

EFFECT OF LIFE SKILLS TRAINING AMONG STUDENTS WITH HEARING IMPAIRMENT

Mr. Rama Krishna Pettala¹, Dr. S Rajaguru²

¹ Research Scholar(Ph.D), Dept of Hearing Impairment, Faculty of Disability Management and Special Education, Ramakrishna Mission Vivekananda University, Coimbatore, Tamilnadu, India.

² Associate Professor, College of Education, Sri Ramakrishna Mission Vidyalaya, Coimbatore, Tamilnadu, India.

ABSTRACT

The purpose of this study was an attempt to find out the effect of life skills training among students with hearing impairment. The study was an experimental method using pre-test and post-test design. The sample of the study was 30 students studying between high school to Under Graduate level education in various schools and colleges, and the sample was chosen through purposive sampling procedure. The sample (30) was divided into control(15) and experimental(15) groups by rank order method on the basis of Life Skills Self Assessment Scale for Students with Hearing Impairment (LSSAS-SWHI) scores. LSSAS-SWHI developed by the researcher and Life skills training was given to experimental group by using Life Skills Training Module, which was developed by the researcher and control group was taught by conventional classroom teaching method. Percentage analysis and Mann-Whitney 'U' tests was applied for analyzing the data. The results from the percentage analysis showed the existing level of life skills are very low. The results of the Mann-Whitney 'U' tests revealed that there is a real effect of the intervention which has caused an improvement in life skills in the students with hearing impairment. As per the results of the study it is suggested to school authorities to have mental health programmes for the development of the students with hearing impairment to lead, better, successful and challenging life in the current scenario. Life skills education should be organized to enhance the adjustment and coping mechanism of the students with hearing impairment for their academic achievement.

Keyword : - Life skills, Students with Hearing Impairment, Mental health.

1. INTRODUCTION

1.1 Hearing and Hearing Impairment

Hearing is a complex sense involving both the ear's ability to detect sounds and the brain's ability to interpret those sounds, including the sounds of speech. Hearing loss is a common problem caused by noise, aging, disease, and heredity. Hearing loss refers to a diminished ability to hear sounds like other people do, while deafness refers to the inability to understand speech through hearing even when sound is amplified. Profound deafness means the person cannot hear anything at all; they are unable to detect sound, even at the highest volume possible. Hearing loss comes in many forms. It can be hereditary or it can result from disease, trauma, certain medications, or long-term exposure to loud noises and aging. Hearing loss, also known as hearing impairment, is a partial or total inability to hear. In children hearing problems can affect the ability to learn language and in adults it can cause work related difficulties. Hearing loss can have a range of consequences that depends on the individual and their unique type of hearing loss. The most common experience is a reduced ability to understand other people,

particularly in noisy situations. This can impact how you interact with family and friends, making it difficult to learn at school and or perform your duties in the workplace competently.

Hearing impairment is one of the most common congenital and acquired diseases in children and it is invisible. One would assume that individuals with Hearing impairment encounter more difficulties regarding their adjustment because they often face multiple challenges, such as speech and language delays, communication problems, psycho-social adjustment/problems and less or no access to the sound-dominated world. Reduced participation of these children in social life results in social adjustment and limit the quality of life. Hearing loss can cause secondary problems (perceptual problem, communication problem, emotional problem, social problem, educational problems etc.,) which depends on the degree of hearing impairment, the age of child at the onset and child's intellectual potential, the magnitude of problems may vary.

Research demonstrates the considerable effects of hearing loss on development as well as negative social, psychological, cognitive and health effects of untreated hearing loss. Each can have far-reaching implications that go well beyond hearing alone. In fact, those who have difficulty hearing can experience such distorted and incomplete communication that it seriously impacts their professional and personal lives, at times leading to isolation and withdrawal. There are several surveys that link hearing loss with decreased social and psychological consequences. The effects of hearing loss are different for each individual, but most hearing-impaired people suffer some social, psychological and physical problems as a result of their hearing loss.

1.2 Life Skills

In the current busy and competitive world, it is most crucial to lead better and successful life for every human being irrespective of gender, age and disability. Everybody including PWDs facing the life's challenges, problems and their inability in confronting daily problems has made them vulnerable. The ever-increasing social changes and the expansion of social relations makes it necessary to prepare people to face difficult situations. To prevent psychological problems and social dysfunctions, psychologists have engaged in life skills training throughout the world in various important situations and places including schools by the recommendation of WHO [18]. Life skills are the capabilities that pave the way for positive and useful behaviour, and these capabilities enable the person to assume his/her social responsibilities, and cope with daily problems and interpersonal relations without hurting himself/herself and the others. Typically developed children are finding difficult to cope up with the problematic situations, decision making in the day to day life, being hearing impaired the students encounter with different problems in the classroom, school and in the society. They required some sort of training such as social skills, life skills to adjust with the environment and lead a successful life in the society.

Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Life skills are the skills we need to deal effectively with the challenges in everyday life, whether at school, at work or in our personal lives. Life Skills is a term used to describe a set of skills acquired through learning and/or direct life experience that are used to help individuals and groups effectively handle problems and questions commonly encountered in their daily life. In practice, many skills are used simultaneously.

Therefore, life skills are a large group of psycho-social and interpersonal skills, which can help people including children/students with hearing impairment to make informed decisions, communicate effectively and develop coping and self management skills that may help an individual to lead a healthy and productive life. Life Skills are not something new; they are a set of basic skills that enable us to effectively manage the challenges and questions we face in our daily lives. They include confidence, assertiveness, decision-making, and the ability to stay safe and healthy. Schools are uniquely placed to play a key role in promoting life skills and mental health for sustainability of the young people's emotional and social health, as part of their role in providing a rounded quality education which helps pupils to gain the confidence they need to develop into successful adults. UNICEF defines life skills as, "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills."

Life skills have been defined by the WHO as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life".

1.3 Core Life Skills

a) Social Skills

- | | | | |
|-------------------|----------------------------|-------------------------------|------------|
| 1. Self Awareness | 2. Effective Communication | 3. Interpersonal Relationship | 4. Empathy |
|-------------------|----------------------------|-------------------------------|------------|

b) Thinking Skills

- | | | | |
|----------------------|----------------------|--------------------|--------------------|
| 5. Creative Thinking | 6. Critical Thinking | 7. Decision Making | 8. Problem Solving |
|----------------------|----------------------|--------------------|--------------------|

c) Emotional Skills

- | | |
|-----------------------|--------------------------|
| 9. Coping with Stress | 10. Coping with Emotions |
|-----------------------|--------------------------|

Life skills learning is facilitated by the use of participatory learning methods and is based on a social learning process which includes: hearing an explanation of the skill in question; observation of the skill (modeling); practice of the skill in selected situations in a supportive learning environment; and feedback about individual performance of skills. Practice of skills is facilitated by role-playing in typical scenarios, with a focus on the application of skills and the effect that they have on the outcome of a hypothetical situation. Skills' learning is also facilitated by using skills learning "tools", e.g. by working through steps in the decision-making process. Life skills education should be designed to enable children and adolescents to practice skills in progressively more demanding situations for example, by starting with skills learning in non-threatening, low-risk everyday situations and progressively moving on to the application of skills in threatening, high-risk situations. Other important methods used to facilitate life skills learning include group work, discussion, debate, story-telling and peer-supported learning.

Life Skills-Based Education (LSBE) has a long history of supporting child development and health promotion in many parts of the world. The 1989 Convention on the Rights of the Child (CRC) linked life skills to education by stating that education should be directed towards the development of the child's fullest potential. The 1990 Jomtien Declaration on Education for All took this vision further and included life skills among essential learning tools for survival, capacity development and quality of life. The 2000 Dakar World Education Conference took a position that all young people and adults have the human right to benefit from "an education that includes learning to know, to do, to live together and to be", and included life skills in two out of the six EFA Goals.

1.4 Importance of Life Skills Education/ Life Skills Based Education

Initiatives to develop and implement life skills education in schools have been undertaken in many countries around the world. The need for life skills education is highlighted, directly and indirectly in the convention of the rights of the child and a number of international recommendations. Life skills education is aimed at facilitating the development of psychosocial skills that are required to deal with the demands and challenges of everyday life. Many countries are now considering the implementation of life skills education in response to the need to restructuring traditional education systems, which appear to be out of step with the realities of modern social and economic life. From the moment our children are born they are on a journey to independence. But to live independently without us one day, as adults, we need to teach them essential life skills. They cannot learn life skills out of a book or at school. These are things they learn from their parents and from other important adults and role models in their lives. To be ready for school involves mastering certain life skills so that they can happily and confidently manage being at school without parents. Sending a child to school without life skills is like driving a brand new car without an engine. Life skills involve a number of very practical things.

- Life skills help adolescents to transit successfully from childhood to adulthood by healthy development of social and emotional skills.
- It helps in the development of social competence and problem solving skills, which in turn help adolescents to form their own identity.
- It helps to weigh pros and cons of the situation, hence, act as a mediator to problem behaviour.
- It promotes positive social, norms that an impact the adolescent health services, schools and family.
- It helps adolescents to differentiate between hearing and listening and thus, ensuring less development misconceptions or miscommunications regarding issues such as drugs, alcoholism etc.
- It promotes the development of positive self-esteem, mental balance, mental health and teaches anger control.

To grow into well-functioning adults, it is critical that youth learn key life skills. Life skills include critical and creative thinking, decision-making, effective communication, as well as skills for developing healthy

relationships and a positive self-concepts. Life skills help people make responsible and informed choices and can promote healthy lifestyles as well as career skills. Every school should enable children and adolescents at all levels to learn critical health and life skills [18].

1.5 Importance of life skills training on typically children and adolescents

However, in the recent years, big changes have taken place in our traditional society owing to industrialization and globalization. The impact is apparent in the entire society, with no exception to adolescents with hearing impairment. The family ties have weakened; moral, social, religious and cultural controls rarely exist and a new life style emerged among the adolescents. Adolescence is the most critical phase of an individual. It denotes the transitional stage from childhood to adulthood marked by conspicuous physical, cognitive, emotional and social changes. The highly competitive world of today and the absence of traditional norms and support have heightened the stress among adolescents resulting in multiple mental health issues such as depression, anxiety, loneliness, rejection, diffidence, anger, confliction in interpersonal relationship and failure [15]. Psychological social capabilities help a person to cope effectively with conflicts and life situations and help him/her to act positively with other people in the society, the social culture and the environment and promote mental health. As such, practicing life skills leads to reinforcement and change of attitudes, values and behaviours [11].

To improve mental health and to prevent psychological and social problems, World Health Organization prepared a program named “life skills training” which was conducted by UNICEF in 1993. Since then, this program has been studied in many countries. Different studies which were conducted after the implementation of life skills training programs in schools point to its impact on mental health and compatibility. Generally, life skills training and social skills training have the following positive impacts: Positive social behaviours on schools (positive social interactions between peers); promoting problem solving capabilities; reducing anger, depression, diffidence and criminal behaviours; developing inner control; social acceptability; confronting crisis; promoting courage; positive self-concept; appropriate social verbal and nonverbal skills [11].

1.6 Need, Importance and Scope of life skills training among CWHI

Life skills and independent living as they relate to Deaf adults is an under-researched area. Literature from deaf education research tends to focus on transitions to adulthood, concentrating on young Deaf people who are still in school. This is likely due to the fact that independent living skills should be addressed during secondary education. Beyond the literature on transitions to independent living, there is evidence of a number of contributing and inter-related factors that can result in poorer life skills among some Deaf adults. Life skills and the transition to adulthood are usually facilitated during the adolescent years. A number of issues arising for young Deaf people at this time mean they are often under-prepared for independent living compared with their hearing peers. Another issue impacting young Deaf people is the lack of opportunities presented for incidental learning. This can be defined as “the process by which information is learned by virtue of passive exposure to events witnessed or overheard” [3]. It is the process by which hearing children learn many, if not most, of their life skills. For young Deaf people, access to such incidental learning is compromised.

Due to life skills training many young Deaf people successfully graduate from secondary school and progress on to higher education and perhaps working life, for those with additional intellectual disabilities the progress to higher education and working life is considerably lower and the risk of becoming socially isolated and unable to live independently is higher. Some teachers are aware about the relevance of life skill education in handling the issues faced by students but hesitate to apply this because of time constraint and lack of support from school and parents. Another section of teachers consider it as non-academic activity with less importance and unwilling to change from the approach of teacher centered classroom teaching to child centered. School authorities are worried about the discipline of school while engaging in participatory learning approach and due to excess consumption of time they cannot finish their syllabus on time will affect their result. We can conclude that before integrating life skill education we have to handle the perception of teachers and school authorities regarding the benefits of this type of teaching.

Several researches have been done on assessment and effectiveness of life skills training program in India and abroad among typically developed children. Some of the Glimpse of these researches shows that there is a effect of life skills on self esteem [6] and some other studies revealed the effect anger control, mental health and behavior disorders [10]. However, limited studies in the abroad have examined the impact of life skills training program

among C/SWHI and revealed that it is very effective [1] & [17]. As per the researcher come across while working with children with hearing impairment and wants to obtain a solution for the same. So, this study tries to find out the effect of life skills training program on the development of life skills among students with hearing impairment in Indian context. In general compared to typically developing children, children with hearing impairment have some problems in adjustment, maintaining relationships, communication and problem solving which cause them difficulties with other pupils and people. They could learn these skills through good interventional programs. This study investigates the effectiveness of such a program (life skills training) on enhancing life skills among students with hearing impairment.

The Life Skills training pertaining to the present study refers to the intervention programme that is imparted to the students with hearing impairment studying between SSLC and UG. The life skills training focuses on development of the selected life skills 6 (Self awareness Building Skills, Effective Communication Skills, Problem Solving, Critical Thinking, Decision-Making, Interpersonal Relationship Skills) out of 10 suggested by WHO, to deal effectively with the demands and challenges of everyday life.

1.7 Objectives of the study

1. To understand the current level of life skills among SWHI.
2. To find out the effect of intervention on life skills training programme among SWHI.
3. To find out the differential effect of intervention on life skills training programme among SWHI on selected important variables that have high potential to influence the development of life skills independently.

1.8 Hypotheses

Research Hypothesis 1: The intervention package based on life skills training improves the development of life skills among students with hearing impairment.

Research Hypothesis 2: Learning life skills varies according to the condition of hearing loss, onset, and experience at home and school. However, the intervention for life skills training helps improve the development of life skills for all these conditions.

1.9 Research Questions

Research Question 1: Is there a statistically significant difference in the improvement of development of life skills in the group of students with hearing impairment as compared to similar students who did not get the intervention? If yes, what is this difference?

Research Question 2: What is the effect of the intervention on improvement of life skills among selected demographic variables such as nature of hearing loss, type of hearing loss, educational set-up, type of School and Parental Education?

Research Question 3: What is the effect of the intervention on improvement of life skills for students with reference to the nature of hearing loss?

Research Question 4: What is the effect of the intervention on improvement of life skills for students with reference to the type of hearing loss?

Research Question 5: What is the effect of the intervention on improvement of life skills for students with reference to the Educational Set-up?

Research Question 6: What is the effect of the intervention on improvement of life skills for students with reference to the Type of School ?

Research Question 7: What is the effect of the intervention on improvement of life skills for students with reference to the Parental Education)?

2. METHODOLOGY

The investigator adopted experimental method using pre-test and post-test design and employed purposive sampling method under non-probability technique to select 30 students with hearing impairment studying in different schools and colleges in Coimbatore as sample for this study. The sample (30) was divided into control(15) and experimental(15) groups by rank order method on the LSSAS-SWHI pre-test scores. The sample was students with hearing impairment with no other associated conditions.

Research tool 1 - Life Skills Self Assessment Scale for Students with Hearing Impairment

This research tool employed in the present study was "Life Skills Self Assessment Scale - (LSSAS)" was self prepared by the researcher to identify the existing level of the life skills of SWHI and which is used measure the selected 6 dimension of life skills. A four point rating scale was developed by the researcher and the scoring was 4,3,2 and 1 respectively. The rating scale contained 42 items under 6 dimensions of life skills. In order to validate (both content and face validity) the rating scale was distributed among the experts in the field of psychology and special education. Reliability of the scale was found to be 0.90 (reliability coefficient) by using test-retest method.

Research tool 2 - Life skills training Module

This research tool employed in the present study was "Life Skills Training Module" was self prepared by the researcher. The researcher approached the Experts in the field of special education-Hearing Impairment such as Teacher Educators, Special Educators, Psychologists, Hearing Impaired Teachers, Integrated school teachers and parents of SWHI for the need analysis to construct the life skills training package for intervention. Personal Interview was conducted with Experts by using open ended questions about the life skills for the development of the tool for the intervention on life skills among SWHI. At the end totally 6 life skills were selected to prepare life skills training module for students with hearing impairment. In order to validate (both content and face validity) the rating scale, it was distributed among the experts in the field of psychology and special education. Content Validity Ratio (0.78) obtained from the experts for the lesson plans of the life skills training module indicates that the module developed is highly valid.

3. DATA COLLECTION PROCEDURE

The sample for the current study, students with hearing impairment were studying in different schools and colleges in Coimbatore. The researcher got consent from the selected sample and heads of the institutions to gather relevant data. To clear the doubts of students with hearing impairment on LSSAS-SWHI with regard to the difficult words/concepts and explain activity in the life skills training module, sign language interpretation service also provided. The researcher given training on life skills by using life skills training module over a period of three months with 60 sessions (a session of an hour) to cover the selected 6 life skills. The life skills training was imparted to the experimental group through lectures and group discussions, storytelling, activity oriented tasks, games, puzzles and teasers etc. Control group taught by the routine traditional method of classroom teaching to teach selected life skills. After the intervention, post test was conducted using LSSAS-SWHI to assess the level of life skills to both experimental and control groups.

4. DATA ANALYSIS WITH RESULTS AND DISCUSSIONS

4.1 Analysis to understand the existing level of life skills among SWHI. (Objective 1 - To understand the current level of life skills among SWHI.)

The researcher approached Experts in the field of special education-Hearing Impairment such as Teacher Educators, Special Educators, Psychologists, Hearing Impaired Teachers, Integrated school teachers and parents of SWHI to find out the existing level of life skills of SWHI. Experts opinion regarding this is discussed below.

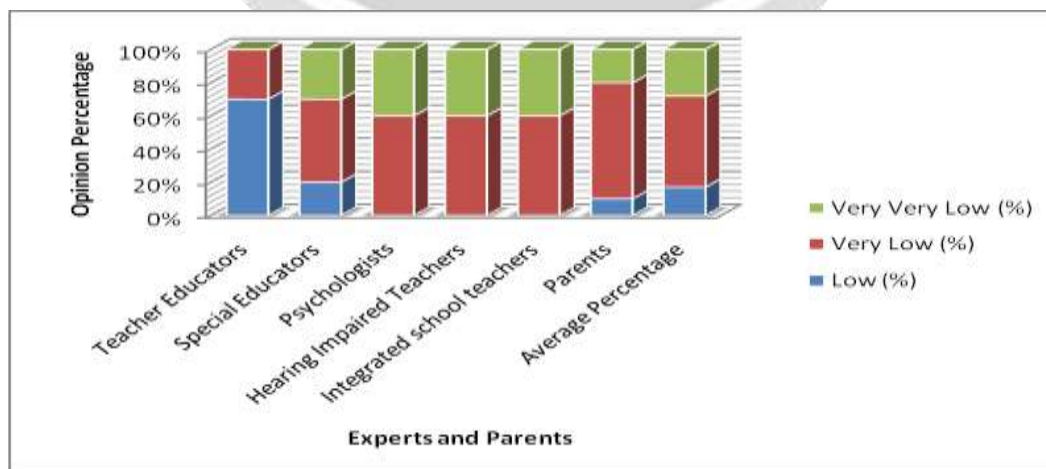


Chart-1 : Consolidate Opinion, Suggestions and Recommendations of the Experts and Parents

Based on the Opinion, Suggestions and Recommendations of the Experts (Teacher Educators, Special Educators, Psychologists, Hearing Impaired Teachers, Integrated school teachers and parents of SWHI) the researcher concluded that the existing level of the life skills of SWHI is *very low*. The rating scale LSSAS-SWHI was administered among the sample(30) and obtained the responses as pre-test score i.e. before the intervention starts to understand the existing level of SWHI. Based on the Score obtained by administering LSSAS-SWHI it was revealed that the existing level of life skills of SWHI were low as per the scale of LSSAS-SWHI. So LSSAS-SWHI scores were supported by the Experts in the field of special education-Hearing Impairment such as Teacher Educators, Special Educators, Psychologists, Hearing Impaired Teachers, Integrated school teachers and parents of SWHI opinion i.e. the existing level of life skills of SWHI are low.

4.2 Analysis of comparison between pre and post test scores of LSSAS-SWHI between control and experimental group. (Objective 2 - To find out the effect of intervention on life skills training programme among SWHI.)

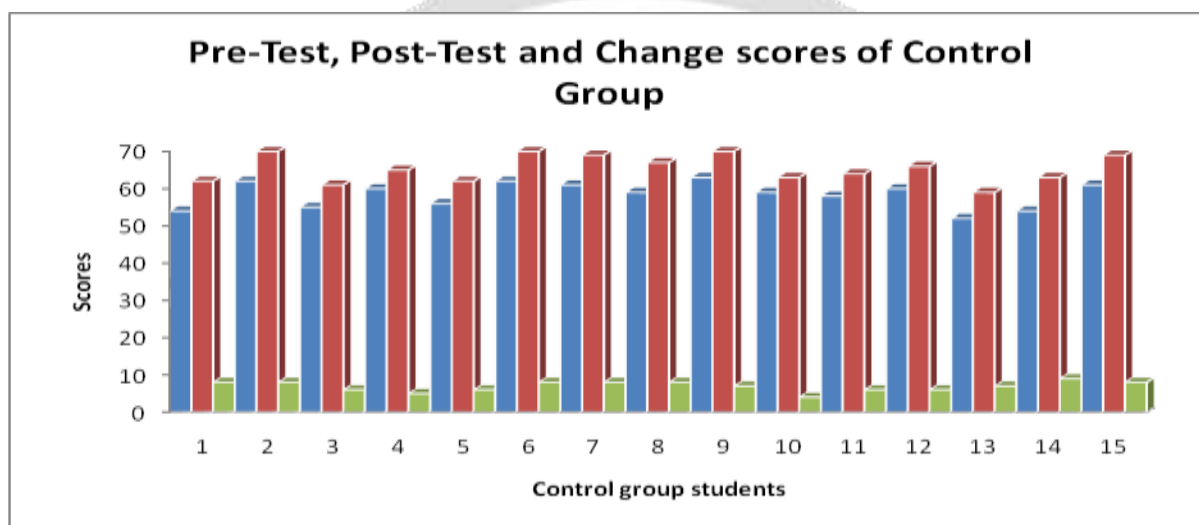


Chart-2 : LSSAS - Pre-Test, Post-Test, Change in Scores of Control group

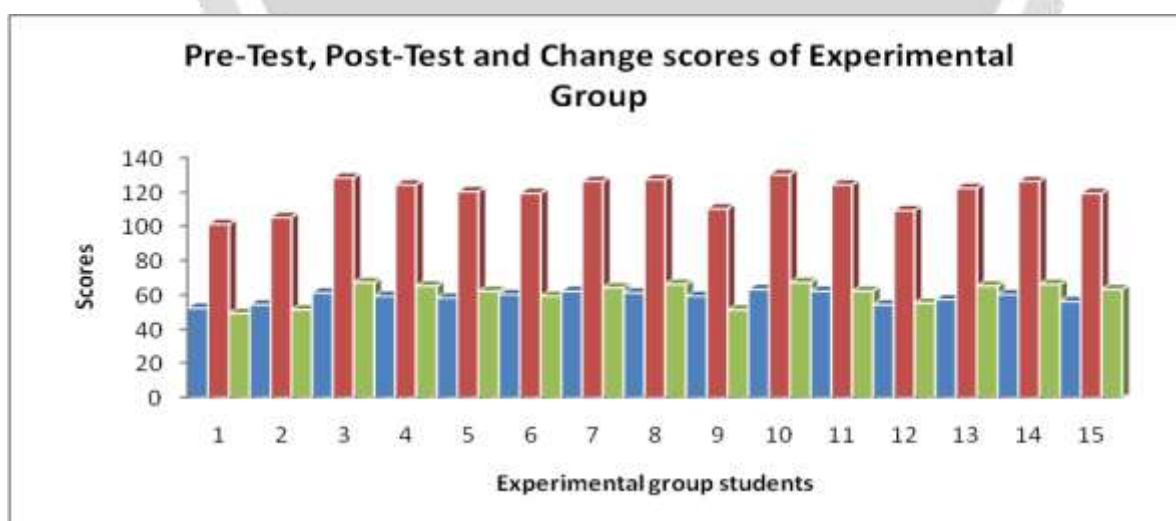


Chart-3 : LSSAS - Pre-Test, Post-Test, Change in Scores of Experimental group

Since the sample size for each group was 15, lesser than the typically recommended sample size number 30, the distribution of these scores was plotted as a scatter plot to check if the assumption of normality of distribution of data was met by the change scores. As seen in above figure , the pattern of dots does not show any

indication of bell curve. This could be due to the lower number of scores. However, as the plot does not indicate a normal distribution of change scores, non-parametric analysis, the Mann – Whitney ‘U’ test, for testing statistical difference between two independent groups was chosen by the researcher.

Man Whitney U test was applied to find out the difference in the effect of intervention on life skills training programme among SWHI, and the findings ($p=0.000 < 0.005$) revealed that there is a real effect of the intervention which has caused an improvement in life skills in the students with hearing impairment.

The findings ($p=0.000$ and $0.003 < 0.005$) revealed that there is a real effect of intervention which has caused an improvement in life skills in the students with hearing impairment with respect to degree of hearing loss (Severe, Profound). Development of life skills in hearing impaired child depends on his/her degree of hearing loss, maturity and the age which he/she was diagnosed, the treatment, personality with the experiences they have faced, and the exposure to situation with their peers [12].

Objective 3 - To find out the differential effect of intervention on life skills training programme among SWHI on selected important variables that have high potential to influence the development of life skills independently. These variables are nature of hearing loss, type of hearing loss, educational set-up, type of School and Parental Education

Man Whitney U test was applied to find out the difference in effect of intervention on life skills training programme among SWHI, and the findings ($p=0.001$ and $0.012 < 0.005$), ($p=0.025$ and $0.000 < 0.005$), ($p=0.006$ and $0.000 < 0.005$), ($p=0.002$ and $0.001 < 0.005$), ($p=0.012$ and $0.000 < 0.005$) revealed that there is a real effect of the intervention which has caused an improvement in life skills in the students with hearing impairment with respect to the selected important variables such as nature of hearing loss (Hard of Hearing and Deaf), type of hearing loss (Conductive, Sensori Neural and Mixed), educational set-up (Integrated School and Special School), type of School (Day School and Residential School), Parental Education (Illiterates and Literates). Overall performance of SWHI and its improvement occurs through effective instructions such as life skills training and can reduce emergence of secondary destructive behaviours like aggression and create psychological sanity and healthy performance among students with hearing impairment [7].

To reach one's full potential, critical life skills are required. Specific learning opportunities to build these skills are particularly important for typically developed children and children with special needs too. In many of the situations in day to day life of Children with hearing impairments may have difficulties developing social skills, such as making friends, initiating conversation, and joining social groups, and may need specific instruction in these skills. The life skills training program examined in this study was effective in enhancing the life skills of students with hearing impairments. A study also supports the current research study that life skills education has a positive effect on self-knowledge, interpersonal relationships, and anger management for children with intellectual disabilities [2]. The results of this study indicated that life skills training is effective in enhancing the life skills of hearing impaired students. This result is consistent with the results of some other researches obtained [8],[9] & [16]. The finding is consistent with the studies [13] & [14]. As we have seen, life skills training are effective in improving adjustment and interpersonal relations of SWHI. The results of this study is consistent with findings [8],[9] & 11.

5. EDUCATIONAL IMPLICATIONS OF THE STUDY

- The life skills training programme developed by the researcher would provide strong practical orientation to the SWHI and will help them in building and improving their skills in communication, presentations, team building, leadership, time management, group discussions, interviews, and other related skills.
- This study will help the high schools, higher secondary schools, higher educational institutions/organizations to understand the need to promote life skills among the students with hearing impairment and introduction of Life skills subject should be incorporated as an integral part of the school curriculum.
- Current research calls for the inclusion of life skills training at various levels from pre-primary to higher education. As a first step to improve the life skills of students with hearing impairment, awareness about the significance of life skills is to be created and they should also be taught about the consequences of shortcomings in this regard. Right from their younger age, they should be encouraged to develop their life skills.

- The study will enhance the psychological and social development and promote overall personality development of the students with hearing impairment pursuing high schools/higher secondary schools/higher educational institutions.
- The administrators of schools and colleges may plan for the introduction of life skills to improve the quality of life of students with hearing impairment.

6. CONCLUSION

Life skill teaching program is provided for promotion of mental health and prevention of social damages. Life skills are considered as an effective tool to promote pro-social behaviour and correcting behavioural disorders. It is a set of psycho-social skills which are seen as socially acceptable learned behaviour that enable individuals to interact in ways that elicit positive responses and assist in avoiding negative responses from them. Research in general has indicated the importance of life skills for better performance in the school level activities and academic achievement of high school and higher secondary school students. Life skills are the key factors in personal, psychological, social, academic, and career excellence. The current study revealed that there was a significant effect of life skills training among students with hearing impairment in improving their life skills as it reflects on psychosocial development. Hence, life skills training is very much effective to eliminate barriers, create positive attitude, self-awareness, interpersonal skills, communication skills and problem solving skills and to promote inclusion of persons with hearing impairment to mould them into empowered personality through the right choice of career. In this study, researcher aimed to examine different kind of skills such as critical thinking, problem solving, interpersonal relationships, effective communication, resolving conflicts and self-awareness. These are abilities that help us behave properly and wisely in different situation so that to communicate with other adaptively and solve problems without aggression; and in this way, we can be successful and feel happy in life. The researcher contribution in this study helps for the betterment of the life of Children and Students with Hearing Impairments' mental health.

7. ACKNOWLEDGEMENT

We would like to acknowledge Students with hearing impairment, heads of the schools and colleges, parents, experts in the field of hearing impairment those who have involved, supported in the completion of this research study.

8. REFERENCES

- [1]. Adibsereshki, N., Abas Mahvashe Vernofaderani, A. M., & Guita, Movallali. (2015). The Effectiveness of Life Skills Training on Enhancing the Social Skills of Children With Hearing Impairments in Inclusive Schools, *Childhood Education*, 91:6, 469-476.
- [2]. Ahmadian, M., & Fata, L. (2009). The Effect of Life Skills Education on Mild Intellectual and Developmental Disability. *European Psychiatry*, 24(1-24), 851.
- [3]. Calderon, R. & Greenberg, M. (2005). Social and emotional development of Deaf children: Family, school, and program effects. In M. Marschark & P.E. Spencer (Eds.), *Oxford handbook of Deaf studies, language, and education*. (pp. 177-189). New York: Oxford University Press.
- [4]. Deffenbacher, J., Lynch, R., Oetting, E., & Kemper, C. (1996). Anger reduction in early adolescents. *Journal of Counseling Psychology*, 43, 149-157
- [5]. Essential Life Skills for Personal Development and Growth. Retrieved from www.essentiallifeskills.net.
- [6]. Esmailinasab, M., Malek Mohamadi, D., Ghiasvand, Z., & Bahrami, S. (2011). Effectiveness of life skills training on increasing self-esteem of high school students. *Procedia Social and Behavioral Sciences*, 30, 1043-1047.
- [7]. Guita, Movallali., Somaye, J. A., & Mohammad, Ashouri. (2012). The Effectiveness of Life Skills Training on the Social Competency of Hearing-impaired Students. *Journal of research in hearing, speech and language*. 1(1); 41-41.
- [8]. Hamidi, M. (2005). Evaluating the effectiveness of life skills training on adolescent girls' behavior. Master's thesis of Allameh Tabatabai University.
- [9]. Heicler, N., & Tuttle, J. C. (2006). Positive adolescent of life skills Training for high Rich: Results of a group intervention study. *Journal of Pediatric Health Care*, 20(3), 181-197.
- [10]. Mardani, A., Daniali, D. H. M., Mardani, S., & Khajavi, Y. (2011). Knowledge of life skills and its relationship with mental health in Iranian university students. *European Journal of Social Sciences*, 25(4), 498-505.
- [11]. Naseri, H. (2002). Life skills training program guide. Tehran: Cultural Affairs and social welfare organizations in the country, prevention of Tehran.

- [12]. Patton, R. (2004). Social Skills Issues of Mainstreaming Hearing Impaired Children, Washington University School of Medicine, St. Louis.
- [13]. Safarzadeh, M. (2004). Life skills training effect on decision-making capability, deliver of clear message, respecting the rights of others, self-knowledge, the ability to express compassion, the ability to express strongly in high school students in Tehran.
- [14]. Sepah, M. Mansour. (2007). Life skills training effect on achievement motivation, self-respect, and social adjustment. *Thought and Behavior*, II(6).
- [15]. Smith, E. A. (2004). Evaluation of life Skills training and Infused-life Skills Training in a rural setting: outcomes at two years. *Journal of Alcohol & Drug Education*.
- [16]. Tellado, G.S. (1984). An Evaluation Case: The Implementation and Evaluation of a Problem Solving Training Program for Adolescents, *Evaluation and Program Planning*, 7(2).
- [17]. Vernofaderani, A. M. (2013). The effectiveness of life skills training on enhancing the self-esteem of 8 - 16 years-old students with hearing impairment in inclusive schools, *Open Journal of Medical Psychology*, 2014, 3, 94-99.
- [18]. WHO (1993). Life Skills Education. & Life skills education in schools. Geneva: Division of Mental Health and Prevention of Substance Abuse.
- [19]. Yadav, P., & Iqbal, N. (2009). Impact of life skill training on self-esteem, adjustment and empathy among adolescents. *Journal of Indian Academy of Applied Psychology*. 35, Special Issue, 61-70.
- [20]. <http://www.lifeskillseducation.in/What.html>
- [21]. <http://www.macmillanenglish.com/life-skills/what-are-life-skills/>
- [22]. <http://www.lifeskillshandbooks.com/2011/07/which-skills-are-life-skills/>
- [23]. <http://www.livestrong.com/article/191710-importance-of-teaching-life-skills-to-children/>
- [24]. <http://www.livestrong.com/article/191710-importance-of-teaching-life-skills-to-children/>
- [25]. <http://www.hear-it.org/consequences-of-hearing-loss-2>
- [26]. <http://www.betterhearing.org/hearingpedia/consequences-hearing-loss>