



RESEARCH PAPER

Academic Enablers to Success of Students with Hearing Impairment
at the Undergraduate Level

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ABSTRACT

This research examined the academic enablers that help undergraduate students with hearing impairment (SWHI) succeed in higher education, addressing their unique obstacles. SWHI students have unique academic challenges that need tailored interventions and support services to improve their education. Promoting diversity and academic success in higher education requires understanding these obstacles and supports. A census sample of 30 SWHI undergraduates from a private institution was used for a quantitative study. Surveys in sign language were analyzed using SPSS. Descriptive and inferential statistics were used to analyze academic engagement, interpersonal skills, academic motivation, and study abilities. Academic Engagement demonstrated significant engagement with 56.1% asking test questions and 68.3% participating in classroom discussions. Interpersonal Skills showed active listening (78.0%) and good group work (75.6%). Academic motivation emphasized self-improvement (78.0%) and intrinsic curiosity (73.2%). 73.2% attended class without doing homework, indicating study skills issues. Future studies should examine academic diversity and accessibility initiatives.

KEYWORDS Academic Enablers, Academic Engagement, Academic Motivation, Higher Education Commission, Interpersonal Skills, Students With Hearing Impairment (SWHI), Study Skills

Introduction

Every person in the world has the right to education. The deaf group is also an important part of our society, and they have the right to education (Afzaal et al., 2023a). As Hassanzadeh and Nikkhoo (2019) said, one of the basic human rights is the right to education. The No Child Left Behind Act (2001) makes school mandatory for all kids and is put into law to help all students do better in school. Some schools, organizations, and individuals are working to improve the education of hearing-enabled students by making it more open, up-to-date, and easy to get to. However, these students still have a hard time getting into college (Burke, 2021).

It shows that you have strong morals to teach your kids to be as open-minded and caring as possible. This helps them understand the past and work for a better future. Today's education system, which is supposed to teach the country's kids, is having more and more difficult issues that need to be dealt with before they get worse and stop the learning process (Putra, 2019). People think education is so effective that it prepares a group of people to become citizens with a wide range of skills and traits (Anisah, 2019).

High schools and colleges in the 21st century have been becoming more foreign for a long time. According to UNESCO (2020), the number of people registering for higher education (HE) has almost doubled in the last twenty years, rising from 19% in

2000 to 38% in 2018. At the moment, 38% of registered students are in higher study. But it's also important to remember that differences have been seen in the rates of college registration and completion (Bartik, Hershbein, & Lachowska, 2021). Countries should also keep an eye on loss rates and growth rates. It's not just high graduation rates that show this process; there should also be high graduation rates that show this is the result of their work (UNESCO, 2020).

Some types of enablers are supportive of students with hearing impairment (SWHI) in their academic achievement which is also pretentious by the curriculum, knowledge resources, and instructions used (Rajamoni, Kumar, and Leela, 2022). Some studies compare the academic performance of hearing and hearing-impaired students in an inclusive setting. This highlights the importance of teachers using precise methods and teaching methods to increase the output of SWHI (Chandrakala, 2021). Interpersonal skills are also the enabler to get higher education for SWHI. At the undergraduate level, some interpersonal skills are helpful for the SWHI to get higher education such as work ethic, body movement, teamwork, listening skills, manner coping with pressure, decision making, and emotional intelligence.

Getting higher education is a big issue for SWHI because they have to face problems that hearing students don't face such as academic difficulties (Simamora, De Fretes, Purba, Pasaribu, & Teaching, 2020). When the problems faced by them are noticed, various facilities or enablers are also provided to solve their problems at the higher education level. Therefore, it is very justifiable to highlight the academic enablers faced by hearing-impaired students at the undergraduate level and look at the academic enablers to succeed in their education (Murithi, 2022). In this study, we determined the academic enablers to the success of students with hearing impairment at the undergraduate level and explored the difference among the responses of students with hearing impairment based on gender regarding academic enablers.

Literature Review

According to statistics provided by the OECD (Organization for Economic Cooperation and Development, 2018), in the United States, 48% of the population, between the ages of 25-34, has a higher education, making it one of the most educated and wealthiest countries in the world. The Sustainable Development Goals (SDGs) also recognize the reputation of higher education and target 4.3 of SDG-4 is "By the end of 2030, to certify equal admittance to affordable and quality technical, vocational and tertiary education, involving the university, for all men and women" (Owens, 2017). Planners of education, administrators, and teachers who participate in the education system are directly accountable for the achievement or failure of any education organism, whether in the countries that are developed or on the stage of developing around the world (Chikendu, 2022)

Higher education institutions in Pakistan have taken steps to admit students with disabilities, but they are not fully prepared to meet their educational and social needs (Shaukat & Clinic, 2023). The system of higher education is not tailored to the needs of SWHI. Consequently, even students who face multiple hurdles to progress in their education who admitted to various departments. A Policy for Students with Disabilities at Higher Education Institutions in Pakistan (2021) which was formulated by the Higher Education Commission. It has changed by HEC the paradigm of higher education in Pakistan by enabling access to good and quality education, promoting quality and relevance.

Within inclusive education, factors that support the full inclusion and active participation of all students (such as modifying curriculum delivery or the presence or accessibility of aids and equipment) are often called enablers (Simui et al., 2018). Academic enablers are defined as behaviors and attitudes that enable student contribution and advantage in the classroom (Anthony, Ogg, & Jenkins, 2021). Several terminologies have been used to define academic enablers, like non-cognitive abilities, styles of knowledge, and learning behaviors (Anthony & Ogg, 2020). Beyond the complete levels of academic enablers, it is conceivable that changes in the educational environment affect academic enabler relationships, and the interrelationships between academic enablers.

Despite this, there are only a few studies that have compared the relationships that enable learning across elementary school classrooms (Anthony, Ogg, and Jenkins, 2021). Education for learners with disabilities is emphasized within the SDGs and its 17 targets. While there has been massive improvement at the grassroots level in terms of education for the disadvantaged, much work rests on being done at the tertiary level. PwC (2023) reported certain types of enablers are appropriate for the new normal for student-centered success in HE. Organizations must make it their business to identify needs to attract talent, funding, and partners, preferences and enablers of their students, and be compulsive around how they are dignified and acted upon (Coghlan, Miller, Paterson, & Technology, 2021). Every institution should consider the following enablers for student centricity:

Considerate student's needs, preferences, and demanding situations rely on defined methodologies that measure and generate actionable insights from student feedback, grievance procedures, and dating control. Embedding these mechanisms with continuous development methods, supported through sound governance, can manually inform trade in areas on the way to maximize benefits? A framework for monitoring the experiences of SWHI is essential to ensure high-quality education for these students.

Sarks and Reich (2023) stated that a lack of studies on the enablers of technology use for special training needs makes it difficult to fulfill the promise of digital inclusion for inexperienced persons with various needs. They identified some of the special education staff that learners need such as special education technology training, cooperative learning, 'multiple time' training, a collaborative staff culture, including special education, Supporting leadership, and teacher training (Woulfin, Jones, & Education, 2021). Therefore, some qualifications are very important for the education of persons with disabilities.

Academic engagement occurs when students are deeply immersed in learning games when the study material engages them mentally and emotionally, and when they repeatedly collaborate with peers and this is what they do in their learning. It strengthens the connection that makes their learning successful. It plays a vital role in the successful education of SWHI at the undergraduate level. Factors influencing cognitive assignment can be intellectual, metaphysical, emotional, public, task-related, and distant language-related (Barrantes & Jorjnely, 2020). While prevailing in remote domains, the aspects that contribute to an individual's schooling assignment are interconnected (Münster-Kistner and Amerstorfer, 2021).

Language engagement is strongly related to communicative and emotional engagement and contributes to the complexity of instructional engagement via issues regarding college students' self-ideas and individuality as users of English as an overseas

language (Gregersen and MacIntyre, 2014). The relationships that students expand with others are outstanding in lots of these regions. Advantageous interpersonal relationships boost individuals' enthusiasm for mastering (Mercer and Dörnyei, 2020), which benefits sustained knowledge achievement and self-confidence.

Coursera (2023) stated that Helping to initiate, build, and maintain relationships requires interaction with others and the use of interpersonal skills during communication, whereas interpersonal skills fall under soft skills. Sometimes people have innate or learned skills that are used in their careers, education, and social situations related to family life (Kim & Beehr, 2020). These competencies consist of running creatively with others, communicating virtually, participating, adapting to exchange, flexibility, speaking successfully with diverse teams, main and mentoring others, and 21st-century questioning.

Skills include being cooperatively responsible and such abilities allow us to communicate with others effectively, whether at work, at school, or on a base of every day (Amirudin & Muzaki, 2019). There are some of the utmost communal interpersonal skills, which are described by Coursera (2023) such as verbal exchange, sympathy, expressive intelligence, conflict resolution, negotiation, listening, positive attitude, collaboration, teamwork, management, networking, arbitrating, persuasion and motivation. Consistent pursuit of self-development and confidence can advantage your personal and expert relationships, and knowing your strengths and weaknesses in social interactions permits you to decide which need to accumulate talents.

Therefore, there are some components through which interpersonal skills can be built are explored by Coursera (2023) for the first stage is to discover your strengths and weaknesses. Primarily based on the above list of interpersonal abilities, think about your latest interactions with colleagues, bosses, buddies, circle of relatives, partners, and even strangers. Take a look at each skill and mirror your beyond studies for high-quality and bad examples. Develop an actionable plan just like the answers including assured communication, Collaboration, Negotiation, and Teamwork (Walton, Hogden, Long, Johnson, & Greenfield, 2020).

Thirdly, self-reflection is a vital part of expanding your interpersonal abilities. Whilst a few discomforts are to be anticipated at some stage in the boom length, it's miles vital that you are feeling cozy and confident inside the manner you're coping with interpersonal conditions. According to SIVRIKAYA (2021), academic motivation is an imperious idea in education due to it provides motivational results. The concept of motivation encompasses a wide range of multidimensional, non-cognitive psychological constructs, whilst educational motivation is a greater particular concept; it includes creative thinking capabilities and getting to know abilities, student delight with school, and school attendance and homework.

Motivation is defined as a general concept that includes requests, wants, needs, urges, and interests (Cüceloglu, 2005). According to McInerney (2019), Motivation is a psychological construct defined by the mechanism of "invention" that causes individuals and groups to choose and persist in certain behaviors, Its history spans cultures that span centuries. Motivation is the starting point of learning a lesson that motivates the student and also helps the student in what he can do in the school years (Peklaj and Levpušček, 2006).

Cheng (2019) tests the work of extrinsic and intrinsic motivation in Taiwan and the United States. Even though not unusual ideals based on historical research in the

West show the primacy of intrinsic motivation to beautify instructional achievement, Cheng located that the dynamics of intrinsic and extrinsic motivation function quite in another way in the two cultural settings. Hoffman and Kurtz-Costes (2019) look at an interesting and culturally relevant intervention to boost American Indian children's motivation to research technology and the importance of feelings in mastering and motivation.

Table 1
Comparison Table

Research Journal	Research Gap	How the Study Fills the Gap
Owens (2017)	Lack of equal access to affordable and quality tertiary education	This is done by examining their higher education demands and obstacles. It shows what learning tools they require, which may differ from children without issues.
Khan et al. (2021)	Limited support for students with disabilities in Pakistan	This study analyzes hearing-impaired students' learning aids such as sign language interpreters, and basic learning tools. By pinpointing these factors, our study addresses a vacuum in college hearing disability teaching solutions.
Anthony, Ogg, and Jenkins (2021)	Lack of comparative studies on academic enablers	The study emphasizes the need to support hearing-impaired students, filling a vacuum in higher education's open practices and rules.
Sarks and Reich (2023)	Limited research on technology use for special educational needs	The research aims to discover what helps hearing-impaired children excel in university. It improves college achievement for disabled pupils.
Rajpoot et al. (2021)	Preparation gap in universities for students with hearing impairment	The study increases awareness of college students with hearing problems and advocates for improved assistance. These addresses help and understanding for college students with issues.

Material and Methods

This chapter addresses the research methods that were used to carry out this study. A research technique is a way for a researcher to explain how he plans to do his work. It is a well-thought-out plan for how to solve a research problem. A description of the steps the researcher took to get valid and reliable results that met their needs and objectives (Hayashi, Abib, & Hoppen, 2019). This includes what facts they are going to get and from whom, as well as how they are going to get them and how they are going to analyze them (Indeed, 2021). One plan is a way to do the study, which is what a research technique is. They need to think about how to handle collection strategies, statistical analysis, player observations, and other things (Paperpile, 2022). This chapter explores every part of the research, including how to collect data, how to design a study, how to choose a sample, and how to analyze the data. This study looks into the things that make it hard for and help students with hearing impairment (SWHI) to do well in school at the undergraduate and graduate levels.

The quantitative type of research was used as the research method to perform this study. The study is descriptive and descriptive analysis is performed based on quantitative research methods (Leavy, 2022). A quantitative study is a way of collecting and studying number data. It could be used to identify types and averages, make forecasts, take a look at direct links, and extend results 54 to a much wider group (Bhandari, 2022). Research design is not associated with any exact method of records set or any precise sort of statistics. While designing studies it's miles critical to identify the form of proof used to fairly solve the studies query (Akhtar, 2016).

Quantitative studies have been adapted from descriptive study settings to the researcher's method of teaching students with hearing impairment (SWHI) at the college level and allowing them to meet their educational limits. Take a look for A research plan is a way to answer your research question using testing data. Broadening the study design approach to make choices about general goals and views, the type of research setting that will be used, the way of data collection, sample strategy or criteria for choosing subjects, information gathering methods, and fact-checking techniques. study design is a mental system within which the study is conducted.

The study's sample size was 30 SWHI who were undergraduates at a private university and were part of a census sampling method. How to pick samples for a survey was used to carry out this work. BYJU (2023) says that the census method is a way of statistically counting people in which all of them are looked at. Population is the collection of all data in a given condition. For instance, if you want to find out what students think about the buildings at your school, the "population" for your study would be all the students there.

A study tool is a tool that can be used to gather, measure, and analyze information about your topic. Tests, polls, scales, questions, and reports are some other types of research tools. It's miles to make sure the strength of your work. Important to use tools that have been tested before (Nolfi, 2019). Educational researchers need to think about quantitative research tools, both in theory and in practice, because they help make research results more valid and reliable. Surveys, questionnaires, tests, and observations are all examples of quantitative research tools (Creswell & Creswell, 2018). From an academic point of view, it is important to think about how to use quantitative research tools correctly so that research questions can be answered correctly. By choosing and making a good tool, researchers can get high-quality data 56 that they can use to form and test theories in a certain area. Additionally, the use of reliable and true quantitative research tools can improve the trustworthiness of research results and help develop new research questions and theories (Pentang, 2023).

The researcher visited the classes where students with hearing impairment (SWHI) were present and studying. One class at a time was visited and after the class was over, the valuable time was taken of students and asked them to fill out two questionnaires regarding their academic enablers and academic enablers at the undergraduate level (Naicker, Singh, van Genugten, & International, 2022). However, with the help of a sign language interpreter, both the questionnaires were translated into sign language for them, on which they expressed their opinion about each statement regarding academic enablers. After completing and fulfilling both questionnaires, they were handed over to the researcher. Similarly, the same process was repeated with the SWHI of the rest of the classes, and all the data were collected.

After the collection of the distributed questionnaires, the data was entered into SPSS and coded. Numerical coding was assigned to each variable for the easy analysis of data (Mertler, Vannatta, & LaVenja, 2021). Collected data was analyzed through SPSS and descriptive statistics were used to analyze the data and find out the results about academic enablers and enablers, which are faced by the SWHI at the undergraduate level. All measurements or results were shown in tabular forms and reported accordingly. Descriptive statistics were applied to find out the frequencies of the responses given by SWHI regarding academic enablers. T-test was applied in this study to find out the differences among the responses of SWHI based on their demographics.

Results and Discussion

There are both descriptive and inferential statistics in this study, which can be used to look into the records. We use descriptive records to explain and sum up data, and we use inferential facts to conclude. Draw conclusions and estimates about a whole community based on sample data. Frequency, mean, and standard deviation are descriptive statistics used in this study to look at the data about what helps and hurts the academic progress of first-year students with hearing disability (SWHI). We use frequencies to find out how often certain behaviors or traits show up in the data. The mean and standard deviation, on the other hand, show the data's center tendency and range (Huntington-Klein, 2021). A t-test, which compares the means of this group was used by the researcher to see if there was a difference between the results of male and female responders and between the results of other demographic groups.

Table 1
Frequencies Distribution of SWHI based on Gender

Gender	Frequency (f)	Percentage (%)
Female	9	30.0
Male	21	70.0
Total	30	100.0

The distribution of genders of 30 SWHI students is shown in this table. About 30% are women and 70% are men. This depiction shows that SWHI students are mostly male.

Table 2
Frequencies Distribution of SWHI based on Age Group

Age Group	Frequency (f)	Percentage (%)
18-20	6	20.0
21-23	15	50.0
24-26	9	30.0
Total	30	100.0

These 30 students with hearing impairment (SWHI) are distributed by age group in this table. Twenty percent are 18-20, fifty percent are 21-23, and thirty percent are 24-26. This breakdown helps comprehend SWHI students' demographics by age distribution.

Table 3
Frequencies Distribution of SWHI based on Semester

Semester	Frequency (f)	Percentage (%)
1st semester	1	3.3
2nd semester	10	33.3
3rd semester	2	6.7
4th semester	5	16.7
6th semester	4	13.3
7th semester	8	26.7
8th semester	0	0.0
Total	30	100.0

In this table, 30 students with hearing impairment (SWHI) are shown by semester. 3.3% are in their first semester, 33.3% in their second, 6.7% in their third, 16.7% in their fourth, 13.3% in their sixth, and 26.7% in their seventh. No one is in the 8th semester.

Table 4
Frequency Distribution Based on Student's Perceptions of Enabler 1
"Academic Engagement"

Sr. No.	Statement	DA (%)	N (%)	A (%)	M	SD
1	I ask questions about tests.	7.3	36.6	56.1	2.49	0.637
2	I participate in classroom discussions.	4.9	26.8	68.3	2.63	0.581
3	I ask questions when I am confused.	7.3	36.6	56.1	2.49	0.637
4	I use outlines to organize my written work.	12.2	26.8	61.0	2.49	0.711
5	I voluntarily answer questions.	4.9	19.5	75.6	2.71	0.559
6	I participate in co-curricular activities.	9.8	29.3	61.0	2.51	0.675
7	I spend extra time on academic work.	9.8	29.3	61.0	2.51	0.675
8	I participate in classroom activities.	4.9	26.8	68.3	2.63	0.581
9	I regularly attend the classes.	7.3	22.0	70.7	2.63	0.623
10	I note the important point during the lecture	7.3	26.8	65.9	2.59	0.631
11	I revise all topics, at the end of the lecture.	12.2	22.0	65.9	2.54	0.711
12	I come to class without completing homework.	73.2	24.4	2.4	2.71	0.512

Table 4 shows the responses regarding the first factor of academic enablers "Academic Engagement" which consists of 12 statements. The majority (56.1%) of the respondents replied that they ask questions about tests (M=2.49, SD=0.637). The 2nd statement showed the majority (68.3%) of the respondents answered that they participate in classroom discussions during lessons (M=2.63, SD=0.581). In the third statement, the majority (56.1%) of the respondents replied that they ask questions when they are confused (M=2.49, SD=0.637). In the fourth statement, the majority (61.0%) of the students agreed that they use outlines to organize their written work (M=2.49, SD=0.711).

The majority (75.6%) of the respondents replied that they voluntarily answer questions when they are asked (M=2.71, SD=0.559). Responses to the 6th statement unfold that the majority (61.0%) of the respondents said that they participate in co-curricular activities (M=2.51, SD=0.675). The majority (61.0%) of the opponents answered that they spend extra time on academic work (M=2.51, SD=0.675). The majority (68.3%) replied that they participate in classroom activities (M=2.63, SD=.581). Statement number nine unfolds the responses that the majority (70.7%) answered, they regularly attend the classes (M=2.63, SD=0.623) and the majority (65.9%) replied that they note the important points during lectures (M=2.59, SD=0.631). The majority (65.9%) responded that they revised all topics, at the end of the lecture (M=2.54, SD=0.711) and the majority (73.2%) of the respondents unfolded their thoughts that they came to class with completing homework (M=2.71, SD=0.512).

Table 5
Frequency Distribution Based on Student's Perceptions of Enabler 2
"Interpersonal Skills"

Sr. No.	Statement	DA (%)	N (%)	A (%)	M	SD
1	I ask questions about tests.	7.3	36.6	56.1	2.49	0.637
2	I participate in classroom discussions.	4.9	26.8	68.3	2.63	0.581

3	I ask questions when I am confused.	7.3	36.6	56.1	2.49	0.637
4	I use outlines to organize my written work.	12.2	26.8	61.0	2.49	0.711
5	I voluntarily answer questions.	4.9	19.5	75.6	2.71	0.559
6	I participate in co-curricular activities.	9.8	29.3	61.0	2.51	0.675
7	I spend extra time on academic work.	9.8	29.3	61.0	2.51	0.675
8	I participate in classroom activities.	4.9	26.8	68.3	2.63	0.581
9	I regularly attend the classes.	7.3	22.0	70.7	2.63	0.623
10	I note the important point during the lecture	7.3	26.8	65.9	2.59	0.631

Table 5 shows the responses regarding the second factor of academic enablers "Interpersonal Skills" which consists of 10 statements. In the first statement, the majority (73.2%) of the respondents reacted that they follow classroom rules and regulations (M=2.66, SD=0.617). The 2nd statement showed a majority (65.9%) of the respondents answered that when teachers say to them, they correct their behavior (M=2.59, SD=0.631). In the third statement, the majority (78.0%) of the respondents replied that they listen to suggestions carefully of their teachers (M=2.76, SD=0.489). In the fourth statement, the majority (75.6%) of the students agreed that they work effectively in small groups of students (M=2.68, SD=0.610). The majority (53.7%) of the respondents replied that they advise their classmates on emotional issues/difficulties (M=2.49, SD=0.597). Responses to the 6th statement unfold that the majority (70.7%) of the respondents said that they share their ideas with others in the classroom (M=2.61, SD=0.666). The majority (73.2%) of the opponents answered that they invite students to join classroom activities (M=2.66, SD=0.617). The majority (78.0%) replied that they interact well with both hearing and hearing-impaired students (M=2.71, SD=0.602). Statement 9th unfolds the responses that the majority (73.2%) answered, they discuss with teachers about classroom activities (M=2.68, SD=0.567) and the majority (70.7%) replied that they discuss with peers about classroom activities (M=2.63, SD=0.623).

Table 6
Frequency Distribution Based on Student's Perceptions of Enabler 3
"Academic Motivation"

Sr. No	Statement	DA (%)	N (%)	A (%)	M	SD
1	I like to learn about new things.	14.6	12.2	73.2	2.59	0.741
2	I like to do challenging tasks assignments.	9.8	12.2	78	2.68	0.65
3	I try to improve my work.	9.8	12.2	78	2.68	0.65
4	I hold myself responsible for learning.	17.1	9.8	73.2	2.56	0.776
5	I set goals for myself in my classes.	0	24.4	75.6	2.76	0.435
6	I evaluate my own academic activities.	4.9	17.1	78	2.73	0.549
7	I am motivated to learn.	9.8	19.5	70.7	2.61	0.666
8	I like going to university.	2.4	29.3	68.3	2.66	0.53
9	I take interest in learning.	9.8	7.3	82.9	2.73	0.633
10	I work hard in the classroom.	2.4	14.6	82.9	2.8	0.459
11	I take interest in the work at university.	4.9	12.2	82.9	2.78	0.525

Table 6 shows that the response regarding 3rd factor of academic enablers is “Academic Motivation” which consists of 11 statements. In the first statement, the majority (73.2%) of the respondents reacted that they like to learn about new things (M=5.59 SD=0.741). The 2nd statement showed the majority (78.0%) of the respondents answered that they like to do challenging tasks/ assignments (M=2.68, SD=0.650). In the third statement, the majority (78.0%) of the respondents replied that they try to improve their work (M=2.68, SD=0.650). In the fourth statement, the majority (73.2%) of the students agreed that they hold themselves responsible for learning (M=2.56, SD=0.776). The majority (75.6%) of the respondents replied that they set goals for them self in their classes (M=2.76, SD=0.435). Responses to the 6th statement unfold that the majority (78.0%) of the respondents said that they evaluate their academic activities (M=2.73, SD=0.549). The majority (70.7%) of the opponents answered that they are motivated to learn (M=2.61, SD=0.666). The majority (68.3%) replied that they like going to university (M=2.66, SD=0.530). Statement 9th unfolds the responses that the majority (82.9%) answered, that they take an interest in learning (M=2.73, SD=0.633) and the majority (82.9%) replied that they work hard in the classroom (M=2.80, SD=0.459). The last statement of this factor unfolds the responses that the majority (82.9%) replied that they take an interest in the work at university (M=2.78, SD=0.525).

Table 7
Frequency Distribution based on Student’s Perceptions of Enabler 4 “Study Skills”.

Sr. No	Statement	DA (%)	N (%)	A (%)	M	SD
1	I complete my homework.	2.4	19.5	78	2.76	0.489
2	I correct my own work without asking from teachers and sign language interpreter.	17.1	19.5	63.4	2.46	0.778
3	I do my class work on time.	4.9	24.4	70.7	2.66	0.575
4	I take notes in the classroom.	2.4	14.6	82.9	2.8	0.459
5	I review learned material soon after class.	9.8	26.8	63.4	2.54	0.674
6	I do my homework on time.	9.8	29.3	61	2.51	0.675
7	I take care of my materials (books, etc.).	4.9	17.1	78	2.73	0.549
8	I study for tests.	4.9	17.1	78	2.73	0.549
9	I prepare for class.	7.3	12.2	80.5	2.73	0.593
10	I pay attention in class.	4.9	29.3	65.9	2.61	0.586
11	I try to understand the material by relating it to things I already know.	2.4	17.1	80.5	2.78	0.475
12	I highlight the important information during reading.	7.3	31.7	61	2.54	0.636
13	I try to understand new information.	2.4	4.9	92.7	2.9	0.374

Table 7 shows that the responses regarding 4th factor of academic enablers are “Study Skills” which comprised 13 statements. In the first statement observed the majority (78.0%) of the respondents replied that they completed their homework (M=2.76 SD=0.489). The 2nd statement showed that the majority (63.4%) of the respondents answered that they corrected their work without asking teachers and a sign language interpreter (M=2.46, SD=0.778). In the third statement, the majority (70.7%) of the respondents replied that they do their classwork on time (M=2.66, SD=0.575). In the fourth statement, the majority (82.9%) of the students agreed that they take notes in the classroom (M=2.80, SD=0.459). The majority (73.4%) of the respondents replied that they

reviewed learned material soon after class ($M=2.54$, $SD=0.674$). Responses to the 6th statement unfolded that the majority (61.0%) of the respondents expressed that they do their homework on time ($M=2.51$, $SD=0.675$). The majority (78.0%) of the opponents answered that they take care of their materials such as books etc. ($M=2.73$, $SD=0.549$). The majority (78.0%) replied that they study for tests ($M=2.73$, $SD=0.549$). Statement 9th unfolded the responses that the majority (80.5%) of the opponents answered, they prepare for class ($M=2.73$, $SD=0.593$) and the majority (65.9%) replied that they pay attention in class ($M=2.61$, $SD=0.586$). The majority (80.5%) of the respondents replied that they try to understand the material by relating it to things they already know ($M=2.78$, $SD=0.475$). The majority (61.0%) of the respondents replied that they highlighted the important information during reading ($M=2.54$, $SD=0.636$). The last statement of this factor unfolded the responses that the majority (92.7%) replied that they try to understand new information ($M=2.90$, $SD=0.374$).

Conclusion

The study used rigorous quantitative research methodologies to evaluate data from 30 SWHI undergraduate students at a private institution to examine their academic enablers and supports. The research identified SWHI students' academic advancement variables using descriptive and inferential statistics. SWHI students were mostly male and aged 21–23. Variable semester distribution across academic levels suggested a diversified SWHI student population in higher education. Students' hearing impairment varied, but most had substantial impairment.

Analyzing academic facilitators including academic engagement, interpersonal skills, academic drive, and study skills revealed students' thoughts and actions. SWHI students excelled in classroom participation, intellectual engagement, and interpersonal skills. Effective study habits and timely assignment completion were areas for development.

This research has major consequences for special education educators, policymakers, and practitioners. Understanding SWHI students' specific difficulties and supports allows for targeted interventions and support services to improve their academic experiences and results in higher education. Additionally, the study adds to the literature on SWHI students' academic experiences, laying the groundwork for future research and activities to promote diversity and accessibility in higher education. In conclusion, this research illuminates SWHI students' higher education experiences and emphasizes the need to address their particular requirements to promote academic achievement and inclusion. Stakeholders may use this research to provide a supportive and inclusive learning environment for SWHI students to grow and fulfill their potential.

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