

EFFECT OF SOCIAL AND EMOTIONAL PROBLEMS ON PERSONALITY DEVELOPMENT OF STUDENTS WITH HEARING IMPAIRMENT AT COLLEGE LEVEL

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Abstract

This research was carried out to find out "Effect of social and emotional problems on personality development of students with hearing impairment at college level". The objectives of the study were: To analyze the effect of social problems on personality development of hearing impaired children as perceived by the teachers. To analyze the effect of emotional problems on personality development of hearing impaired children as perceived by the teachers. To evaluate teachers' perception on personality development of hearing impaired students. To analyze the effect of social problems on personality development of hearing impaired children as perceived by the students. To analyze the effect of emotional problems on personality development of hearing impaired children as perceived by the students. To evaluate students' perception on personality development of hearing impaired students.

Opinion of teachers and students regarding the effect of social and emotional problems on personality development of students with hearing impairment at college level on the basis of demographics i.e. gender, locality, qualification, professional qualification, experience, disability level, family system and family income. The study's sample was 32 teachers and 105 students. The respondents were chosen from divisions i.e. Multan, DG Khan, Faisalabad and Rawalpindi. The approach to sampling that was utilized for the research study was a cluster random sampling technique and census sampling technique. Researcher divided Province Punjab into three categories upper Punjab, central Punjab and South Punjab according to Divisions by using cluster random sampling technique. Researcher selected the entire population as sample of study by using census sampling technique. Mixed methods approach was utilized as a design of the quantitative survey and qualitative theme generation. To achieve the intended objectives from respondents, two self-structured questionnaires were used questionnaire 1 for teachers and questionnaire 2 for students. Questionnaire 1 and questionnaire 2 comprising 60 and 35 statements respectively. The data acquired from all 32 teachers and 105 students was analyzed by the researchers of the study using SPSS. Both descriptive statistics and inferential statistical technique i.e. mean, SD, frequency, T-test & One-way ANOVA was used. It is recommended that to improve the communication at early stage. Identify hearing impairment early and provide appropriate interventions, including speech therapy, sign language instruction, and auditory training. Early support can lessen potential social and emotional challenges. Develop teacher training programs focusing on social and emotional needs, effective communication, and inclusive practices. It also emphasized that offer access to counseling services or mental health support to address any emotional difficulties or psychological issues that may arise due to the hearing impairment or associated challenges.

Keyword: Social Problems, Emotional Problems, Personality Development.

1.1 Introduction

People have a wide range of hearing losses. Some may have a hearing loss so severe that there is very little or no functional hearing, while others may have enough residual hearing that an auditory device. Hearing loss is generally described as slight, mild, moderate, severe, or profound, depending upon how well a person can hear the intensities or frequencies most strongly associated with speech. Profound hearing impairment (HI), from birth or early

childhood has a lifelong influence on communication, mental health, and social and emotional wellbeing. The majority (95%) of HI children are born in hearing families with aural communication as the main form of communication. As a consequence, the social, home, and community environments are mainly oriented toward auditory based communication. Thus, hearing loss effects the information about social relations, such as cause and consequence (Boerrigter et al., 2018).

The impact of a combined sensory and communicative impairment, such as profound hearing loss, on social-emotional and psychosocial development therefore, is considerable. Social and emotional development includes the development of personality traits (Stevenson, 2015). Social difficulties also associated with hearing impairment. Some previous studies have indicated that communication difficulties can isolate hearing-impaired children from their peers, and hence may lead to a loss of self-esteem. In addition to their social difficulties, deaf children commonly display higher rates of behavior problems than their hearing counterparts. Some of the characteristics hearing-impaired children often display include being inattentive, uncooperative, fussy, and restless (Dinsman, 1991).

Typically, college is a safe place to explore ideas, opportunities, and lifestyles, and offers increased opportunities for self-governance and individuation from parents. Deaf individuals have increased their enrollment in universities and colleges, a trend that has increased over the past 2 decades. The estimated number of students with a hearing loss who attend college is approximately 45%. The estimates of those numbers that actually graduate, however, are one out of every four (Lukomski, 2007).

1.2 Review of Related Literature

WHO recognize that hearing impairment is 1 of the 4 major disabilities and children with hearing impairment needs language and speech development after early hearing detection and intervention. Social, educational, Speech and language, occupational and emotional, cognitive problems can develop in result of late detection of hearing impairment. The World Health Organization (WHO) describes the lack of ability to hear at a threshold of 20 dB as hearing impairment and disabling hearing damage as loss of > 35 dB in the healthier ear.

According to Gentili & Holwell, 2011 research, children with severe hearing impairment are at higher risk of developing psychiatric disorders and of poor psychosocial adjustment in comparison of their hearing peers. The reason behind this is the to efficient language acquisition barrier. Therefore, it is important to reduce the damage that cause by lack of language or delayed language development and this can be accomplished by using different strategies. The emotional need of hearing impaired children is good emotional and mental health, peer relationship and social acceptance.

Hearing impairments children have at a greater risk of experiencing negative emotions such as anxiety, depression, and frustration. According to a research of Hameed, (2023), the study's findings showed that children with hearing loss had higher levels of emotional and behavioral issues than children with normal hearing. They also exhibit higher levels of hyperactivity and relative peer problems. The results also indicate that children having impairment in hearing are more vulnerable to emotional and behavior problems.

The process by which a person's distinctive patterns of thoughts, feelings, and behaviors change and mature throughout time is referred to as personality development. It includes all facets of a person's identity, such as their characteristics, attitudes, beliefs, values, and behaviors. According to another research, researchers compared the personality features of teenagers with cochlear implants to those of their counterparts who had normal hearing in the study. The results of study demonstrated that adolescents with CI share personality qualities with their peers who do not have cognitive impairment in terms of

social interactions, self-conscience, and school and task orientation (Boerrigter et al., 2018).

1.3 Significance of the Study

The significance of this study resonated with students facing hearing impairments, pivotal in development their social and emotional well-being. College students' knowledge and behavioral skills both boosted by the study. This was a modest contribution towards informing policymakers in the field of special education that modern students need to acquire not just the rudimentary skills necessary to function in society but also the specialized training necessary to participate fully in the economy. The information obtained from this investigation important to educators and parents of children with hearing impairment. It is those people who must determine how best to facilitate their child's emotional and social well-being. By improving emotional and social health of their children, academic achievement should improve. It is believed that this disability effects children's development to such a degree that they require more attention in the way of improved educational and psychological services than they are currently receiving.

1.4 Objectives of the Study

The base of a research relies heavily on well-defined objectives. This is a critical component of any study. A research objective serves as a purposeful declaration that outlines the expected findings from examining the variables. The main objectives of the research study to find the effect of social and emotional problems on personality development of students with hearing impairment at college level was following:

1. To analyze the effect of social problems on personality development of hearing impaired children as perceive by the teachers.
2. To analyze the effect of emotional problems on personality development of hearing impaired children as perceive by the teachers.
3. To evaluate teachers' perception on personality development of hearing impaired students.
4. To analyze the effect of social problems on personality development of hearing impaired children as perceive by the students.
5. To analyze the effect of emotional problems on personality development of hearing impaired children as perceive by the students.
6. To evaluate students' perception on personality development of hearing impaired students.

1.5 Research Questions

The research study was seeking to answer the questions. Following research question included in the study:

1. What is the effect of social problems on personality development of hearing impaired children as perceive by the teachers?
2. What is the effect of emotional problems on personality development of hearing impaired children as perceive by the teachers?
3. What is the teachers' perception on personality development of hearing impaired students?
4. What is the effect of social problems on personality development of hearing impaired children as perceive by the students?
5. What is the effect of emotional problems on personality development of hearing impaired children as perceive by the students?

6. What is the students' perception on personality development of hearing impaired students?

1.6 Research Design

This research employs a mixed methods approach as a design of the quantitative survey and qualitative theme generation. 'Mixed methods' is a research approach whereby researchers collect and analyze both quantitative and qualitative data within the same study. Mixed methods research draws on potential strengths of both qualitative and quantitative methods, allowing researchers to explore diverse perspectives and uncover relationships that exist between the intricate layers of our multifaceted research questions (Shorten & Smith, 2017).

1.7 Population, Sample and Sampling Technique

In the special education community, the "population of study" refers to the entire group as a whole, which requires investigation in order to get particular knowledge. Special education students and teachers who work for one of the government degree college in Multan, DG Khan, Faisalabad and Rawalpindi divisions were included in the population and sample. According to special education department, there are 7 degree colleges exclusively functioning for the welfare of disabled students. Special children confronted with any sort of visual impairment, hearing impairment and physical disability are admitted in these degree colleges. There are 32 lecturers working with 105 hearing impaired students in the government degree colleges of Multan, DG Khan, Faisalabad and Rawalpindi divisions.

Sampling methodology is one term for the procedures that are used to choose the entities that will be included in a sample. These procedures may also be known by a number of other names. The approach to sampling that was utilized for the research study was a cluster random sampling technique and census sampling technique. For college selection researcher divided Province Punjab into three categories upper Punjab, central Punjab and South Punjab according to Divisions. Researcher selected Rawalpindi Division from upper Punjab, Faisalabad Division from central Punjab and Multan, DG Khan Divisions from south Punjab for study.

An approach is to use the entire population as the sample. Although cost considerations make this impossible for large populations, a census is more attractive for small populations (e.g., 200 or less). A census eliminates sampling error and provides data on all the individuals in the population (Singh et al., 2014). For sample researcher used census sampling technique and select whole population as a sample of the study.

1.8 Research Instrument

The research instruments are the means by which the investigator collects the relevant data. Using either expert assistance or supervisory oversight, the investigating team created a survey that they completed themselves to gather data for the present research. The research instruments are the means by which the investigator collects the relevant data. Using either expert assistance or supervisory oversight, the investigating team created a survey that they completed themselves to gather data for the present research. Keeping in this view of the nature of the data, the researcher developed the tool by the following steps:

The term "expert opinion" refers to the rational viewpoints or comments made by a group of designated experts after reviewing relevant evidence and conducting an exhaustive assessment. The survey itself integrated all recommendations made by the experts or supervisors whose opinions were sought.

The validity of the tool was established by using content validity index (CVI). Survey method was used to get the opinion of experts (5) from each divisions i.e. Multan and Rawalpindi. The result of the CVI was presented in the table.

Table 1: Content Validation Index

Sr. No.	Area	Yes f (%)	NMR f(%)	INR f(%)	No f(%)	Mean
1	Relevancy	9 (90 %)	1(10 %)	0	0	3.90
2	Clarity	9 (90 %)	1(10 %)	0	0	3.90
3	Simplicity	8 (80 %)	2(20%)	0	0	3.80
4	Ambiguity	9 (90 %)	1(10%)	0	0	3.90
Total						3.87

*Scale with 3 options (Yes=4, No=1 and to some extent=2).

Table 1 shows the result of experts' opinion about the content of the tool.

1. Table shows that (90%) experts chose the yes about the relevancy of the questionnaire with the research topic and the mean 3 also support the claim.
2. Table shows that the (90%) experts in the favor about the clarity of the statements in the questionnaire and mean value 3 also support the claim.
3. Table elaborate that the statements of the questionnaire were very simple and understandable in the view of experts. (80%) experts were chose yes about simplicity of the questionnaire and mean value 3.80 also support the claim.
4. Table depict that (90%) experts believe that there was no any ambiguity in any statement of the questionnaire and mean value 3.90 also support the claim

A pilot test based on the developed questionnaire was organized before the start of the start of formal fieldwork. The instruments (questionnaire) were preliminarily tested.

MAKE A SINLE TABLE FOR PIOLET TESTING

Table 2: Pilot Testing

Sr. No.	Division	College	Total Teachers
1	Multan	1	5

The validity of the tool pilot study was carried out in Multan division. A total 5 copies of the questionnaire were filled by teachers. The filled tests were collected and subjected to statistical analysis in order to determine the reliability coefficient of the tool as well as to how the usability time and cost advocacy of the instruments.

Table 1.8.2 Pilot Testing

Sr. No.	Division	College	Total Students
1	Multan	1	10

The validity of the tool pilot study was carried out in Multan division. A total 10 copies of the questionnaire were filled by students. The filled tests were collected and subjected to statistical analysis in order to determine the reliability coefficient of the tool as well as to how the usability time and cost advocacy of the instruments.

Reliability is related to the consistency of the implications maintained by a data collection instrument. The credibility of the instrument depends on whether the research instrument is consistent and expert and generating the same data when it is repeated several times in order to maintain consistency of the research instrument. It was tested for corrections and modifications. The Cronbach alpha technique was used to determine the reliability of the instrument after collecting data

Table:3 Reliability of the Tool

Cronbach's Alpha	No. of Items
0.78	60

When a device for gathering data consistently maintains the same implication, we say that it is reliable. If the tool used for research is dependable and produces exactly the same evidence when repeated multiple times, then the instrument can be trusted because its credibility is built on that. It was reviewed for possible changes and fixes.

1.9 Collection of Data

Before the questionnaires were distributed, all teachers and students received a briefing on it to ensure that there would be no errors made in filling it out. The questionnaire was distributed by the researcher to the targeted sample. The researcher collected the data personally by visiting to every single respondent. Questionnaire were distributed to respondents which include 32 teachers and 105 students from government degree colleges (special education) of Multan, DG Khan, Faisalabad and Rawalpindi divisions. Respondent responds to the Questionnaires which represent (100%) return rate.

1.10 Analysis of Data

This section describes the analysis of data to find the effect of social and emotional problems on personality development of students with hearing impairment at college level based on their gender, Locality, Division, Qualification and Experience. Researcher applied both the descriptive and inferential statistical techniques (i.e mean, SD, independent samples t- test and ANOVA) to analyze.

Table 4 (a) Difference on Gender Based **ADJUST ALL TABLES OF DEMOGRAPHICS ANALYSIS IN SINGLE TABLE**

Variable	Category	N	Mean	SD	F	Sig.
Gender	Male	19	3.6649	.35698	4.422	.044
	Female	13	3.8833	.24917		

Table 1 (a) indicates the difference between participants by gender about the effect of social and emotional problems on personality development of students with hearing

impairment at college level. The mean score of the male is (3.6649) is less than the mean score of Female mean score (3.8833). The significance value (.044) is less than (.05), which shows that there is statistically significant difference between male and female.

Table 2 (b) Difference on Locality

Variable	Category	N	Mean	SD	F	Sig.
Locality	Urban	25	3.7567	.35257	.963	.334
	Rural	7	3.7429	.26542		

Table 2 (b) indicates the difference between participants by locality about the effect of social and emotional problems on personality development of students with hearing impairment at college level. The mean score of the urban is (3.7567) is less than the mean score of rural mean score (3.7429). The significance value (.334) is greater than (.05), which shows that there is no statistically significant difference between urban and rural.

Table 3 (c) Difference on Professional qualification

Variable	Category	N	Mean	SD	F	Sig.
Professional Qualification	B.Ed.	15	3.7000	.30480	1.944	.178
	M.Ed.	16	3.7487	.42034		

Table 3 (c) indicates the difference between participants by professional qualification about the effect of social and emotional problems on personality development of students with hearing impairment at college level. The mean score of the B.Ed. is (3.7000) is less than the mean score of M.Ed. mean score (3.7487). The significance value (.178) is greater than (.05), which shows that there is statistically no significant difference between B.Ed. and M.Ed.

Analysis on the basis of demographic by using one-way ANOVA (Teachers)

One-way ANOVA Analysis on the basis Divisions **ADJUST ALL ANOVA TABLES IN SINGLE TABLE**

Respondent Division	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.155	3	.052	.445	.723
Within Groups	3.252	28	.116		
Total	3.407	31			

Table indicates that the difference between the Divisions about effect of social and emotional problems on personality development of students with hearing impairment at college level. Calculated significance value (.723) which is greater than value (.05) and F value .445 also support the claim that there is statistically less significant difference between the respondents.

One-way ANOVA for differences based on Experience

Respondent Experience	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.529	3	.176	1.716	.186
Within Groups	2.878	28	.103		
Total	3.407	31			

* $P \leq 0.05$ Level of Significance

Table indicates that that the difference between the experience about the effect of social and emotional problems on personality development of students with hearing impairment at college level. Calculated significance value (.186) which is greater than value (.05) and F value 1.716 also support the claim that there is statistically less significant difference between the respondents.

One-way ANOVA for differences based on qualification

Respondent qualification	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.043	2	.022	.187	.830
Within Groups	3.364	29	.116		
Total	3.407	31			

* $P \leq 0.05$ Level of Significance

Table indicates that that the difference between the qualification about the effect of social and emotional problems on personality development of students with hearing impairment at college level. Calculated significance value (.830) which is greater than value (.05) and F value .187 also support the claim that there is statistically no significant difference between the respondents.

Analysis on the basis of demographic by using t- test (Students) SINGLE TABLE

This section describes the analysis of data to find the effect of social and emotional problems on personality development of students with hearing impairment at college level based on their gender, Locality, Division, Family system and Family income. Researcher applied both the descriptive and inferential statistical techniques (i.e mean, SD, independent samples t- test and ANOVA) to analyze.

Table 4 (d) Difference on Gender Based

Variable	Category	N	Mean	SD	F	Sig.
Gender	Male	69	3.6907	.31428	.585	.446
	Female	36	3.7071	.31892		

Table 4 (d) indicates the difference between participants by gender about the effect of social and emotional problems on personality development of students with hearing impairment at college level. The mean score of the male is (3.6907) is less than the mean score of female mean score (3.7071). The significance value (.446) is greater than (.05), which shows that there is no statistically significant difference between male and female.

Table 5 (e) Difference on Locality

Variable	Category	N	Mean	SD	F	Sig.
Locality	Urban	72	3.6940	.31079	1.145	.287
	Rural	33	3.7013	.32710		

Table 5 (e) indicates the difference between participants by gender about the effect of social and emotional problems on personality development of students with hearing impairment at college level. The mean score of the urban is (3.6940) is less than the mean score of rural mean score (3.7013). The significance value (0.287) is greater than (.05), which shows that there is statistically no significant difference between urban and rural.

Analysis on the basis of demographic by using one-way ANOVA (Students)

One-way ANOVA Analysis on the basis Family system

Respondent Family system	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.742	2	.371	3.964	.022
Within Groups	9.541	102	.094		
Total	10.283	104			

* $P \leq 0.05$ Level of Significance

Table indicates that the difference between the Divisions about effect of social and emotional problems on personality development of students with hearing impairment at college level. Calculated significance value (.022) which is less than value (.05) and F value 3.964 also support the claim that there is statistically significant difference between the respondents.

One-way ANOVA for differences based on Disability levels

Respondent Disability Level	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.033	2	.516	5.695	.005
Within Groups	9.250	102	.091		
Total	10.283	104			

* $P \leq 0.05$ Level of Significance

Table indicates that that the difference between the experience about the effect of social and emotional problems on personality development of students with hearing impairment at college level. Calculated significance value (.005) which is less than value (.05) and F value 5.695 also support the claim that there is statistically significant difference between the respondents.

One-way ANOVA for differences based on Family income

Respondent Family income	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	.344	2	.172	1.766	.176
Within Groups	9.939	102	.097		
Total	10.283	104			

* $P \leq 0.05$ Level of Significance

Table indicates that that the difference between the qualification about the effect of social and emotional problems on personality development of students with hearing impairment at college level. Calculated significance value (1.76) which is greater than value (.05) and F value 1.766 also support the claim that there is statistically no significant difference between the respondents.

One-way ANOVA for differences based on Divisions

Respondent Division	Sum of Squares	Df	Mean Square	F	Sig.
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Between Groups	2.469	3	.823	10.638	.000
Within Groups	7.814	101	.077		
Total	10.283	104			

* $P \leq 0.05$ Level of Significance

Table indicates that that the difference between the experience about the effect of social and emotional problems on personality development of students with hearing impairment at college level. Calculated significance value (.000) which is less than value (.05) and F value 10.638 also support the claim that there is statistically significant difference between the respondents.

1.11 Qualitative analysis of Open Ended Statements

Qualitative analysis was undertaken on two open-ended questions within the questionnaire, with the intention of deriving meaning from non-numerical data.

1.The first question responses emerged regarding the Suggest Some Social and Emotional Problems that Effects Personality Development. The analysis highlighted suggestions like; less interaction with society, neglected behavior of society and poor coordination, psychological problem and speech problems.

2. The second question is about Solution of Social and Emotional Problems that Contributes in Personality Development. The analysis highlighted suggestions such as speech therapy, acceptance by society and inclusive education.

1.12 Discussion

According to the effect of social and emotional problems on personality development of students with hearing impairment at college level, teachers reported positive observations in various areas. The study also provides students perceptions on different aspects of social and emotional problems. Teachers noted that students with hearing impairment have positive aspects of social interaction with others such as they have good eye contact with other students, they know the effect of their actions on others and they have few friends in the class. But some students feel nervousness by contacting with others socially.

Teachers perception in academics' students with hearing impairment can understand most of aspects and make progress in society such as they can interact with each other during educational activities, they can write simple sentences of three or more words and they can share information with other students. Teachers observed that the students with hearing impairment have good communication skills by using Sign language like they know the use of pronouns and adjectives correctly and they can combine two parts of sentence. Students with hearing impairment face some barriers during communication. Communication of students with hearing impairment can be enhanced by using hearing aid and Sign language. According to teachers' observation most of the students with hearing impairment at college level had worked (part time job) to earn money. Students with hearing impairment good skills as they can write information for others, they can explore internet to find information for completing their task.

Teachers noted that the students with hearing impairment can work independently on their daily living skills such as they can look both sides when crossing roads or streets, they can make video calls on WhatsApp by using phone, they can use household products correctly, they know about things that could burn them and they know how to act in dangerous situations.

Students with hearing impairment faced many emotional challenges. Emotional problems are not directly due hearing loss. But due to hearing difficulty students faced many problems. Due to lack of communication, social discrimination, lack of support and academic challenges arise emotional problems. According to teacher perception students with hearing

impairment have emotional symptoms such as mostly have complained of headaches, stomach-aches or sickness in class, students with hearing impairment always have seem worried in adverse situation. sometimes they feel unhappy in class.

Teachers reported positive observations regarding students' conduct problem that the students with hearing impairment behaves gently with adults and they cannot steal things from college and home. Teachers reported negative observations regarding students' conduct problem that they have lose temper problems.

Teachers noted that students experience hyperactivity (emotional problems) due to hearing loss as they cannot stay still for long time and make small moments during nervousness like shaking of legs or tapping fingers. But students with hearing loss can think before their actions and cannot harm others.

Teachers reported positive observations regarding students' peer relationship that the students with hearing impairment has good friends and they do not prefer to play alone and also feel better with their teachers. According to prosocial behavior of students with hearing impairment teachers noted that students with hearing impairment are useful part of society. They concern about peoples feeling and often share their things with other classmates, they often help people who are upset or feeling ill and students with hearing impairment often volunteers to help others (parents, teachers, other children).

According to the feedback of students with hearing impairment displayed excellent social skills. They actively participated in a wide range of social activities within the college, social interaction and they know about their daily living skills. Students felt comfortable and at ease during interactions with their peers. These findings highlight the social competence and positive social experiences of students with hearing impairment within the college setting.

The response of students on emotional problem show that the students with hearing impairment faced many problems some of them are lose temper problem, make small movements during nervousness, and sometimes have complained of headaches, stomach-aches or sickness in the class. These findings highlight the emotional problems have some negative effects on the personality of hearing impaired students.

The demographic information collected from respondents (teachers and students) provides a diverse range of perspectives, including different genders, locality, designations, qualifications, experience, professional qualifications family system, family income and disability level. This diversity enriches the discussion by offering perceptions from a wide spectrum of educators and students involved in addressing the effect of social and emotional problems on the personality development of students with hearing impairment. The participation of teachers from various divisions ensures regional representation, contributing to a comprehensive analysis of the research topic.

In short, the discussion indicates the importance of addressing the effect of social and emotional problems on the personality development of students with hearing impairment at college level. The results offer insights into the strengths and areas for betterment of hearing impaired students.

1.12 Conclusions

To conclude, the analysis of data has yielded valuable insights effect of social and emotional problems on the personality development of students with hearing impairment at college level. These insights encompass a wide array of dimensions, shedding light on their social problems, emotional problems, and personality development:

1. The analysis reveals that students with hearing impairment possess appropriate interaction, daily living skills and peer relationship.
2. Social and emotional problems play a vital role in personality development of

- students.
3. Emotional problems are associated with hearing impairment.
 4. Negative behaviors such as short tempered and nervousness were observed due to emotional problems.
 5. It is necessary to cope with social and emotional problems of students for better personality development of students with hearing impairment.
 6. Overall conclusion of study was that social and emotional problems don't adversely affect the personality development of students with hearing impairment at college level.

These conclusions highlight on understandings of effect of social and emotional problems on the personality development of students. The study perceptions can guide educators and policymakers in creating more inclusive and effective learning environments that meet the diverse needs of these students.

1.13 Recommendations

Based on the observation and interaction made with students and teachers during data collection phase and findings of the study. The research recommends that:

1. Emphasize to improve the communication at early stage. Identify hearing impairment early and provide appropriate interventions, including speech therapy, sign language instruction, and auditory training. Early support can lessen potential social and emotional challenges.
2. Make sure effective communication methods are in place, such as sign language interpreters, captioning, or assistive listening devices, to facilitate interaction with peers, teachers, and the other members of society.
3. Develop teacher training programs focusing on social and emotional needs, effective communication, and inclusive practices.
4. Provide targeted social skills training to help hearing-impaired students navigate social interactions, develop friendships, and cope with potential challenges such as bullying or isolation.
5. Promote family training programs for effective sign language communication, bridging gaps and creating a supportive home environment.
6. Offer access to counseling services or mental health support to address any emotional difficulties or psychological issues that may arise due to the hearing impairment or associated challenges.
7. For social and emotional well-being of hearing-impaired students continuously monitoring is important, regularly assessing their needs and progress to ensure appropriate support and interventions are in place.
8. Encourage ongoing research and evaluation efforts for better understand the social and emotional experiences of hearing-impaired students.

These easy recommendations focus on simple steps that colleges and teachers can take to support students with hearing impairment in a friendly and inclusive way.

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