

A Study on Multiple Intelligences of Students with Hearing Impairment

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ABSTRACT

Multiple Intelligences emphasizes the training of students to solve problems in their academic life. As students don't learn and achieve in same way, they cannot be assessed in a uniform fashion. Therefore, it is important that a teacher should develop intelligence profiles for each students knowing how each student learn, will allow a teacher to make more informed decisions on what to teach and how to disseminate information. Thus the main purpose of this study is to determine the multiple intelligences of upper primary school students with hearing impairment. A group of 120 students with hearing impairment were selected from the population of primary school students with hearing impairment, using two stage sampling technique. Normative Survey Research method was utilized by the researcher to determine the multiple intelligences of students with hearing impairment. In order to collect data regarding the multiple intelligences of students, the researcher adopted and modified Thomas Armstrong's Multiple Intelligence Scale. Reliability of the modified and translated scale in terms of Cronbach alpha was 0.82. Independent t test and one-way ANOVA were used to analyze quantitatively the collected data. Findings of this study reflect that there is a significant difference in verbal, interpersonal and bodily/kinesthetic intelligences among students with hearing impairment. This study suggested that students should be given training to develop logical and intrapersonal intelligence, in order to enhance their self, and to achieve the set goals in their life.

Keywords: *Multiple Intelligence, Hearing Impairment, Students*

Education is one of the most powerful instruments, which develops intellectual power, it interacts powerfully with adults, peers and the environment, is essential in mediating the learners intellectual development, that learning is a continual transformation of inner perceptions, knowledge and experiences and that all human beings have the potential to continually develop their intellectual powers throughout their lives. John F Kennedy rightly said, "Let us think of

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education as the means of developing our greatest abilities, because in each of us, there is a private hope and dream which fulfilled can be translated into benefit for everyone and greater strength for a nation”.

The purpose of education is not only instilling knowledge, but also discovering human intelligence and guiding students to evolve as well. Schools have often sought to help students develop a sense of accomplishment and self-confidence. Furthermore, if we want our schools to prepare students for the challenges they will face after they leave, we must constantly pose challenges in school that force them to invoke a variety of intelligences. These challenges should have different kinds of solutions, they should involve a variety of intelligences, they should encourage collaboration and they should provide opportunities for reflection (Brauldi, 2000). This can be possible by incorporating Howard Gardner’s Theory of Multiple Intelligences.

Gardner, Howard (2004), the professor of education in Harvard University and Project Zero coordinator, challenged the traditional notion that intelligence is a single capacity possessed by every individual to a greater or lesser extent. He states that “the idea of existence of a number of intelligences resulted in a unique cognitive profile for each individual. This major conception of individual competence is changing, the fate of education in the technological society. Many educators and researchers have explored the practical implications of Multiple Intelligence theory, the powerful notion that there are separate human capacities. According to this theory, human cognitive competence is better described in terms of a set of abilities, talents or mental skills called intelligences (Bansibihari & Pathan, 2004). All normal individuals possess each of these skills to some extent namely individuals differ in the degree of skill and in the nature of their combination. Gardner is of the view that such a theory has important educational implications including ones for curriculum development. Gardner first outlined his theory in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*, where he suggested that all people have different kinds of “intelligences”.

Gardner proposed that there are eight intelligences, and also suggested the possible additions of a ninth known as “existentialist intelligence” The eight intelligences, which are proposed by Howard Gardner are Verbal/linguistic Intelligence, Logical/mathematical Intelligence, Visual/spatial Intelligence, Bodily/kinesthetic Intelligence, Musical/Rhythmic Intelligence, Interpersonal Intelligence, Intra personal Intelligence, and Naturalistic Intelligence. The multiple intelligences play an important role in determining the academic achievement of student. These intelligences, which influence the achievement, were explored by many researchers, scholars and academicians around the world. But significant works in this area have not been done and even the reported studies in the present area do not cover the possible differences in multiple intelligences among students with hearing impairment. The knowledge obtained from this context would be of much value in obtaining a theoretical understanding of the extent of the influence of non-intellectual factors which control the achievement of students with hearing

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impairment and it need to be studied. Hence the researcher aimed to study the multiple intelligences of students with hearing impairment.

Objectives Of The Study

1. To determine the multiple intelligences of students with hearing impairment
2. To understand the difference in multiple intelligences among students with hearing impairment with respect to gender, medium of instruction, degrees of hearing loss, types of hearing loss.

Hypothesis Of The Study

1. There is a significant difference in multiple intelligences and its dimensions between boys and girls student with hearing impairment
2. There is a significant difference in multiple intelligences and its dimensions between students from Tamil and English medium of instruction classrooms
3. There is a significant difference in multiple intelligences and its dimensions among students with different degrees of hearing loss
4. There is a significant difference in multiple intelligences and its dimensions among students with different types of hearing loss

METHODOLOGY

Methodology of the study refers to the plan or design which is carried out to find the answer for research questions and testing the hypotheses in the study (Cohen, Louis, Manin, Lawrence, & Morrison, Keith. 2013). It refers to the theory of getting knowledge, to the consideration of the best ways, methods or procedures, by which data that will provide the evidence basis for the construction of knowledge (Creswell, W. John, & Clark, Plano. 2013). The methodology of this study comprises of research method, population and sampling, survey instrument used in this study, procedure of data collection and data analysis.

Research Method

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. In fact, it constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2012). In this study, the researcher utilized survey research design to understand the multiple intelligences among upper primary school students with hearing impairment.

Participants

A group of five secondary and higher secondary schools for deaf/hearing impaired was selected using simple random sampling technique. From the selected each school, all students with hearing impairment, who are studying sixth to eighth standard were selected as samples for this study. The total numbers of upper primary students with hearing impairment from the selected

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schools were 120. Thus the sample for the present study consisted of 120 students with hearing impairment.

Survey Instrument Used

Data were collected by means of a scale consisting of demographic characteristics and statements related to Thomas Armstrong Multiple Intelligences Scale. It is a self-reported instrument using 80 items, five point, Likert scale, (Strongly Agree to Strongly Disagree). In the demographic section, the students with hearing impairment had to report their sex, type of hearing loss, degree of hearing loss and medium of instruction. This scale was adopted and modified and translated into Tamil language and finally validated by the researcher. Reliability of the modified scale was estimated by Cronbach Alpha and it was found to be 0.82.

Procedure Of Data Collection And Analysis

The multiple intelligence scale was administered to 120 upper primary school hearing impaired students. After getting due permission from the principals of deaf schools, the researcher visited each school for hearing impaired for collecting data. Upper primary school students with hearing impairment were requested to enter their name, sex, type of hearing loss, and medium of instruction in the place provided in the scale. Instructions were also directed in the first page of the scale and students were requested to follow those instructions, while responding to the items in the scale. School students with hearing impairment were further requested and advised not to leave any statements in the scale. Students were also assisted and helped by their class teachers to fill the scale. 120 set of tools were distributed to the upper primary school students with hearing impairment, selected as mentioned earlier in the sample and sampling procedure. 120 set of tools properly filled in were received back. Hence 120 sets of tools were scored according to the scoring procedure explained in the study. For the analysis and interpretations of the data, the researcher utilized t test, one-way ANOVA and product moment correlation.

FINDINGS AND RESULTS

Demographic Characteristics Of Students With Hearing Impairment

Table 3.1: Demographic Characteristics Of Upper Primary School Students With Hearing Impairment

Samples	Sub-Samples	Frequency	Percentage
Gender	Male	72	60.0
	Female	48	40.0
Medium of Instruction	English	33	28.0
	Tamil	87	73.0
Degrees of hearing loss	Moderately Severe	23	19.0
	Severe	32	27.0
	Profound	65	54.0
Type of hearing loss	Conductive hearing loss	43	35.8
	Sensorineural hearing loss	56	46.6
	Mixed hearing loss	21	17.6

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There were 72 (60%) male students with hearing impairment and 48 (40%) female students with hearing impairment. The majority of students are males with hearing impairment. In the case of medium of instruction category, 87 (73%) hearing impaired students are from Tamil medium of instruction schools and 33 (28%) hearing impaired students are from English medium of instruction. In degrees of hearing loss category, 23(19%) students had moderately hearing loss, 65 (54%) students had severe hearing loss and 65(54) students had profound hearing loss and in the case of type of hearing loss category, 43 (35.8%) students had conductive hearing loss, 56 (46.6%) students had Sensorineural hearing loss, whereas 21(17.6%) hearing impaired students had both conductive and Sensorineural hearing loss.

HYPOTHESIS 1

Ho: There is a significant difference in multiple intelligences and its dimensions with respect to gender.

Table 3.2 Differences In Overall Multiple Intelligences And Its Dimensions With Respect To Gender

S.No	Variables	Gender/Sex				t
		Boys		Girls		
		Mean	SD	Mean	SD	
1	Verbal	33.83	7.04	36.02	7.01	4.785*
2	Logical	34.02	7.09	33.75	6.75	0.607 ^{NS}
3	Visual	30.70	6.58	30.40	6.46	0.721 ^{NS}
4	Bodily	33.48	6.84	34.35	6.49	1.987*
5	Musical	31.50	7.51	31.27	7.19	0.494 ^{NS}
6	Interpersonal	30.67	6.19	30.41	5.68	0.670 ^{NS}
7	Intrapersonal	32.48	6.23	33.47	6.11	2.449*
8	Natural	30.24	6.02	30.73	5.70	1.276 ^{NS}
9	Whole Sample	256.94	38.49	260.40	36.81	1.406 ^{NS}

*Significant at 0.05 level

NS = Not significant at 0.05 level

It is inferred that the calculated t values 4.785, 1.987, and 2.449 for verbal intelligence, bodily or kinesthetic intelligence and interpersonal intelligence respectively were found to be insignificant at 0.05 levels. Since the calculated t values are greater than the table value 1.960 at 0.05 levels, the null hypothesis is rejected for the dimensions of multiple intelligences namely verbal, bodily and interpersonal intelligences and hence it is concluded that there is a significant difference or variation between boys and girls in their verbal intelligence, bodily or kinesthetic intelligence and interpersonal intelligence. Further it is also inferred that the calculated t values 0.607, 0.721, 0.494, 0.670, 1.276 and 1.406 respectively for logical intelligence, visual intelligence, musical intelligence, intrapersonal intelligence, natural intelligence and multiple intelligences were found to be insignificant at 0.05 levels. Since the calculated t values are lesser than the table value 1.960 at 0.05, the null hypothesis accepted for the dimensions of multiple intelligences namely logical intelligence, visual intelligence, musical intelligence, intrapersonal intelligence, natural

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intelligence and overall multiple intelligences and hence it is concluded that there is no variation between boys and girls in their logical intelligence, visual intelligence, musical intelligence, intrapersonal intelligence, natural intelligence and overall multiple intelligences. Mean differences indicates or revealed that girl students with hearing impairment are far better than male students with hearing impairment in their verbal intelligence, bodily/kinesthetic and interpersonal intelligence.

HYPOTHESIS 2

Ho: There is a significant difference in multiple intelligences and its dimensions between students from Tamil and English medium of instruction

Table 3.3 Differences In Overall Multiple Intelligences And Its Dimensions With Respect To Medium Of Instruction

S.No	Variables	Medium of Instruction				t
		Tamil		English		
		Mean	SD	Mean	SD	
1	Verbal	35.86	7.21	34.23	6.94	3.522*
2	Logical	34.12	6.82	33.69	7.00	0.932 ^{NS}
3	Visual	30.09	6.84	30.91	6.23	1.922 ^{NS}
4	Bodily	30.64	5.81	30.46	6.02	0.456 ^{NS}
5	Musical	31.03	7.17	31.66	7.48	1.296 ^{NS}
6	Intrapersonal	34.25	7.05	33.67	6.35	1.328 ^{NS}
7	Interpersonal	33.47	6.30	32.61	6.07	2.126*
8	Natural	30.66	6.05	30.36	5.71	0.779 ^{NS}
9	Whole Sample	260.12	38.92	257.59	36.60	1.023 ^{NS}

*Significant at 0.05 level

NS = Not significant at 0.05 level

It is inferred that the calculated t values 3.522 and 2.126 for verbal intelligence and interpersonal intelligence were found to be insignificant at 0.05 level. Since the calculated t values are greater than the table value 1.960 at 0.05 level, the null hypothesis is rejected for verbal and interpersonal intelligences and concluded that there is a significant variation or difference between students from Tamil and English medium of instruction classrooms. This result indicates that students with hearing impairment from Tamil and English medium of instruction classrooms significantly differ in their verbal and interpersonal intelligences. Mean scores indicates that students from Tamil medium of instruction classroom are better in their verbal and interpersonal intelligence than their counterpart students from English medium of instruction classroom. Further, from the table 3.3, it is inferred that the calculated t values 0.932, 1.922, 0.456, 1.296, 1.328, 0.779 and 1.023 respectively for logical, visual, bodily, musical, intrapersonal, natural and overall multiple intelligences were found to be insignificant at 0.05 level. Since the calculated t values are lesser than the table value 1.960 at 0.05 level, the null

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hypothesis is accepted for the dimensions namely logical, visual, bodily, musical, intrapersonal, natural intelligences and overall multiple intelligences and concluded that there is no significant variation between students from Tamil and English medium of instruction classroom in their logical, visual, bodily, musical, intrapersonal, natural intelligences and overall multiple intelligences. Moreover mean scores also suggests that students with hearing impairment from Tamil and English medium of instruction classroom not significantly differ in their logical, visual, bodily, musical, intrapersonal, and natural intelligences.

HYPOTHESIS: 3

Ho: There is a significant difference in multiple intelligences and its dimensions among students with different degrees of hearing loss

Table 3.4 Differences In Overall Multiple Intelligences And Its Dimensions With Respect To Degrees Of Hearing Loss

S.No	Variables	Degrees of Hearing Loss						F
		Moderate		Severe		Profound		
		Mean	SD	Mean	SD	Mean	SD	
1	Verbal	34.00	7.57	37.28	6.80	34.14	6.93	18.922*
2	Logical	34.54	7.38	34.49	6.42	33.49	7.01	2.423 ^{NS}
3	Visual	30.74	7.47	30.31	6.47	30.61	6.35	0.239 ^{NS}
4	Bodily	30.42	6.41	30.74	5.59	30.47	5.98	0.209 ^{NS}
5	Musical	31.00	7.68	31.27	6.77	31.50	7.53	0.259 ^{NS}
6	Intrapersonal	33.75	7.63	34.79	6.69	33.58	6.44	2.908 ^{NS}
7	Interpersonal	32.92	6.47	34.20	6.08	32.48	6.11	6.850*
8	Natural	30.22	6.82	31.25	5.53	30.22	5.78	2.833 ^{NS}
9	Whole Sample	257.6	42.52	264.3	36.05	256.4	37.14	3.863*

*Significant at 0.05 level

NS = Not significant at 0.05 level

It is inferred that the calculated F values 18.922, 6.850 and 3.863 for verbal, interpersonal intelligences were found to be insignificant at 0.05 levels. Since the calculated F values are greater than the table value 2.990 at 0.05 level, the null hypothesis is rejected for the dimensions namely verbal, interpersonal and overall multiple intelligences and concluded that there is no significant variation among students with different degrees of hearing loss in their verbal, interpersonal and overall multiple intelligences. Mean scores also indicated that students with severe hearing loss are far better in their verbal, interpersonal intelligence and multiple intelligences than their counterparts namely students with moderate and profound hearing loss. Further it is inferred from the table 3.4 that the calculated F values 2.423, 0.239, 0.209, 0.259, 2.908 and 2.833 for logical, visual, bodily, musical, intrapersonal and natural intelligences were found to be insignificant at 0.05 levels. Since the calculated F values are lesser than the table value 2.990 at 0.05 levels, the null hypothesis is accepted for the dimensions namely logical,

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visual, bodily, musical, intrapersonal and natural intelligences and concluded that there is no significant variations among students with different degrees of hearing loss in their logical, visual, bodily, musical, intrapersonal and natural intelligences. Mean scores also indicated that the students with moderate, severe and profound hearing loss do not differ significantly in their logical, visual, bodily, musical, intrapersonal and natural intelligences.

HYPOTHESIS 4

Ho: There is a significant difference in multiple intelligences and its dimensions among students with different types of hearing loss

Table 3.5 Differences In Overall Multiple Intelligences And Its Dimensions With Respect To Type Of Hearing Loss

S.No	Variables	Degrees of Hearing Loss						F
		Conductive		Sensorineural		Mixed		
		Mean	SD	Mean	SD	Mean	SD	
1	Verbal	30.27	5.96	30.59	5.87	30.72	5.61	0.430 ^{NS}
2	Logical	31.50	7.39	30.80	7.40	32.48	6.96	3.234 [*]
3	Visual	30.14	6.19	30.59	6.81	31.29	6.44	1.811 ^{NS}
4	Bodily	30.35	6.20	30.55	5.82	30.89	5.57	0.498 ^{NS}
5	Musical	33.59	7.11	34.12	6.82	33.92	6.71	0.565 ^{NS}
6	Interpersonal	33.63	6.70	33.96	6.81	34.47	6.27	0.934 ^{NS}
7	Intrapersonal	32.91	6.09	33.11	6.31	32.85	6.10	0.151 ^{NS}
8	Natural	34.58	7.22	35.36	7.09	34.81	6.82	1.193 ^{NS}
9	Whole Sample	257.00	37.50	259.11	37.86	261.47	37.50	0.853 ^{NS}

*Significant at 0.05 level

NS = Not significant at 0.05 level

It is inferred that the calculated F value 3.234 for logical intelligence was found to be significant at 0.05 levels. Since the calculated F value is greater than the table value 2.990 at 0.05 levels, the null hypothesis is rejected for the dimension logical intelligence and concluded that there is a significant difference or variation among students with different types of hearing loss in their logical intelligence. Mean scores indicates that students with mixed hearing loss is better in their logical intelligence than their counter parts namely students with conductive and sensorineural hearing loss. Further, it is inferred that the calculated F values 0.430, 1.811, 0.498, 0.565, 0.934, 0.151, 1.193 and 0.853 for verbal, visual, bodily, musical, interpersonal, intrapersonal, natural and overall multiple intelligences were found to be insignificant at 0.05 levels. Since the calculated F values are lesser than the table value 2.990 at 0.05 levels, the null hypothesis is accepted and concluded that there is no significant variations among students with different types of hearing loss in their verbal, visual, bodily, musical, interpersonal, intrapersonal, natural and multiple intelligences.

DISCUSSION

The highest scores on the dimensions of multiple intelligences among upper primary school students with hearing impairment were obtained for verbal and interpersonal intelligences. This is quite interesting to understand that upper primary school students with hearing impairment verbally developed and they communicated well with teachers and other students in their schools and classrooms. Whereas, the other areas of intelligences namely, logical, visual, musical, bodily, musical, intrapersonal intelligences were the less developed areas among the upper primary school students with hearing impairment. This pattern indicates that there is a need for up gradation of curriculum and teaching strategies that benefits the students with hearing impairment.

Girl students with hearing impairment do score more in verbal, interpersonal and kinesthetic intelligences than boy students with hearing impairment. This could be due to better interpersonal relationship of girls, with better adaptation ability. Several studies support the view that there is a significant development among girl students with hearing impairment in their verbal and interpersonal intelligences. Ravi, R. & Vedapriya, S. Gethsi. (2009) in a similar study, concluded that gender was not a significant factor in determining multiple intelligences. The present study result also indicated that gender was not a significant factor in determining multiple intelligences. However, other studies namely Saricaoglu, Aysel. & Arikan, Arda. (2009) and Asha (2007) found that girl students were inclined to have more in the verbal, interpersonal and bodily intelligences than their male counterparts.

Students studying in schools, where medium of instruction are English language, displayed significantly less development in verbal and interpersonal intelligences than students with hearing impairment from Tamil medium school. This could be due to the regional language influence. Learning conditions in Tamil medium of instruction classroom are more liberal when compared to English medium of instruction classrooms, and teachers are more functional and effective, because their cultural factor such as language ethnicity influence their teaching and tend towards the education of hearing impaired. This could be the reason for higher scores among students with hearing impairment from Tamil medium of instruction classrooms.

Students with moderate and profound hearing loss showed a less development in their verbal and interpersonal intelligence than students with severe hearing loss. This could be due to the fact that the students become more aware about the importance of language and communication and this could create a high verbal and interpersonal intelligence among students with severe hearing loss. No study was in agreement with this finding; moreover no such studies were conducted in this area.

Students with mixed hearing loss were scored more in logical intelligence than their counter parts students with conductive and sensorineural hearing loss. It is possible that those who have

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both the conductive and sensorineural hearing loss could have greater exposure to logical intelligences than verbal intelligences. This was in congruence with studies done by Ogundiran, Olawale, & Olaosun, Adedayo O. (2013). However, others have found that students with mixed hearing loss showed less development in multiple intelligences.

CONCLUSION

The results or findings of this study indicated that the students with hearing impairment are good in verbal intelligence or strategies they employ in learning language and interpersonal relationship or communication skills, further they are also good in kinesthetic intelligence. This trend indicates that the special education set up provides a quality education in terms of language and communication. Moreover they were trained to use the gadgets and equipments to learn the lessons effectively. These findings suggested that students with hearing impairment should be given training to develop the other areas of Gardner's multiple intelligences namely logical and intrapersonal intelligence. These intelligences could develop their self and also enhance students to be competitive in the technological society.

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Conflict of Interests

The author declared no conflict of interests.

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