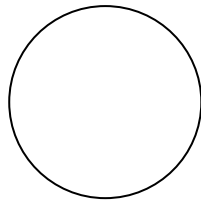
10. உணவை நன்கு மென்று சாப்பிடுகிறாயா?



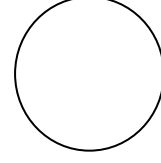
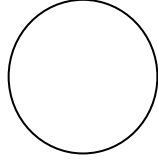
11. இரு கைகளையும் சாப்பிட பயன்படுத்துகிறாயா?



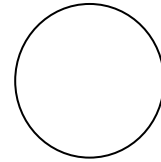
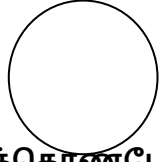
12. உன்னால் உணவு பரிமாற முடிகிறதா?



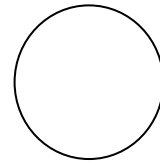
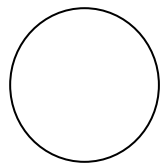
13. இடது கையில் உணவு சாப்பிடுகிறாயா?



14. சாப்பிடும் வேளையில் எவ்வாறு நடந்து கொள்ள வேண்டும் என்று தெரிகிறதா?

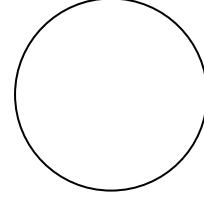
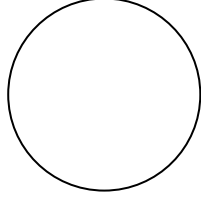


15. பேசிக்கொண்டே சாப்பிடுகிறாயா?

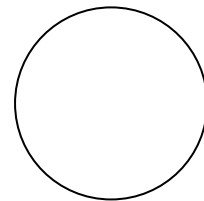
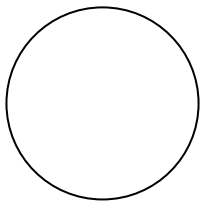


COMMUNICATION ETIQUETTES:

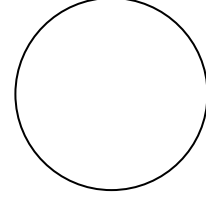
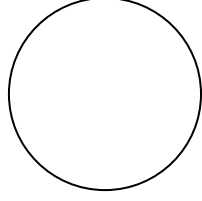
1. பேசும்போது நீ முகக்கவசம் அணிகிறாயா?



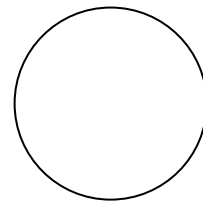
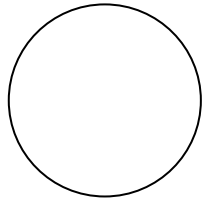
2. முகக்கவசம் அணிந்து பேசும்போது பிறர் பேசுவதை புரிந்து கொள்கிறாயா?



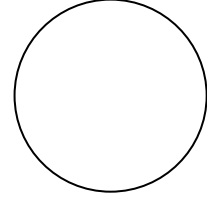
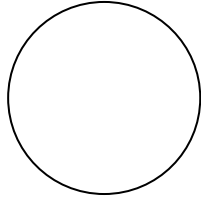
3. சமூக ஊடகங்கள் என்னென்ன இருக்கிறது என்று தெரியுமா?



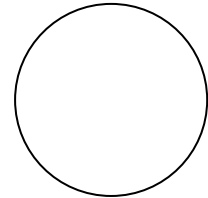
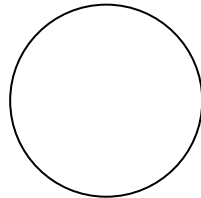
4. சமூக ஊடகங்களை(phone,whatsapp) பயன்படுத்த சலபமாக உள்ளதா?



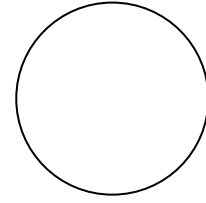
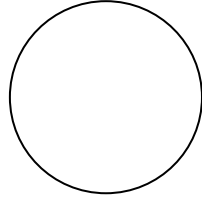
5. சமூக ஊடகங்களை பயன்படுத்தும் போது எதிர்கொள்ளும் பிரச்சனைகளை சமாளிக்க முடிகிறதா?



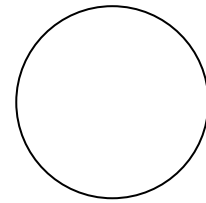
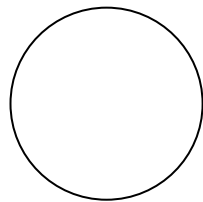
6. உன்னால் நீ நினைப்பதை உன் குடும்பத்தாரிடம் தெரிவிக்க முடிகிறதா?



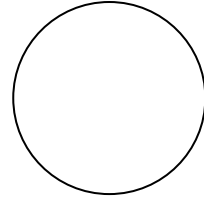
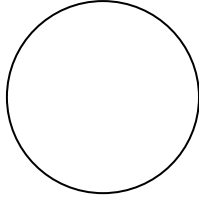
7. உன்னால் ஒருவர் பேசிய தகவலை பிறருடன் பகிர்ந்து கொள்ள முடிகிறதா?



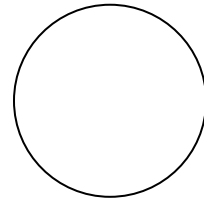
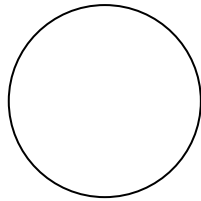
8. கலந்துரையாடலின் போது அதிக நேரம் உன்னால் கவனிக்க முடிகிறதா?



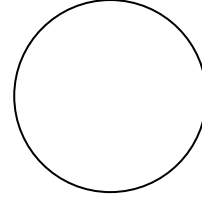
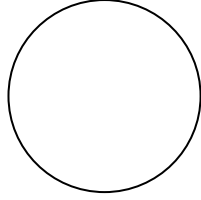
9. பிறர் உன்னிடம் கலந்துரையாடும் போது உன்னால் சுதந்திரமாக,எளிதாக பேச முடிகிறதா?



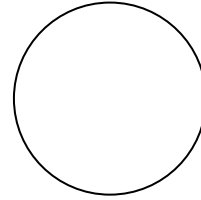
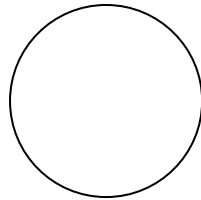
10. பிறர் பேசும்போது அவர் என்ன பேசுகிறார் என்பதை உன்னால் கவனிக்க முடிகிறதா?



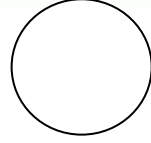
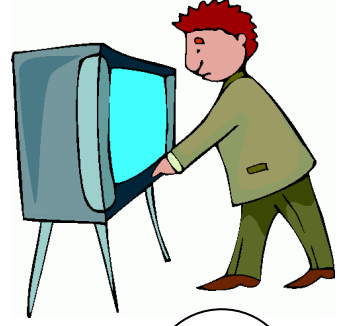
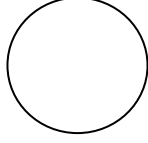
11. சத்தமாக பேசுகிறாயா?



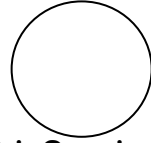
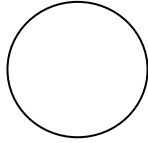
12. அதிக சமூக இடைவெளி உன் பேசும் திறனை பாதிக்கிறதா?



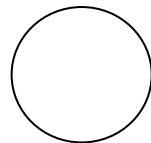
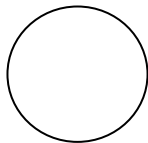
13. பேசும்போது உன்னை சுற்றி உள்ள டிவியை அணைத்து விட்டு பேசுகிறாயா?



14. உன் திருப்பம் வரும் வரை நீ பேச காத்திருக்கிறாயா?

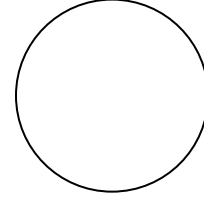
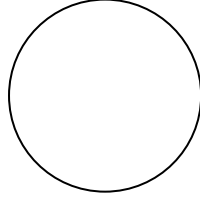


15. பிறர் கேட்கும் கேள்விகளுக்கு உன்னால் புரிந்து பதில் சொல்ல முடிகிறதா?

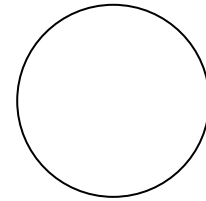
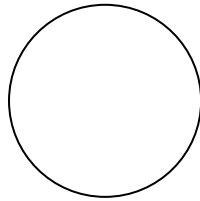


BEHAVIOUR ETIQUETTE:

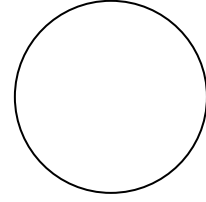
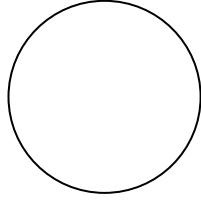
1. மற்றவரின் உதட்டு அசைவை கொண்டு அவர் பேசுவது என்ன என்பதை புரிந்து கொள்ள முடிகிறதா?



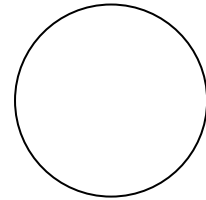
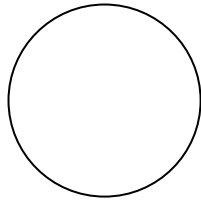
2. ஒருவர் உனக்கு உதவி செய்தால் அவருக்கு நன்றி கூறுவாயா?



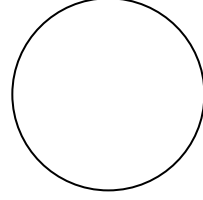
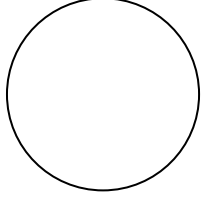
3. வீட்டில் அம்மாவிற்கு சிறிய சிறிய வேலைகள் செய்து தருவாயா?



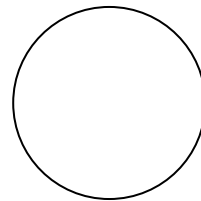
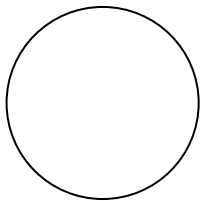
4. தினந்தோறும் ஆசிரியர் தரும் வீட்டுப்பாடங்களை செய்கிறாயா?



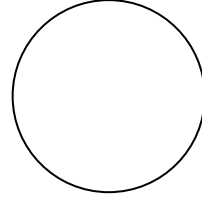
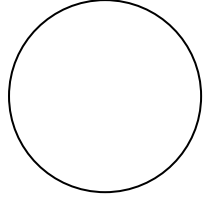
5. மற்றவர் கேட்கும் கேள்விகளுக்கு பதில்தர முடியாத நேரங்களில் சைகை காண்பித்து சமாளித்து கொள்கிறாயா?



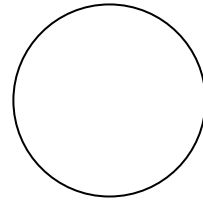
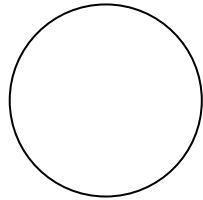
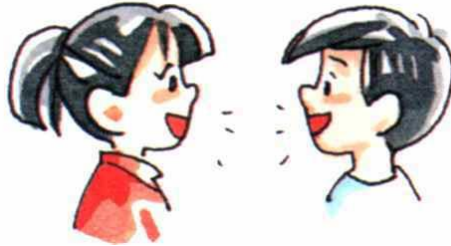
6. உன்னைவிட வயதில் பெரியவர்களுக்கு மரியாதை தருகிறாயா?



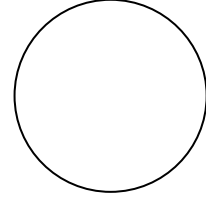
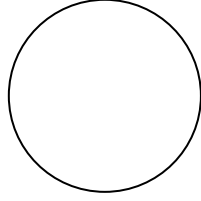
7. உன்னிடம் பேசுவரோட அன்போடும்,விருப்பதோடும் பேசுகிறாயா?



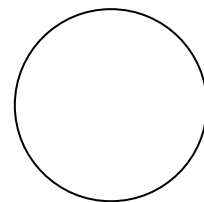
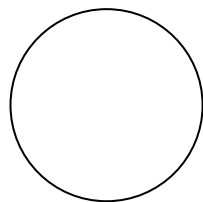
8. கேள்வியை கவனிக்காமல் தேவையற்ற பதில்களை கொடுப்பாயா?



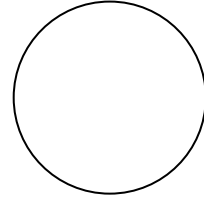
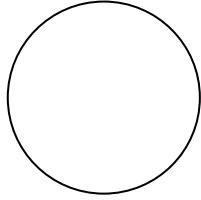
9. யாரேனும் ஒருவர் பேசிக்கொண்டிருக்கும் போது இடையில் பேசுகிறாயா?



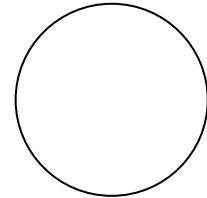
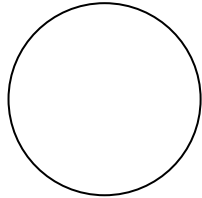
10. ஒருவர் உன் தவறை சுட்டிக்காட்டும் போது அவர்மீது கோபம் கொள்கிறாயா?



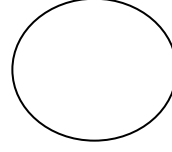
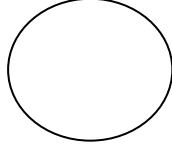
11. எளிதில் அழுகிறாயா?



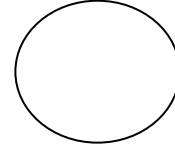
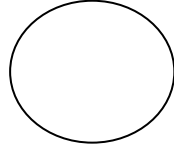
12. உன்னுடைய தவறை சுட்டிக்காட்டும் போது அதனை ஏற்றுக்கொள்கிறாயா?



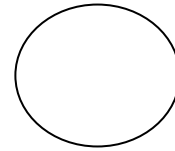
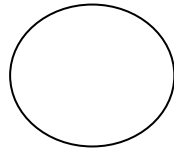
13. உன் தவறை திருத்தி கொள்ள உன்னால் முடிகிறதா?



14. ஒருவர் அறிவுரை கூறும்போது அதற்கு கீழ்ப்படிகிறாயா?

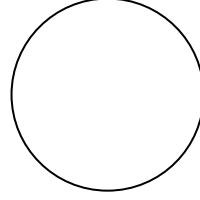
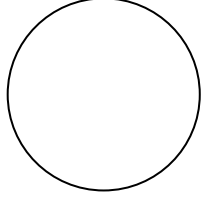


15. உன்னை நீ தாழ்வாக நினைத்ததுண்டா?

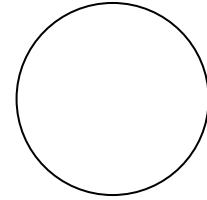
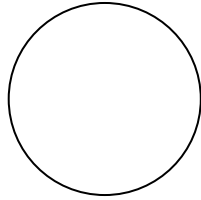
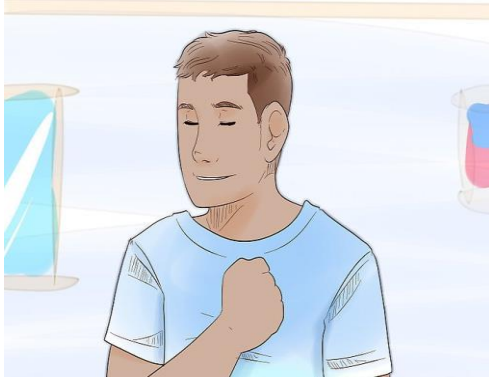


SOCIAL AND ENVIRONMENTAL ETIQUETTE:

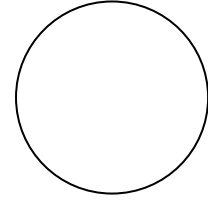
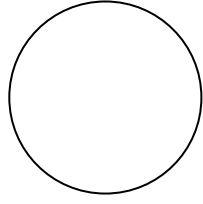
1. உன்னை நீயே ஏற்றுகொண்டயா?



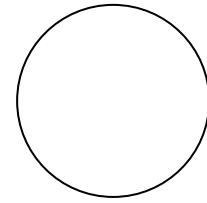
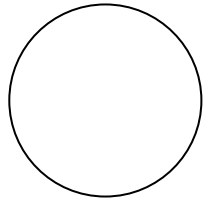
2. உன்னை நீ மதிக்கிறாயா?



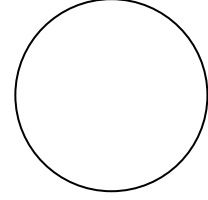
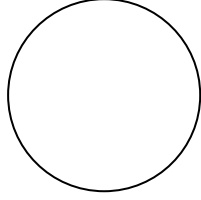
3. எல்லாரிடமும் நல்ல நட்பை வளர்த்து கொள்கிறாயா?



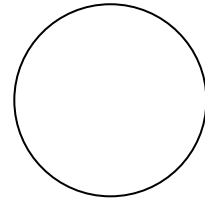
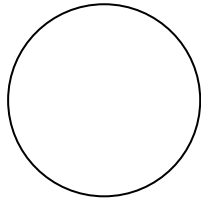
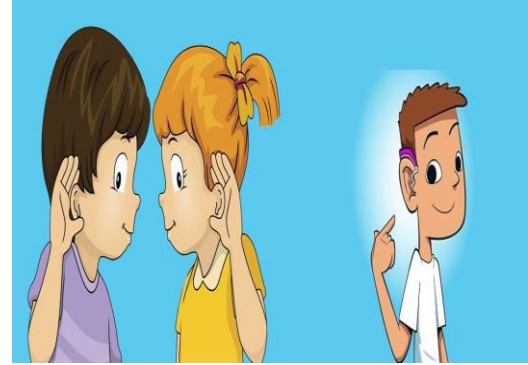
4. தனிமையில் இருக்க உனக்கு பிடிக்குமா?



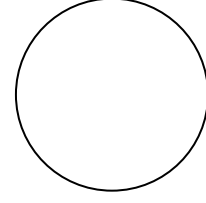
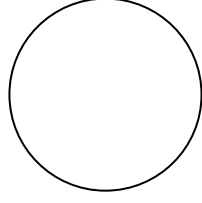
5. வேறு இனத்தவர் மதத்தவரிடம் நட்போடு தொடர்பு கொள்ள முடிகிறதா?



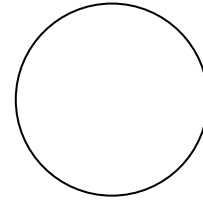
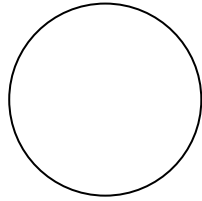
6. உனக்கான அரசாங்க சட்ட திட்டங்களை அறிந்துள்ளாயா?



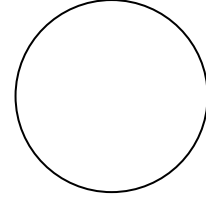
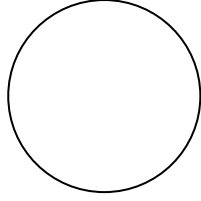
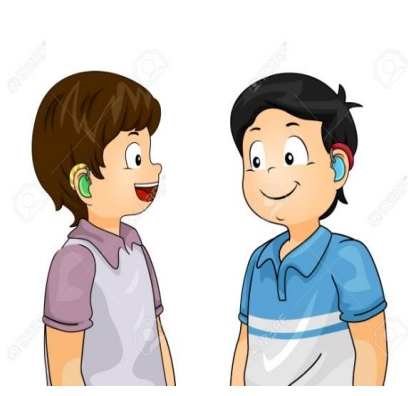
7. சுற்றுப்புற சத்தம் உன்னை பாதிக்கிறதா?



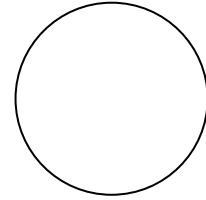
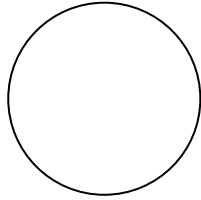
8. சுற்றுப்புற சத்தத்தில் உன்னால் மற்றவர் கூறுவதைப்புரிந்து கொள்ள முடிகிறதா?



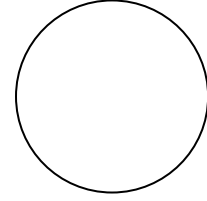
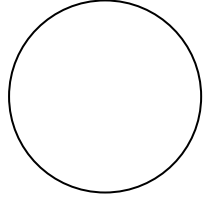
9. வெளியில் செல்லும்போது தற்பாதுகாப்பு பொருள்களை(hearing aid,mask) பயன்படுத்த அறிந்துள்ளாயா?



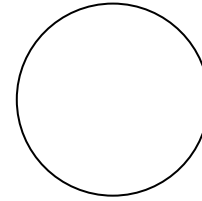
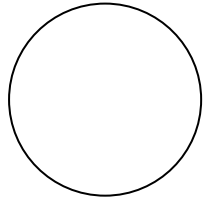
10. பொது இடங்களில் காதொலி கருவியை பயன்படுத்துகிறாயா?



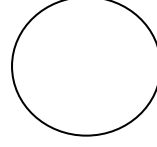
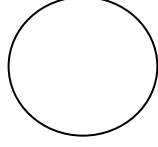
11. உனக்கு அறிமுகம் இல்லாதவர்களோடு சுலபமாக பேச முடிகிறதா?



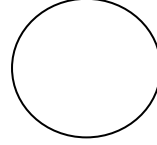
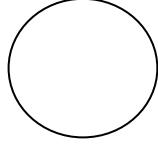
12. ஒருவர் உன்னை கேலி செய்யும் போது பயப்படுகிறாயா?



13. கேலி செய்யும் போது திருப்பி பேசுகிறாயா?



14. பலர் இருக்கும் ஒரு குழுவில் கலந்துரையாட முடிகிறதா?



15. உன்னை போல் இருக்கும் காது கேளாத குழுவினரிடம் கலந்துரையாடுவது பிடிக்குமா?

