

## Abstract

The educational practice of mainstreaming hearing-impaired children raised attention and debate over years, both positive and negative evidence was found. This study was designed to compare peer relationship and self-esteem among mainstreamed hearing-impaired (MHI), non-mainstreamed hearing-impaired (NMHI) and normal hearing primary students in Hong Kong. The relationship between peer relationship and academic performance of hearing-impaired students was also examined. Sixty-one hearing-impaired and normal primary students completed questionnaire composed of the Index of Peer Relations and the Hare Self-Esteem Scale. Results showed that normal hearing group had best peer relationship and highest home, peer, and school self-esteem among the three groups, while NMHI group had lower scores on all aspects compared to MHI group. Early integration and healthy family environment for MHI group were possible explanations for the observed results, and both of them were suggested for future practice of mainstreaming.