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Original Article

Communicative Anxiety among Hearing Impaired Students in Inclusive and Segregated Settings

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Abstract

Objective: To determine the communicative anxiety among hearing impaired students in the inclusive and the segregated settings. Communication is an act of broadcasting contexts from one person or party to other by using mutually acknowledged symbols and linguistic guidelines. Anxiety is actually the sense of being panic and a state of nervousness, commonly usual and directionless, as overreaction to the situation that is just individually perceived like threatening. Often it is characterized by the stress of the muscles tiredness, weakness and congenital issues by signs and linguistic principles that are generally recognized by one person or group of people.

Methods: A cross sectional study was conducted to find communicative anxiety among hearing impaired students in the inclusive and the segregated settings. Convenient sampling technique was used. Sample of 40 hearing impaired students were taken from different inclusive and segregated settings. 20 were taken from inclusive and 20 from segregated setting and statistically evaluated via SPSS version 21.0.

Results: Results indicated that the students in inclusive settings were more anxious as compare to the students in segregated settings. Further the results indicate that the male students were more anxious as compare to the female students.

Conclusion: Study concluded that the students in inclusive settings were more anxious .Further the results indicate that the male students were more anxious as compare to the female students. It highlighted how students are effected by the attitudes of other. It provided awareness about the positive and negative aspects of inclusive settings. This study will help in the future intervention based studies to reduce the anxiety level in inclusive settings so that they can gain their full potential in educational settings.

Keywords: Segregated, Inclusive, Hearing impaired

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Introduction

Communication from Latin commūnicāre, meaning "sharing"[1] is an act of broadcasting contexts from one person or party to other by using mutually acknowledged symbols and linguistic guidelines. Non-verbal communication defines the mechanisms in which non-linguistic characterizations convey a sort of information. Intentions are optional, hence the deliberate actions.[2] Speech contains of Nonverbal paralanguage components, such as pace, intonation, tempo, and tension. Nonverbal exchange reveals Paul Wazlawick's laws: you cann't talk.[3] There is pervasive non-verbal communication."[4] During face-to-face exchange of all the non-verbal mechanisms such as figure, appearance, speech, posture, span, programming etc.[5,6] The auditory language is verbal communication.

The message sent in oral interpersonal communication. Messages about the material are actually messages that is the Content messages.[7] Anxiety is another feeling categorized as state which is often accompanied by an inner turmoil and anxious actions Like back backwards and forwards, physiological thoughts, imaginings, etc.[8] It is considered as the negative situation of anxiety for upcoming events, such as the sensation of pending

death.[9] So anxiety isn't the like terror, that is the reaction to actual or supposed imminent risk[10] while it is the anticipation of an actual probable hazard.[11]

Hence, It is a emotion of anxiety or being panic, that is general and scattered as the exaggeration to the condition that is scientifically perceived like threatening.[12] Often it is characterized by the stress of the muscles tiredness, weakness and congenital issues[13], exhaustion, trouble concentrating etc. It might be normal, whereas patient might experience any anxiety disorder if encountered on a regular basis.[14] People who are depressed may refrain from circumstances that have induced anxiety in the past.[14] Symptoms of anxiety can mask or appear to be correlated with an organic disease or as a result of a medical disorder.[15]

Methods

A cross sectional study was conducted to find the communicative anxiety among hearing impaired students in inclusive and segregated settings. Convenient sampling technique was used. Anxiety is characterized as pain, panic, terror, or perhaps apprehension. Positive psychology defines anxiety as a mental state arising from a challenging task for which the subject has inadequate ability to manage. Sample of 40 hearing impaired students were taken from different inclusive and segregated settings. 20 were taken from inclusive and 20 from segregated setting and statistically analyzed using SPSS version 21.0.

Results

To define the demographic, descriptive statistics have been used. For all demographic variables, percentage and frequencies were taken. Participants ' age was the only continuous variable for which both Mean and Standard Deviation were calculated.

	Category	N	Mean	Std. Deviation
Anxiety	Inclusive school setting	20	37.2500	8.01889
	Segregated school setting	20	3.0500	2.35025

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total BAI	FEMALE	20	18.9000	17.43529	3.89865
	MALE	20	21.4000	19.44601	4.34826

Tables above showed the anxiety and the gender statistics.

Discussion

A cross sectional study was conducted to find the communicative anxiety among hearing impaired students in the inclusive and the segregated settings. Data were collected by convenient sampling technique. According to the results students in inclusive settings were more anxious as compared to the students in segregated settings. Further the results indicate that the male students were more anxious as compared to the female students. Anxiety could be a "condition" or a "trait" in the short term. Although trait anxiety is a concern for future events, psychiatric disorders are a class of mental disorders.[16] Anxiety as the Future-oriented state where one is not prepared or ready to accept to deal with unfavorable events in the future.[17] In contrast to those faced by non-disabled individuals, people with disabilities face practical and social problems. Anxiety is characterized as pain, panic, terror, or perhaps apprehension.[18] Current study reveals that 80% students were anxious in the inclusive educational settings as paralleled to the segregated settings. Cognitively-disabled children experienced a lower sense of achievement, skills and lack of performance and other issues such as voice, motor disorders, challenges in daily living and learning disabilities. Positive psychology defines anxiety as a mental state arising from a challenging task for which the subject has inadequate ability to cope.[19] Study indicate male participants were more confused and anxious as compared to females. Almost 70% males were more affected by inclusive educational settings. Once students are included in general education.

Conclusion

Study concluded that the students in inclusive settings were more anxious as compare to the students in segregated settings. Further the results indicate that the male students were more anxious as compare to the female students. It also highlights how students are effected by the attitudes of other. It provide awareness about the positive and negative aspects of inclusive settings. This study will also help in the future intervention based studies to reduce the anxiety level among hearing impaired student in inclusive settings so that they can gain their full potential in educational settings.

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