

Decision Making Skill among 8th standard Children with Hearing Impairment studying in Inclusive Set-up

Ms. Shobha N. Odunavar^[1]
Prof. (Rtd) Premlatha Sharma^[2]

Abstract:

Life Skill Education is one of the Co-scholastic activity taught in School, which includes the 10 core life skills suggested by the WHO those are: Decision making, Problem solving, Creative thinking, Critical thinking, Effective communication, Interpersonal relationship skills, self-awareness, Empathy Coping with emotions, Coping with stress. Decision making is a process and more over it is a significant living skill which is learned, like the other skills, to be able to become efficient in the filed, time and life experiences are necessary. Teachers have been trained to carry out all the Co-Scholastic aspects including the life skills education. Life skills are required to lead a healthy and wealthy life on day to day basis. Education in regular school includes Children with Special Needs, who are not excluded children with hearing Impairment. Hence, need was felt to find out the level of decision making skills in routine life among the children with hearing impairment studying in 8th standard of inclusive set-up in Mysore city. Objective of the study is to identify the decision making skills in routine life among the 8th standard children. Descriptive research design was used with 9 students as participants. Questionnaire was prepared to assess the decision making skills. The data analysed with the help of measures of central tendency. It was found that 60% of the participants given correct responses significantly. It shows that Decision making skill requires high level of cognitive process and critical thinking abilities to make right decision at right time. As far as children with hearing impairment are concern, even though they are included in the regular school, they will get wider scope for holistic development when compare to other set of schooling but productive development is still questionable.

Key words.: Decision Making Skill, Children with Hearing Impairment, Inclusive School

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I. PROLOGUE

As per the guidelines of National Curriculum Framework of Education (2005), Life Skill Education is one of the Co-Scholastic area needs to be address by the school curriculum in each and every level of the schooling from every board of Education such as central, state, etc... Life skill Education includes the life leading skills. According to WHO, life skills may be defined as “abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life” (World Health Organization, 1997a, p. 1). “Every school should enable children and adolescents at all levels to learn critical health and life skills.... Such education includes....comprehensive, integrated life-skills education that can enable young people to make healthy choices and adopt healthy behavior throughout their lives” (World Health Organization, 1997b, p. 80). World Health Organization suggest that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children and adolescents. World Health Organization (WHO) while initiating Life Skills Education conceptualized Life Skills as psychological competence. Psychological competence is the individual's ability to maintain a state of mental wellbeing and demonstrate this in adaptive and positive behavior while interacting with others, and with her/his culture and environment. **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 manage their lives in a healthy and productive manner. Indian education system at every level has been following the National curriculum framework (2005) from the day one, Life skill education is one of the Co-scholastic activity, which includes the 10 core life skills suggested by the WHO those are: Decision making, Problem solving, Creative thinking, Critical thinking, Effective communication, Interpersonal relationship skills, self-awareness, Empathy Coping with emotions, Coping with stress.

II. REVIEW OF LITERATURE

- Hassan EI.K & Mouganie. Z (2013) suggest that a main significant effect for treatment on emotional intelligence and pro-social skills between students who have received training in social decision-making and problem solving skills and those who have not received it.
- Bhandari. R (2012) found that the awareness training model on decision making skill establishing that it will give strong base in having comprehensive development of school children of adolescent age.

^[1]Asst. Prof. Special Education, National Institute of Empowerment of Persons with Multiple Disabilities, ERC, Muttukadu, Kovalam Post, Chennai-603 112
Email: Shobha.odunavar2010@gmail.com

^[2]Prof(Rtd). Premlatha Sharma, Regional Institute of Education, Mysore, Karnataka

- Psolta. R & Martin. A (2011) found that instructional models with both dominant technical tasks can result in the significant improvement of both decision making and skill execution performance in young adult subjects.
- Bruin. B.W, Parker. M.A & Fischhoff. B (2007) found that performance on conventional behavioural decision making tasks reflects positive manifold rather than random performance errors. Moreover, it shows promise for the development of a normal psychometric test of decision making competence.
- Bandura (1977, 1997) emphasizes the role that observation of models plays in learning new behaviours. Teaching students social problem-solving and decision making skills in a classroom context allows children to observe others, to self-observe their reactions in relations to others, after which they may engage in self-reflection and self-enquiry regarding the new manner of their reactions.

III. RATIONAL OF THE STUDY

Teachers have been trained to carry out all the Co-Scholastic aspects including the life skills education. Life skills are required to lead a healthy and wealthy life on day to day basis. Decision Making and Problem solving skills place very important role to groom the child towards leading life in very productive way.

Decision making is a process and more over it is a significant living skill which is learned, like the other skills, to be able to become efficient in the filed, time and life experiences are necessary. At the same time process evolves spontaneously during the children’s communicating with others. At this level manual interactivity has an important role and existing ambiguities are shed light on by taking over them (Grose 2007; Lundberg and Romich, 2008; Barkley, Cross & Major 2005; Madge & Willmott 2004; Lands down, 2001, Paxton & Jonh, 1997; Dunne and Bennett, 1994). In the decision making process, when children come across a situation which holds a problem for them, to be able to solve the problem they make a research about what to do and then they can resolve about the best way for problem. To bring out the hidden potentiality of the children in terms of decision making along with other areas of life skills, co-scholastic area are introduced in school curriculum. Teaching-learning process at school for the co-scholastic aspects also systematically carried and evaluated. Equally, Inclusive Education philosophy is followed in Indian Education system since 2000 which suggest “Zero Rejection policy” and “Education for all” in one roof. Education in regular school includes Children with Special Needs, who are not excluded children with hearing Impairment. Hence, need was felt to find out the level of decision making skills in routine life among the children with hearing impairment studying in 8th standard of inclusive set-up in Mysore city.

Objective of the study

To identify the decision making skills in routine life among the 8th standard children.

IV. METHOD

Research Design: A Descriptive survey method was used as a research design.

Sample techniques: Random sample technique was followed.

Participants Selection Criteria:

- Children studying in 8th Standard of Kannada medium School of Mysuru city.
- Children who follow the Karnataka State board syllabus for their schooling.
- Total numbers of children are 9.

Tool for data collection:

- A Questionnaire was developed to assess the decision making skills of the children in routine life.
- A questionnaire was developed on the basis of available reviews on the decision making skills, also on the basis of the observation made among the children about taking decision in routine life.
- Questionnaire was validated by the experts in the field of General Education. Suggestions were incorporated.
- Final questionnaire was administered on the students. Questionnaire contains 21 multiple choice questions.

Data collection procedure:

Prior permission was sought from the school authority to conduct the test. Students were oriented about the test to be administered. 45 minutes were given for complete the questionnaire.

Data analysis:

Mean as measures of central tendency was used to analyse the data. Standard deviation was also used to analyse the deviation between the responses.

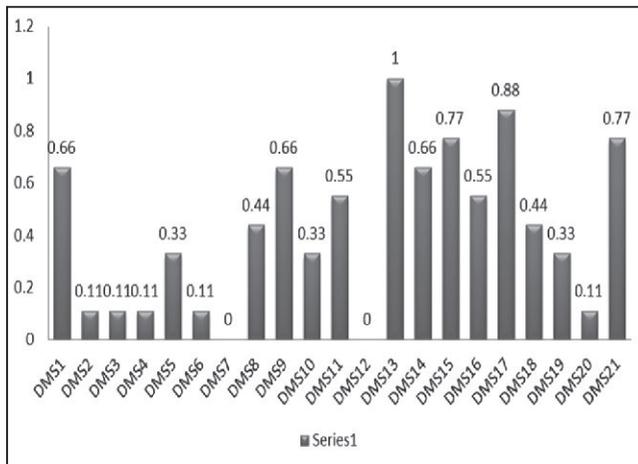
V. RESULTS AND DISCUSSION

Present study aimed to identify the decision making skills in routine life among the 8th standard children with hearing impairment. Accordingly, the followed results were obtained. Results are interpreted and discussed as below.

Table 1: Question wise findings of mean of correct responses for decision making skill from Children with Hearing Impairment of Inclusive set-up

Particulars	Responses	Particulars	Responses	Particulars	Responses	Particulars	Responses
DMS1	0.66	DMS6	0.11	DMS11	0.55	DMS16	0.55
DMS2	0.11	DMS7	0	DMS12	0	DMS17	0.88
DMS3	0.11	DMS8	0.44	DMS13	1	DMS18	0.44
DMS4	0.11	DMS9	0.66	DMS14	0.66	DMS19	0.33
DMS5	0.33	DMS10	0.33	DMS15	0.77	DMS20	0.11

Figure 1: Shows the graphical representation of mean values of correct responses for decision making skills from Children with Hearing Impairment of inclusive set-up



It is observed from the table 1 and figure 1 that out of 21 items on decision making skills item no. 1, 9, 13, 14, 15, 17 and 21 are given correct responses from more than 60% of the participants. Rest of the items were scored below 60% of correct responses. Also it represents that some of the items such as item no. 7 and 12 were not answered by none of the participants, again item no 2, 3, 4, 20 are hardly answered by 1% of the participants.

Decision making skill requires high level of cognitive process and critical thinking abilities to make right decision at right time. As far as children with hearing impairment are concern, even though they are included in the regular school, they will get wider scope for holistic development when compare to other set of schooling but productive development is still questionable. Children with hearing impairment enters to regular school with multiplicity of rehabilitative process such as early identification, continues intervention and special education process but development in terms of language and communication that in term supports for acquisition of knowledge is not significant when compare to the typically development children. Hence, it may become difficult for making appropriate decision individually. Decision making process for these children may require intervention of parents, teacher or peer group for discussion and expounding the concept before processing. Further, the adolescence age is the stage where drastic change takes place in children life; because of these sudden changes in individual life when it concern to typically developing children it becomes difficult take their own decision even in routine life. Similarly, when concern to children with hearing impairment the condition is even worse because along with the changes due to adolescence stage in life they will be having other area of development affects because impairment.

The above mentioned factors may become the reason for poor performance of the participants of this particular study on decision making skills in concern with the situation of routine

life. As, Bruin. B.W, Parker. M.A & Fischhoff. B (2007) found that performance on conventional behavioural decision making tasks reflects positive manifold rather than random performance errors. The formal reasoning skills needed to generate and weigh alternatives development rapidly from age eight or nine to age 15 or 16 (Keating 1990). Even though among children with hearing impairment reasoning skills develops but they become failure in applying that learnt skills in appropriate manner. That may again become one of the reasons for poor performance in this study.

Teachers in the inclusive classroom have to become more sensitive about the learning style of the children with hearing impairment in terms of acquisition of skills by facilitating appropriate teaching-learning process so that these children may acquire high cognitive skills such as decision making skills in an effective manner.

VI. CONCLUSION

Decision making skill is highly cognitive based skills, requires more knowledge, experience and basic foundation of learning among the children with hearing impairment to perform this skills independently in productive manner. It is every one's responsibility who is involved in educating these children to provide individualized intervention to get mastery on these skills. When these children placed into inclusive schools it is regular teachers and class teacher's responsibility to plan teaching learning activities in such a way that child can acquire these skills without any efforts.

VII. DELIMITATION OF THE STUDY

- Less number of participants were selected for the study.
- Only Mysore city was chosen to conduct the study.

VIII. REFERENCES

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