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RESEARCH PAPER

Perception of Students without Disabilities about Socialization with Hearing Impaired Peers

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ABSTRACT

This research aimed to explore students' perception of hearing loss about socialization with hearing impaired peers. Socialization is an important contributor for hearing impaired students interacting with hearing peers. Sometimes Hearing impairment cause barriers in communication with hearing peers. That is why it is important to find out about the perception of socialization of hearing students in higher education. The descriptive methodology was used to infer the conclusion in this quantitative research. The researcher developed a self-made questionnaire to explore the perception of hearing students. The population of this research was all the hearing students who had social interaction with hearing-impaired students in an inclusive education setup. Convenient sampling was used to select a sample from hearing students of BS and MA Special education and other programs to collect the data and then analyze by using descriptive and inferential analysis using SPSS. Response of majority students was positive towards the socialization of hearing students with hearing-impaired students at higher education. This research highlighted a new direction for improving socialization among hearing peers and students with hearing impairment. Such an initiative will encourage them to include them in developing countries like Pakistan.

Introduction

Inclusive education is the best initiative of the policymakers to develop the socialization between normal and hearing-impaired students. Inclusive education includes school, community, and informal and non-formal situations. It is constantly evolving according to the culture. It is all about the changing system for students to fit in. It encourages all students to feel themselves a part of the society and all human beings are equal irrespective of any type of discrimination (Stubbs, 2008).

Some studies show that courts of different countries have interpreted that educational benefits are not limited to academic purposes; it also includes several socialization factors for students. "Educational use is not limited to academic needs, but consists of the social and emotional conditions that affect academic progress, school behavior and socialization (Ordover, 1997).

Due to socialization, students can maintain satisfactory relationships with their peers. Hearing-impaired students who have adequate social skills can understand another person's expression in a better way. Well-developed social skills help normal students to develop a positive and robust relationship with their hearing-impaired peers. Socials skills

also help create healthy relationships with other members of society (Owen DeSchryver, et al., 2008).

Literature Review

In families with hearing-impaired children, some specific problem that makes mutual relation and the relationship of relatives, peer interaction, and others are more complicated. Great importance within the family is determined by the presence and absence of hearing in parents. Parents of disabled children pay more attention to their children to make them a part of society and better people. Children with hearing impairment show positive behavior for their hearing students. Sometimes, they quarantined themselves when they faced difficulty appropriately interacting with the normal people of the society (Rieffe, et al., 2018). Due to some people's behavior, they feel burdened on the community and then prefer to exclude themselves from the social gathering of people with normal hearing. They always considered themselves a good part of society (Brokane, & Zaiceva, 2011). From previous research, it is found that we need to build more organizations for disabled people where we encourage them to socially interact with normal people of the society.

According to the previous research, researchers always emphasize distinguishing the different components of socialization (Batten, et al, 2014). Components of socialization are as follows:

- Social Behavior: Considering social skills, overall competence, and self-help skill of the hearing-impaired child.
- Social Status: includes hearing-impaired child acceptance and rejection by his peers.
- Friendship with peers: consider the quality, quantity, and long-term relationship with the peers.
- Trust.
- Confidence.

They heard people who do not hold hostile attitudes towards their deaf peers. The negative behavior of normal people negatively affects deaf people in different domains. Normal people try to discriminate against them from society. Students with hearing impairment are less collaborative than their hearing peers. Hearing-impaired students feel more rejected and neglected from the community than their hearing peers. Deaf children have a smaller number of a friend than their hearing peers; they also feel isolated in the mainstream classroom. Regular students also need to change their attitude and belief towards their deaf peers compared to other normal students of the regular school who do not have much interaction with their deaf peers (Batten, et al., 2014).

The most important cause of social interaction is the attitude of hearing students towards their hearing- impaired peers. They cannot consider the hearing-impaired students as part of their society as they always prefer to participate separately. Sometimes they show negative behavior towards their hearing-impaired peers. It originates from the literature that hearing-impaired students' attitude towards normal students is centered on misinterpreting communication barrier frustration. Hearing-impaired students pretend that they can understand everything said by their hearing peers. Hearing-impaired students mostly misunderstood their hearing peers. Hearing-impaired peers expect their hearing peers to use PSL to understand their hearing-impaired peers or be a part of hearing-impaired society (Noll, 2007).

This research used the social model of disability to explain the indicators of socialization to the readers to gain some perception of socialization of hearing impaired and normal people. Ecological theory not only explains the internal and external environment of the person, but it can also explain how the change in a person can be achieved. There are several ways to understand the perception of socialization of hearing impaired and normal students. The social policy terms indicate that disabled people accept the dependences on others, whether professionals or their peers. (Kossewska, 2016).

A person with a disability has limited social participation who is excluded from society, and they have a preference to participate in their deaf culture (Arsic, et al., 2012). The social model of disability sees the person with a disability restricted by many social things. These restrictions are inaccessible public buildings, unusable public transport, and a separate education system for hearing-impaired students (Kossewska, 2016).

Perception of regular students about hearing-impaired peers

Significant research on attitudes toward deaf people has indicated that hearing people tend to hold negative attitudes and think stereotypically regarding deaf people. Sometimes hearing-impaired students feel uncomfortable when they draw their attention towards their hearing peers because they want themselves to be like their hearing peers to participate in every curricular and extracurricular activity. Getting rejection by hearing peers could lead to increased social and educational problems for students with hearing impairment. Some institutions do not provide sufficient technologies to hearing-impaired students which address their individual needs (Mekonnen, et al, 2016).

Social interaction has an essential effect on life. Person face isolation if he is not able to socially interact with others. Hearing-impaired persons have so many behavioral issues with their family and peers. Regular people and hearing-impaired people face so much difficulty interacting with each other. They cannot be able to understand each other perceptions. They do not know about each language as students with hearing impairment use sign language to communicate with others. An average person uses verbal language to convey his message to others. Both of them used different ways to give their message to others. Language is a massive barrier for normal and hearing-impaired people (Hankins, 2015).

I just want to know about the perception of hearing students about the socialization with hearing-impaired people. Many students with or without hearing impairment faced so much difficulty communicating with each other. Some hearing-impaired students enjoy the company of their hearing peers, but some enjoy the company of a hearing-impaired person. Hearing-impaired students feel more comfortable when they interact with their hearing-impaired peers. They prefer to do group projects with their hearing-impaired peers. Hearing-impaired and normal students faced many issues interacting with each other socially. Regular Students face difficulty making groups with them as they do not know how to communicate. Hearing students who learn sign language can easily share with them. Through non-verbal gestures, they can easily interact (Netten, et al., 2015).

Friendship is an essential aspect of interacting with others in society socially. It is vital to build positive self-esteem in a hearing-impaired student. Students with hearing impairment show poor performance in groups of normal and hearing-impaired students compared to hearing students. Some studies showed that hearing-impaired students who face so many tantrums show anxiety, isolation, and low self-concept by facing rejection from their regular students (Mpofu, & Chimhenga, 2013).

Ecosystem

Rochester Institute of Technology's significant aim is to integrate cultural diversity and respect for every individual difference. For many hearing-impaired students, many social groups and organizations are made up to support and community for academic purposes by RIT. Some hearing-impaired students do not prefer to do work in these settings. Some hearing-impaired students never support inclusivity. That's why they join different societies, attend other parties, and develop largely separate friendship networks. According to the previous research on the ecological system of socialization for hearing peers and hearing-impaired peers, it is shown that somewhere these students are allowed to live in the same residence, the more interaction these students have, the closer they come. Many organizations are working on making the hearing-impaired and normal students closer to each other (Foster, & DeCaro, 1991).

Primary Socialization

Perception of their self-help skills and self-concept of hearing-impaired students. In primary socialization, hearing-impairment students and regular students communicate how hearing-impaired students pay attention when a normal student is saying something. According to the ecological system, this level lies in the microsystem, which is the very initial level of the ecosystem.

Communication

Communication is a significant social barrier between hearing-impaired and normal people. Hearing-impaired and regular people have two different definitions of “Good Communication": using sign language, whereas regular students verbally communicate with the members of society (Kossewska, 2016). Hearing-impaired students pretend to understand the message of others, but in reality, they do not. One of the studies shows that hearing-impaired people avoid interacting more with their hearing peers because of the disability barrier they had between them (Hankins, 2015). Hearing-impaired students expect their hearing peers to communicate with them in Sign Language. Another significant barrier of communication between normal and hearing-Impaired students is processing the information. Hearing-impaired persons cannot process the auditory input (Theunissen, et al., 2018).

Active Listening

Besides communication, the interaction of hearing-impaired students with regular students plays a significant role in socially interacting. There are two types of communication, Linguistic Communication, and non-linguistic communication. Regular students pay attention when communicating with them in non-linguistic touch compared to linguistic. The more hearing peers interact with hearing-impaired sign language, the more they actively respond to them (Higginbotham, & Baker, 1979).

Self Help Skills

Instruction for self-help skills like dressing and feeding received much attention in the 1960s and 1970s. At that time, behavioral principles were used to change the level of response by an individual. The primary focus was to improve the quality of life of an individual with hearing impairment (McKelvey, et al. 1992).

Self-Concept

A study represents that the self-concept is the belief of one's self. It is cognitive thinking about self-It's an individual universe and personal experience of himself. An individual has different perceptions of their personalities about themselves. Positive behavior towards self may produce positive behavior. At the same time, negative behavior towards self may make negative behavior towards others. The self–concept goes hand in hand with social adjustment. Self- Concept has been affected by poor communication of hearing-impaired students with their hearing peers. Hearing-impaired self-concept changes with time (Mekonnen, et al. 2016).

Secondary Socialization

In secondary socialization, they were hearing impaired, and regular students learned how to function in groups and what kind of behavior they accept when working in groups. Literature covers the social components of teamwork/ cooperation: motivation, responsibility, and caring factor of socialization of hearing impaired and regular students. According to the ecological system, this level lies in the Meso system (Nortey, 2009).

Teamwork/ Cooperation

Students with or without hearing impairment as a group need to share their opinions. Get motivation from their teachers if they face difficulty working with each other? One solution to build the relationship for teamwork between hearing-impaired and normal students is to place a box outside the class and write the description and compliment of the problem that made them upset, sad, and annoyed. All these problems can share in the class, and then students provide the best possible solution (Vernosfaderani, 2013).

Motivation

Motivation to socially adjust with hearing peers is typical in hearing-impaired students. According to a research made a study that shows the social competence level of hearing-impaired students, hearing-impaired students with some developed speech have a high level of motivation to socially interact with hearing peers compared to those who are profoundly deaf. They do their task with extrinsic motivation. They have reason to compete with their hearing peers in extracurricular activities (McKelvey, et al., 1992).

Responsibility

Students with hearing impairment perform their social activities with reasonability. They always play a fair game with their other peers. They are very punctual. They come on parties according to the given time.

Caring

Students with hearing impairment who have high self-esteem show positive behavior towards their hearing peers. They socially interact with their hearing peers. They accepted the reality of their disability, due to which they don't show any aggressive behavior for their hearing peers. Hearing-impaired students respect their hearing peers who put effort into communicating with them in sign language.

Anticipatory Socialization

At this level, the hearing-impaired students respond according to their cognitive abilities to control themselves when they are angry, fulfill their commitment with others,

and make good decisions in problematic situations. According to the ecological system, this level lies in the macro system.

Self- Control

Hearing impairment affects the individual's life and has a negative social impact on an individual. Research revealed that students with hearing impairment faced many problems among their peers. The negative behavior of hearing-impaired students encountered by the hearing peers of the institution. Negative behavior from the hearing peers makes them more aggressive. They show low self-esteem, worthlessness, and feeling of frustration (Hankins, R. C., 2015). Children with hearing impairment are somewhat denied the skills of understanding the verbal expression of what they think, contingent on the level and degree of hearing loss. They don't have the stamina to control their aggressive behavior for a long time (Adebisi, & Yakubu, 2020).

Commitment

The hearing-impaired students have always been the men of their words. They do what they say, whether it's the task of assignment or project. They always fulfill their part in it. They know when, where and how to full their commitment.

Decision Making

The difference in language ability lead the inconsistency in the cognitive function of hearing-impaired, especially for executive function. Executive function play a significant role in decision-making. The performance of deaf children in decision-making is worth further than exploration. According to researches, there is no direct comparison of decision-making under risk in deaf students (Xuan, et al., 2018).

Empathy

Deaf and hard of hearing students, especially those in special education, show a low level of empathy than normal peers, which has so many consequences for initiating and maintaining the relationship with them (Netten, et al., 2015).

Material and Methods

Population of the study was all hearing students of higher education. Who enrolled in inclusive education and have the experience to interact with hearing-impaired students inside and outside the classroom.

The convenient sampling technique was used to select a sample for the study. The sample size drawn to collect data is known as population. The population of this descriptive study was 70 hearing students of universities. The researcher conducted the study online from the students who have social interaction with hearing-impaired students. The researcher conducts the investigation online due to COVID19. Universities were closed, and researcher was not being able to complete it manually. The self-developed instrument was used to collect data from the selected sample.

The self-developed questionnaire was used to collect data from students. Collected data, analyzed through SPSS, and presented results for report writing. This study is descriptive and quantitative.

Hypothetical Framework

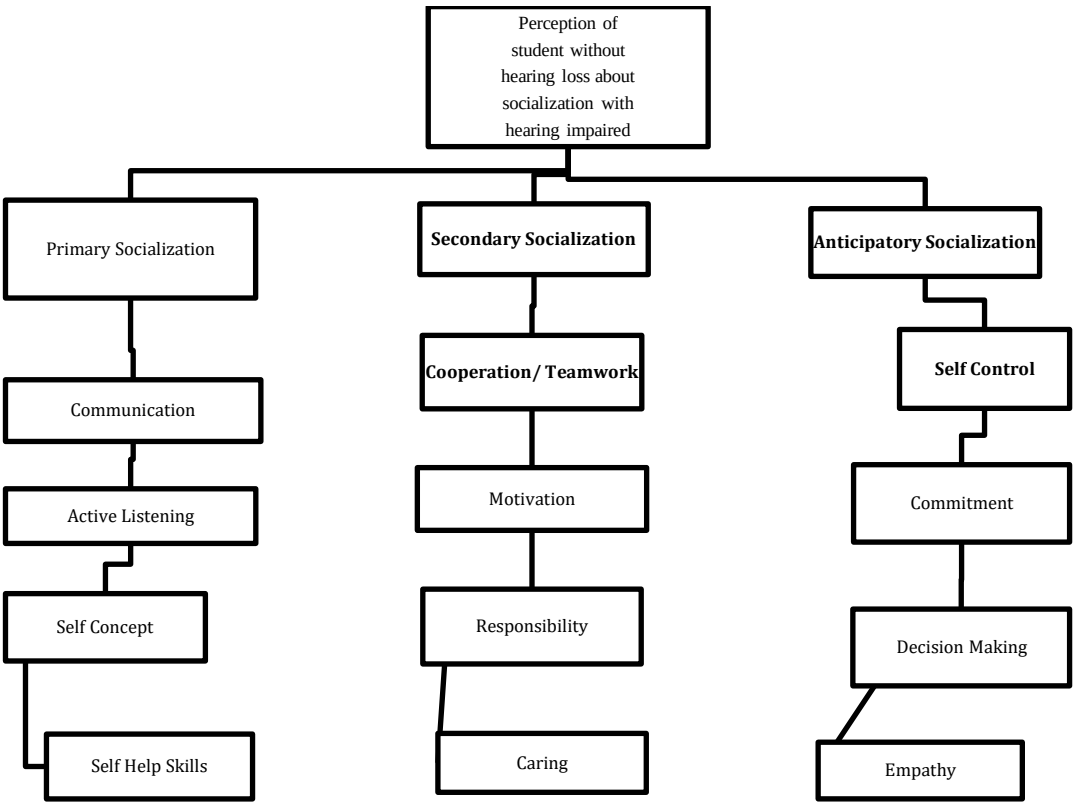

Figure 1

Instrument

The self-developed close-ended Questionnaire tool was used for data collection. This instrument was developed according to the nature of the problem to be studied. In this instrument, the researcher kept the literature in her mind while designing the questionnaire. This questionnaire contained 26 questions. The questionnaire consists of two parts. The first part consists of demographical information second part consists of 26 close-ended questions. A five-point Likert scale was used to make the responses against the instrument.

Data Collection

Data was collected online from 70 hearing students of the University of Management and Technology and the University of Punjab students. They have more or less social interaction with their hearing-impaired students because they were enrolled in inclusive education.

Data Entry

They were afterward gathering the responses, the questions of the instrument. Collected data was coded in numbers and then entered into SPSS. (Statistical package for social science) for result.

Data Analysis

The collected data was analyzed numerically. The questions involve the observation of social interaction with students with or without hearing impairment.

Procedure of the study

The present study is descriptive and quantitative. The purpose of the study was to take the perception of hearing students about socialization with hearing-impaired peers from the students at the higher education level. The researcher conducts the examination online due to COVID19. The questionnaire was self-developed on the perception of hearing students about socialization with hearing-impaired students. The data were analyzed, and some significant conclusions were drawn by analysis.

Limitations and delimitations of the study

A questionnaire was not standardized. The size was limited to 70 hearing students of the students of only two universities due to fewer options of inclusive education in Pakistan at the higher education level. That is why results cannot be generalized. The researcher has developed the questionnaire by herself, keeping the literature in mind.

Results and Discussion

Frequency Table

Table 1
Frequency distribution of gender of the participants

Sr. No	*Responses*	*f*	*%*
1	Female	55	79.7
2	Male	14	20.3
	Total	69	100

Table 01 shows that out of 69 respondents, 55 (79.7%) were female, and 14 (20.3%) were male.

Table 2
Frequency distribution of age of the participants

Sr. No	*Responses*	*f*	*%*
1	18 years to 22 years	36	52.2
2	23 years to 27 years	25	36.2
3	28 years and above	8	11.6
	Total	69	100

Table 02 shows that out of a total of 69 respondents, 36 (52.2 %) were within 18 to 22 years old, 25 (36.2%) were within 23 to 27 years old, and 8(11.6%) were more than 28 years old.

Table 3
Frequency distribution of the degree program of the participants

Sr. No	*Responses*	*f*	*%*
1	BS and MA Special Education	57	82.6
2	BS and MA in other Subjects	12	17.4
	Total	69	100

Table 03 shows that out of 69 respondents, 57 (82.6%) were enrolled in the BS and MA Special Education program, and 12(17.4%) were enrolled in the BS and MA programs of other subjects.

Table 4
Frequency distribution of institution of the participants

Sr. No	*Responses*	*f*	*%*
1	University of Managemen and Technology	50	72.5
2	University of the Punjab	19	27.5
	Total	69	100

Table 04 shows that out of 69 respondents, 50(72.5%) students were from private universities, and 19(27.5%) students were from the Public University of Punjab.

Table 5
Frequency distribution of period of interaction with hearing-impaired students

Sr. No	*Responses*	*f*	*%*
1	Semester 1 to 4	31	44.9
2	Semester 45to 8	38	55.1
	Total	69	100

Table 05 shows that out of a total of 69 respondents, 31(44.9%) students enrolled in semesters 1 to 4 and 38(55.1%) students enrolled in semesters 5 to 8.

Table 6
Frequency distribution of students with hearing impairment feels difficulty communicating with hearing fellows

Sr. No	*Responses*	*F*	*%*
1	Strongly Disagree	1	1.4
2	Disagree	5	7.2
3	Neutral	11	15.9
4	Agree	35	50.7
5	Strongly Agree	17	24.6
	Total	69	100

Table 06 shows that in response of Students with hearing-impaired feel difficulty in communication with hearing students, 52(75.3%) respondents have shown the agreement, 6(8.8%) respondents have shown disagreement, and 11(15.9%) respondents have shown neutral responses out of total 69 respondents.

Table 7
Frequency distribution of students with developed speech skills has better socialization

Sr. No	*Responses*	*F*	*%*
1	Disagree	2	2.9
2	Neutral	9	13.0
3	Agree	37	53.6
4	Strongly Agree	21	30.4
	Total	69	100

Table 07 shows that in response of students with some developed speech skills have better socialization, 50(84%) respondents indicated the agreement, 2(2.9%) respondents showed disagreement, and 9(13.0%) showed neutral responses out of a total of 69 respondents.

Table 8
Frequency distribution of Hearing-Impaired students always feels hesitant to communicate with hearing fellows outside the classroom

Sr. No	*Responses*	*f*	*%*
1	Strongly Disagree	1	1.4
2	Disagree	13	18.8
3	Neutral	16	23.2
4	Agree	24	34.8
5	Strongly Agree	15	21.7
	Total	69	100

Table 08 shows that in response to students with hearing-impairment feel hesitation to communicate outside the classroom, 39(56.5%) respondents have shown the agreement, 14(20.2%) respondents have shown the disagreement, and 16(23.2%) has shown the neutral responses out of total 69 respondents.

Table 9
Frequency distribution of the communication gap is a significant barrier in the socialization of students with hearing- impaired

Sr. No	*Responses*	*f*	*%*
1	Disagree	2	2.9
2	Neutral	11	15.9
3	Agree	34	49.3
4	Strongly Agree	22	31.9
	Total	69	100

Table 09 shows that in response to communication gap is the significant barrier of socialization between normal and hearing-impaired, 56(81.2%) respondents have shown the agreement, 2(2.9%) respondents have shown the disagreement, and 11(15.9%) has shown the neutral responses out of total 69 respondents.

Table 10
Frequency distribution of difficult to judge that students with hearing impairment actively understand your message

Sr. No	*Responses*	*f*	*%*
1	Strongly Disagree	2	2.9
2	Disagree	3	4.3
3	Neutral	7	10.1
4	Agree	35	50.7
5	Strongly Agree	22	31.9
	Total	69	100

Table 10 shows that in response to difficulty to judge that students with hearing impairment actively understand your message, 57(82.9%) respondents have shown the agreement, 5(7.2%) have shown disagreement, 7(10.1%) respondents have neutral responses out of total 69 respondents.

Table 11
Frequency distribution of students with hearing impairment always pays attention when hearing peers communicate

Sr. No	*Responses*	*F*	*%*

1	Strongly Disagree	3	4.3
2	Disagree	4	5.8
3	Neutral	12	17.4
4	Agree	38	55.1
5	Strongly Agree	12	17.4
	Total	69	100

Table 11 shows that in response to a student with hearing impairment always pay attention when hearing peer communicate,50(72.5%) respondents have shown the agreement, 7(10.1%) respondents have shown the disagreement, and 12(17.4%) have shown the neutral responses out of total 69 respondents.

Table 12
Frequency distribution of students with hearing impairment actively communicates with anyone through non-verbal gestures

Sr. No	*Responses*	*F*	*%*
1	Strongly Disagree	3	4.3
2	Disagree	2	2.9
3	Neutral	19	27.5
4	Agree	32	46.4
5	Strongly Agree	13	18.8
	Total	69	100

Table 12 shows that in response to students with hearing impairment actively communicating with anyone through non-verbal gestures, 45(65.2%) respondents have shown the agreement, 5(7.2%) respondents have shown the disagreement, and 19(27.5%) respondents have shown the neutral responses out of total 69 respondents.

Table 13
Frequency distribution of students with hearing impairment was confident to participate in any activity actively

Sr. No	*Responses*	*F*	*%*
1	Strongly Disagree	6	8.7
2	Disagree	5	7.2
3	Neutral	19	27.5
4	Agree	30	43.5
5	Strongly Agree	9	13.0
	Total	69	100

Table 13 shows that in response to the student with hearing impairment having the confidence to participate in any activity, 39(56.5%) respondents have shown agreement, 11(15.9%) were Disagree and 19(27.5%) respondents have showed neutral responses out of total 69 respondents.

Table 14
Frequency distribution of students with hearing impairment can compete with you

Sr. No	*Responses*	*F*	*%*
1	Strongly Disagree	1	1.4
2	Disagree	4	5.8
3	Neutral	17	24.6
4	Agree	26	37.7

5	Strongly Agree	21	30.4
	Total	69	100

Table 14 shows that in response, students with hearing impairment can compete with you 47 (68.1%) respondents have shown the agreement, 5(7.2%) respondents have shown disagreement, and 19(27.5%) have shown neutral responses out of a total of 69 respondents.

Table 15
Frequency distribution of students with hearing impairment can locate their classroom independently

Sr. No	*Responses*	*f*	*%*
1	Strongly Disagree	4	5.8
2	Disagree	1	1.4
3	Neutral	16	23.2
4	Agree	26	37.7
5	Strongly Agree	22	31.9
	Total	69	100

Table 15 shows that in response to students with hearing impairment can locate their classroom independently, 48(69.6%) respondents have shown the agreement, 5 (7.2%) respondents have shown disagreement, and 16(23.2%) respondents have shown neutral responses out of total 69 respondents.

Table 16
The frequency distribution of students with hearing impairment can meet the deadline of their assignment independently

Sr. No	*Responses*	*f*	*%*
1	Strongly Disagree	4	5.8
2	Disagree	8	11.6
3	Neutral	17	24.6
4	Agree	28	40.6
5	Strongly Agree	12	17.4
	Total	69	100

Table 16 shows that in response to the student with hearing impairment can meet the deadline of their assignment, 40(58%) respondents have shown the agreement, 12(5.8%) respondents have shown disagreement, and 17(24.6%) respondents have shown the neutral responses out of total 69 respondents.

Table 17
Frequency distribution of students with hearing impairment always dressed up according to the occasion's theme

Sr. No	*Responses*	*F*	*%*
1	Strongly Disagree	3	4.3
2	Disagree	4	5.8
3	Neutral	9	13.0
4	Agree	33	47.8
5	Strongly Agree	20	29.0
	Total	69	100

Table 17 shows that in responses to the student with hearing impairment always dressed up according to the occasion, 53(76.0%) respondents showed agreement, 7 (10.1%) respondents showed disagreement, and 9(13.0%) respondents showed neutral responses out of total 69 respondents.

Table 18
Frequency distribution of students with hearing impairment prefers to make a group with hearing peers who respond to them actively

Sr. No	*Responses*	*F*	*%*
1	Strongly Disagree	5	7.2
2	Disagree	2	2.9
3	Neutral	11	15.9
4	Agree	23	33.3
5	Strongly Agree	28	40.6
	Total	69	100

Table 18 shows that in response to students with hearing-impaired prefer to make a group with those who respond them actively, 51(73.9%) respondents have shown the agreement, 7 (10.1%) respondents have shown disagreement, and 11(15.9%) respondents have shown the neutral responses out of total 69 respondents.

Table 19
Frequency distribution of students with hearing impairment always prefers to do teamwork with their hearing-impaired peers

Sr. No	*Responses*	*f*	*%*
1	Strongly Disagree	3	4.3
2	Disagree	5	7.2
3	Neutral	12	17.4
4	Agree	21	30.4
5	Strongly Agree	28	40.6
	Total	69	100

Table 19 shows that in response to students with hearing impairment prefer to do teamwork with their hearing-impaired peers, 49(71.0%) respondents have shown the agreement, 5 (7.2%) respondents have shown disagreement, and 12(17.4%) respondents have shown the neutral responses out of total 69 respondents.

Table 20
Frequency distribution of students with hearing impairment has the high-level intrinsic motivation to do a task

Sr. No	*Responses*	*F*	*%*
1	Strongly Disagree	5	7.2
2	Disagree	2	2.9
3	Neutral	17	24.6
4	Agree	34	49.3
5	Strongly Agree	11	15.9
	Total	69	100

Table 20 shows that in response to students with hearing impairment need to do a task with intrinsic motivation, 45(65.2%) respondents have shown the agreement, 7

(10.1%) respondents have shown the disagreement, and 17(24.6%) respondents have shown the neutral responses out of total 69 respondents.

Table 21
The frequency distribution of students with a hearing impairment needs extrinsic motivation to do a task

Sr. No	*Responses*	*F*	*%*
1	Strongly Disagree	4	5.8
2	Neutral	18	26.1
3	Agree	37	53.6
4	Strongly Agree	10	14.5
	Total	69	100

Table 21 shows that in response to the student with hearing impairment need to do tasks with extrinsic motivation, 47(68.1%) respondents have shown agreement,4(5.8%) respondents have shown disagreement, and 18(26.1%) have shown the neutral responses out of total 69 respondents.

Table 22
You always encourage the frequency distribution of students with hearing impairment to participate in curricular activities

Sr. No	*Responses*	*f*	*%*
1	Strongly Disagree	3	4.3
2	Neutral	17	24.6
3	Agree	34	49.3
4	Strongly Agree	15	21.7
	Total	69	100

Table 22 shows that in response to students with hearing impaired encouraged by hearing peers participate in social activities, 49(71.0%) respondents have shown the agreement,3 (4.3%) respondents have shown disagreement, and 17(24.6%) respondents have shown the neutral responses out of total 69 respondents.

Table 23
Frequency distribution of students with hearing-impaired has a high level of social responsibility

Sr. No	*Responses*	*f*	*%*
1	Strongly Disagree	2	2.9
2	Disagree	2	2.9
3	Neutral	26	37.7
4	Agree	30	43.5
5	Strongly Agree	9	13.0
	Total	69	100

Table 23 shows that in response to the student with hearing impairment have a high-level social responsibility, 39(56.5%) respondents have shown the agreement, 4(5.8%) respondents have shown disagreement, and 26(37.7%) respondents have shown neutral responses out of total 69 respondents.

Table 24
Frequency distribution of students with hearing impairment cares about the feelings of their hearing-impaired peers

Sr. No	*Responses*	*f*	*%*
1	Strongly Disagree	2	2.9
2	Disagree	15	21.7
3	Neutral	27	39.1
4	Agree	1	1.4
5	Strongly Agree	24	34.1
	Total	69	100

Table 24 shows that in response to students with hearing impairment care about the feelings of their hearing-impaired peers, 25 (35.5%) respondents have shown the agreement, 17 (24.6%) respondents have shown the disagreement, and 27(39.1%) respondents have shown the neutral responses out of total 69 respondents.

Table 25
Frequency distribution of student with hearing impairment show loving behavior for you

Sr. No	*Responses*	*f*	*%*
1	Strongly Disagree	2	2.9
2	Disagree	1	1.4
3	Neutral	16	23.2
4	Agree	31	44.9
5	Strongly Agree	19	27.5
	Total	69	100

Table 25 shows that in response to students with hearing- impairment show loving behavior for their hearing peers, 50(72.4%) respondents have shown agreement, 3 (4.3%) respondents have shown disagreement, and 16(23.2%) respondents have shown the neutral responses out of total 69 respondents.

Table 26
Frequency distribution of students with hearing impairment can control their anger

Sr. No	*Responses*	*f*	*%*
1	Strongly Disagree	6	8.7
2	Disagree	3	4.3
3	Neutral	23	33.3
4	Agree	26	37.7
5	Strongly Agree	11	15.9
	Total	69	100

Table 26 shows that in response to the student with hearing impairment can control their anger, 37(53.6%) respondents have shown the agreement,9 (13.0%) respondents have shown the disagreement, and 23(33.3%) respondents have shown the neutral responses out of total 69 respondents.

Table 27
Frequency distribution of students with hearing impairment shows rude behavior

Sr. No	*Responses*	*f*	*%*
1	Strongly Disagree	5	7.2

2	Disagree	3	4.3
3	Neutral	28	40.6
4	Agree	34	34.8
5	Strongly Agree	9	13.0
	Total	69	100

Table 27 shows that in response to the student with hearing impairment shows the rude behavior towards their hearing peers, 33(47.8%) respondents have shown the agreement, 8(11.5%) respondents have shown disagreement, and 28(40.6%) respondents have shown the neutral responses out of total 69 respondents.

Table 28
Frequency distribution of students with hearing impairment like to receive empathy from hearing students

Sr. No	*Responses*	*f*	*%*
1	Strongly Disagree	3	4.3
2	Disagree	7	10.1
3	Neutral	17	24.6
4	Agree	30	43.5
5	Strongly Agree	12	17.4
	Total	69	100

Table 28 shows that in response to the student with hearing impairment like to empathy from their hearing peers, 42(60.9%) respondents have shown agreement, 10(14.4%) respondents have shown disagreement, and 17(24.6%) respondents have shown the neutral responses out of total 69 respondents.

Table 29
Frequency distribution of students with hearing impairment like to receive sympathy from hearing peers

Sr. No	***Responses***	***F***	***%***
1	Strongly Disagree	5	7.2
2	Disagree	9	13.0
3	Neutral	18	26.1
4	Agree	24	34.8
5	Strongly Agree	13	18.8
	Total	69	100

Table 29 shows that in response to the student with hearing impairment like to receive sympathy from their hearing peers, 34(53.6%) respondents have shown agreement, 14(20.2%) respondents have shown disagreement, and 18(26.1%) respondents have shown the neutral responses out of total 69 respondents.

Table 30
Frequency distribution of students with hearing impairment has decision-making abilities in a problematic situation

Sr. No	*Responses*	*F*	*%*
1	Strongly Disagree	6	8.7
2	Disagree	3	4.3
3	Neutral	23	33.3
4	Agree	25	36.2

5	Strongly Agree	13	17.4
	Total	69	100

Table 30 shows that in response to students with hearing impairment can decide in a problematic situation, 38(53.6%) respondents have shown the agreement, 9 (13.0%) respondents have shown the disagreement, and 23(33.3%) respondents have shown the neutral responses out of total 69 respondents.

Table 31
Frequency distribution of students with hearing impairment always fulfills their commitment to those with hearing impairment

Sr. No	*Responses*	*F*	*%*
1	Strongly Disagree	3	4.3
2	Disagree	1	1.4
3	Neutral	16	23.2
4	Agree	36	52.2
5	Strongly Agree	13	18.8
	Total	69	100

Table 31 shows that in response to students with hearing impairment always fulfill their commitment with hearing-impaired peers, 49(71.0%) respondents have shown the agreement, 4(5.7%) respondents have shown the disagreement, and 16(23.2%) respondents have shown the neutral responses out of total 69 respondents.

All these study participants had social interaction with hearing-impaired students in their classes. Most of the participants agreed that students with hearing impairment feel difficulty communicating with hearing-impaired peers. Most of the students agreed that students who have developed speech skills have better socialization. Most of the students agreed that students who have developed speech skills have better socialization. Many respondents agree that communication is a significant barrier in socialization with hearing-impaired students. Respondents showed positive behavior that hearing-impaired students ignored when communicating with them. A hearing-impaired person can understand your message when communicating with them in non-verbal language. Students with hearing impairment can actively participate in any social activity. Research proved that Students with hearing impairment could compete with their hearing peers. Respondents strongly agree that students with hearing impairment can locate their classrooms independently. Students with hearing impairment can meet the deadline of their assignment with the help of their hearing peers. Research proved that students with hearing impairment dressed up according to their occasion theme. Hearing-impaired students always prefer to make groups with their hearing peers who respond to them actively. Hearing-impaired choose to participate in their deaf culture socially. Students with hearing impairment show loving behavior for their hearing peers.

Conclusion

The research concluded that Students with hearing impairment actively participated in inclusive classrooms. They meet the deadlines of assignments. They were very social and cooperative with their hearing peers, but they felt challenging to communicate with them at the start due to the communicational gap.

Recommendation

It is recommended that to make socialization better for hearing impaired students, and we encourage them to participate in group activities. We should arrange gatherings to invite them so they can socialize. We should also listen to them when they communicate and realize that we include them as part of society.

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