

**CHAPTER - V**  
**FINDINGS, DISCUSSIONS,**  
**CONCLUSION**  
**AND**  
**RECOMMENDATIONS**

# **CHAPTER - V**

## **FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS**

### **5.0.0 INTRODUCTION**

The introduction along with the background of the study, objectives, hypothesis, delimitations of the study are presented in Chapter I. The review of related literature and its summary are presented in Chapter II. Third chapter deals with the methodology, sample, tools used for the study, procedure of data collection and statistical techniques used for the analysis of data. Fourth chapter deals with the objective wise result, analysis and interpretations of the results along with its findings are presented under different captions. In the present chapter, discussions of the findings, implications, suggestions for further studies and summary of the study have been presented under different captions.

### **5.1.0 FINDINGS AND DISCUSSIONS**

This dissertation has taken a qualitative approach to studying the perceptions of online learning for hearing-impaired school students; an alternative to learning in a mainstream classroom setting. These effects have been highlighted in a specific way to identify phenomena through the perception of the students involved. As shown in this dissertation, this type of research approach involves gathering information and perceptions by utilizing inductive and qualitative methods. It gathers and translates information from the deep thoughts of the students involved through in-depth survey through participant observation. Results are then represented from the perspective of the research participants. This is because survey studies from the perspective of the individual, assumptions that are usually taken for granted and methods of perceiving by the individuals. The personal knowledge of individuals has been taken into account, subjectively in this dissertation, in order to accentuate how important personal perspective is, as well as the significance of interpretation. This allows the researcher to gain clear awareness and

understanding of the individuals' subjective experiences, by getting insight into their minds, motivations and their actions. This research has done just that. In addition, this research has been effective in highlighting individuals' experiences and their perceptions, based on their own personal experiences and perspectives. This serves to challenge normative assumptions.

### **5.2.0 CONCLUSION**

The research is based on the inference from some reviewed literatures that the advent of new and better technologies contributes to the increasing preference of students to engage in online education. This led to an exploration of the experiences Deaf students who are studying through distance learning. Through the lens of postmodernism and on the philosophy of Constructivism, an understanding of distance education as a learning option for students was explored. The current study recognizes online education as a technology-based system that has developed over time where individuals can participate without being physically present in a traditional classroom set-up. As previously mentioned, online learning allows students who are restricted by time, distance, or other factors to attend institutions around the world. For the data collection, a qualitative method specifically the use of questionnaire was utilized, which allowed the researcher to gain in-depth information from the participants and an opportunity to quickly validate and confirm the answers. The experiences of the participants were analysed through coding and was presented in a narrative format.

Finally, the current study aimed at exploring the challenges that Deaf students encounter in completing an online program. The most common challenges experienced in online learning include: technological gap, lesser direct interaction between instructor and students, and reduced practical ability, where learning and demonstrating work in an online learning setting proved to be especially difficult. Online learning programmes may suit the needs for accessibility and convenience of hearing-impaired students if the resources are enhanced.

### **5.3.0 IMPLICATIONS OF THE STUDY**

The qualitative research approach of this study served to study the perceptions about online learning for deaf and hard of hearing school students, as compared to their experiences in the mainstream classroom setting. The analysis of how online learning affects the academic achievement of deaf students was done. The current study focused on the use of online teaching and their effects on significantly improving secondary education for hearing-impaired students in Kerala. This study was conducted to express the perspectives of hearing-impaired school students regarding the topic. Participants were hearing-impaired online higher secondary school students who were attending online classes due to pandemic. The findings of this study have a number of important implications for future practice. The research findings are particularly important in understanding the challenges experienced, and perceptions of hearing-impaired students in the course of pursuing their classes through online programmes. The results of this study can provide prospective students and educators within the higher secondary education sector a better understanding of the experiences of hearing-impaired students in an online-learning programme. Results of the present study may assist instructors in improving curriculum content and strategies for teaching and learning, thus enabling a greater understanding of the factors that motivate students to pursue education through the mode of online learning.

Moreover, the findings of the current study provide an opportunity for potential online learning students to understand the implications of online learning before their actual participation. This study goes beyond academic boundaries and provides insight into the requisite technological capacity and capabilities for the proper functioning of online education. The support of the environment is critical to the success of the online education process, and this research mainly incorporates the qualitative value that is added to the education process. The qualitative aspects such as increased knowledge and the increased ability to handle syllabi and material related to learning will be of great benefit. In any field, educational content is dynamic and the syllabus

and teaching design must change to accommodate new content presented to elementary and high school students. The creation of proper timelines also aids teachers in implementing the acquired information for the students. This rapid learning and increase in knowledge make teachers more sought-after in the job market and generally leads to better credentials. The impact of this study's result is potentially high among students who have yet to enroll in online education programmes. The study, therefore, acts as a guide to the most important aspects of online education that these students are bound to encounter as they enroll in online programmes. Through this study's findings, regulatory bodies can readily forge proper infrastructure and educational content building to equip online-learning students to overcome the challenges of online education. The overall effect is the creation of a well-organized and well-structured platform that can be utilized across various institutions.

#### **5.4.0 FUTURE TRENDS AND RECOMMENDATIONS**

The future seems bright for online learning due to the exponential growth in technological capacity and capabilities, institutional systems, and students' overall understanding of computers and technology. However, these influences should not be taken for granted. At the same time, these influences form an ideal environment for the online transfer of knowledge and skills corresponding to the demands and pressures within the population of learners worldwide. The challenges and benefits encountered by students enrolled in online learning are topics worthy of being explored in further research. The current study recommends that online education programmes, particularly for hearing-impaired students should not be exclusively off-campus and institutions may consider a specialized programme that may combine face-to-face courses with online courses. With the salient limitations of online education, it is important for institutions to introduce mentored learning systems for the transfer of critical knowledge to students. In mentored learning systems, the moderator or instructor is charged with pre-recording live classroom situations and posting these recordings in the online course so that students can view them. The students then assimilate the knowledge at a later time or date. If any concerns or questions arise, students can post them

through the same platform and receive feedback in the shortest time possible. This type of learning helps alleviate the issue of unavailability of teachers or facilitators that students currently experience in many online courses. Additionally, there is a dire need for the creation of a platform over which students can be taught practical skills. An additional recommendation that should be incorporated into online courses is the ability to organize all the material within the system on a standalone platform such as a PC. Doing so would aid students in the continuation of course work when connectivity to the server is not available or is congested by the number of users logged in. The student would feel independent in the administration of the course work, and course requirements could be completed at the student's pace and speed. Additional care must be taken in the administration of the coursework, and guidance and examinations should be supervised and closely monitored by course moderators or instructors. Through the incorporation of such models of operation, online education could reduce the number of challenges and complaints that may arise from deaf students.

The perception process leads to the characteristics of online learning being more streamlined and well elaborated. The approaches too are quite simplistic and to the point. Notably the level of collaborative activities in the online learning environment were greatly increased. Such collaborative activities are aimed at gaining immediate practical benefit and experience over a period of time. This can be attributed to the fact that most online education would be done concurrently with the practice in education e.g., teachers would spend part of their time in class teaching students especially when they are not engaged in the online learning programmes.

The future belongs to the institutions that offer online education while addressing the concerns raised by students who have gone through the system. Addressing these concerns creates an environment in which online courses continue to improve and the effectiveness of such courses for the students and the hosting institution continue to increase. In the case of Deaf students, the following recommendation should be considered. There is a need for proper awareness among Deaf students when they make the decision to enroll in online courses, they will receive a value education for the money and time they invest. To reduce the number of dropouts, orientation and

guidance should be adequate upon admission. These factors would significantly increase the overall quality of the professionals produced through online learning. Hence, an institution may consider the following types of service providers to help the Deaf students cope with the situation: 1. Sign Language Interpreter – This service allows the student to understand what is being said or discussed by the teacher.

2. Oral Interpreters – as opposed to Sign Language Interpreters, oral interpreters aim to “present what is being said in class on their lips (i.e., mouthing), possibly substituting similar words that are more easily distinguishable on the lips”

3. Cued Speech Transliterators (CST) – this technology helps the teacher to present what is being discussed and taught in a class by combining a hand signal and oral interpretation.

4. Computer-Assisted Realtime Transcription (CART) – This service provider uses a laptop or stenography machine that key in what is being said and discussed in class. It is usually positioned in front of the Deaf students to let them read what is being written on the screen.

5. C-Print/TypeWell Transcription/Computer-Assisted Note taking System Reporters – This service provider also works like CART; however, it only uses laptop computer or regular keyboard to key in what is being discussed in a class. It has been proven that deafness is no longer a barrier when it comes to schooling. Students who are deaf or have difficulty in hearing can resort to online education with the aid of assistive technologies and other aids to communication. Online education provides a venue for Deaf students to acquire knowledge as much as the mainstream students do. Understanding the needs of the Deaf students will allow the policy makers to design better learning policies in the future.

It is evident that the deaf community is a group that is continually expanding and seeking out higher education, and accommodating their specific needs is both legally and morally justifiable. The “deaf” only means that a person has auditory dysfunction or hearing loss. This does not mean that they are any less entitled to equal treatment and equal access to quality education, no matter if they choose the traditional classroom setting or online learning. With advancements in technology and the continual growth of the Internet.

challenges faced by deaf students can be increasingly eliminated. It is no doubt that the future holds great rewards for people with disabilities in the areas of education and career pursuit. The rest of the world just needs to understand the deaf community's lived experiences, as well as their perceptions so that disparities in learning opportunities are eradicated.