

**Identification of Learning Styles of Students with Hearing Impairment at
Elementary Level in Lahore**



Submitted By

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In the name of Allah the most beneficent the most merciful

وَلَا يُحِيطُونَ بِشَيْءٍ مِّنْ عِلْمِهِ إِلَّا بِمَا شَاءَ

“And Students can’t encompass any thing from His knowledge, but to extend He wills” [2:255]

DECLARATION

We hereby declare that MA thesis entitled “Identification of Learning Styles of Student with Hearing Impairment at Elementary Level in Lahore” Composition is our own work which we accomplished under the supervision of Madam AsmaNouman. Any of the material, in whole or in part of this thesis is never been submitted previously for the attainment of any other academic degree or diploma. Except where otherwise indicated, this thesis is our own work”.

Date: _____

Students Signature

CERTIFICATE OF APPROVAL

Accepted by the School of Social Sciences and Humanities, University of Management and Technology, Lahore in partial fulfillment of the requirements for the degree of masters in arts in special education (MA-SE).

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Date: _____

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N.S, M.H

ABSTRACT

This study was about identification of learning styles of students with hearing impairment at elementary level in Lahore. The study was descriptive in nature. For this purpose the researchers collected data through convenient sampling from 220 samples (i.e. elementary students with hearing impairment) of seven schools of hearing impaired children in Lahore city. The objectives of the study were to identify the learning styles of the hearing impaired students, to find out the mean difference between learning styles of hearing impaired students due to difference in socio-economic status, to discover the mean contrast between learning styles of listening to weakened understudies because of distinction in their age gathering, to explore the mean distinction between learning styles of listening to disabled understudies because of distinction in their listening to misfortune., to discover the mean distinction between learning styles of listening to weakened understudies because of contrast in their schools and to figure out the mean contrast between learning styles of listening to hindered understudies because of contrast in their evaluation at rudimentary level in schools of Lahore.

On the basis of hypothetical framework the instrument was developed to collect the data. The respondent responded against a five level scale (strongly agree, agree, neutral, disagree and strongly disagree). After data collection it was tabulated and analyzed with the help of SPSS. The result was concluded that the Visual (.000) and Kinesthetic/Tactile (.000) learning styles were practiced in hearing impaired schools of Lahore. The impact of demographic variable 'socioeconomic' (.000) showed a significant difference with kinesthetic /tactile learning style at elementary students with hearing impairment. Cronbach's Alpha value of the instrument was .815 which means that the instrument was reliable.

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