Journal of Contemporary Issues in Business and Government Vol. 25, No. 01, 2019

https://cibgp.com/

P-ISSN: 2204-1990; E-ISSN: 1323-6903

DOI: 10.47750/cibg.2019.25.01.012

ACADEMIC PERFORMANCE OF THE CHILDREN WITH VISUAL AND HEARING IMPAIRMENT IN SPECIAL SCHOOLS

Dr. Jaswinder Kaur

[1]Guru Kashi University, Talwandi Sabo

ABSTRACT

This study aims to look at the academic performance of Special School pupils with visual and hearing impairments. A total of 264 youngsters with visual and hearing impairments were chosen from the Jammu and Kashmir districts of Baramulla and Srinagar for this study. The findings of the study reveal that instructors in special schools assist and encourage children with special needs (CWSN) in their academics. The overall result reveals that their teachers provided the most assistance and support to the CWSN in their academic achievement in special schools.

KEYWORDS: Academic Performance, Children with visual and hearing impairment, Special schools CWSN.

INTRODUCTION:

One of the most significant parts of human resource development is education. Poor academic achievement not only generates low self-esteem in the kid, but it also causes tremendous stress in the parents. Medical difficulties, below average intellect, specific learning disabilities, attention deficit hyperactivity disorder, emotional problems, poor socio-cultural home environment, psychiatric diseases, and even environmental factors can all cause children to fail in school. The doctor forms an initial diagnosis based on the information supplied by the parents, classroom teacher, and school counsellor concerning the child's academic challenges. Before making a definitive diagnosis, a multidisciplinary assessment by an ophthalmologist, otolaryngologist, counsellor, clinical psychologist, special educator, and child psychiatrist is frequently required. It's critical to identify the cause(s) of a kid's low academic performance and develop a treatment plan as soon as possible so that the youngster can reach his or her full potential.

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P-ISSN: 2204-1990; E-ISSN: 1323-6903

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Academic achievement or **(academic) performance** is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Academic accomplishment is measured by a cumulative GPA and the attainment of educational milestones such as secondary school diplomas and bachelor's degrees. Academic accomplishment is routinely assessed through exams or ongoing assessments, but there is no consensus on how it should be measured or which components are most important—procedural knowledge such as skills or declarative information such as facts. Furthermore, because studies on whether individual characteristics correctly predict academic performance are unclear, aspects such as exam anxiety, surroundings, motivation, and emotions must be taken into account while building school accomplishment models. Schools are being paid depending on their students' academic results. A school with higher academic accomplishment would be given more funding than one with lower achievement. Academic achievement is influenced by individual characteristics.

Individual disparities in academic achievement have been related to IQ and personality variables. Students who have a greater level of mental capacity as measured by tests and a higher level of conscientiousness (related to effort and success motivation) likely to do well in school. In addition to IQ and conscientiousness, a recent meta-analysis found that mental curiosity (as evaluated by usual intellectual engagement) has a significant impact on academic accomplishment.

When students enter first grade, their semi-organized home learning setting transforms into a more structured learning environment. Early academic success leads to subsequent academic success.

Academic socialisation refers to how parents shape their children's abilities, behaviours, and attitudes toward school in order to impact their academic accomplishment. Parents have an impact on their children by the atmosphere they create and the conversations they have with them. The socioeconomic condition of parents can have an impact on academic socialisation. Parents with a higher level of education tend to provide more interesting learning settings for their children.

Furthermore, current study suggests that the quality of a child's relationship with his or her parents has an impact on the development of academic self-efficacy in adolescents, which in turn has an impact on their academic success.

The first few years of life are crucial for a child's linguistic and social development. School preparation helps children adjust to academic expectations in these areas. Physical exercise may impact academic success, according to indirect evidence. Physical activity has been demonstrated in studies to boost neuronal activity in the brain. Executive brain functions including attention span and working memory are boosted by exercise. Factors other than cognition Academic self-efficacy, self-control, motivation, expectation and goal setting theories, emotional intelligence, and determination are examples of non-cognitive variables or qualities that improve academic and professional success. Bowles and Gintis, sociologists, created the phrase in the 1970s to draw attention to elements other than those evaluated by cognitive test results. The word is used to distinguish between cognitive characteristics that are assessed by instructors via exams and quizzes. Non-cognitive talents are becoming increasingly accepted as a better explanation for academic and career results.

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REVIEW OF LITERATURE

Smith, et al. (1982) investigated the effects of cooperative and individualistic instruction on the achievement of handicapped, regular, and gifted students. They discovered that cooperative learning experiences promoted higher achievement, greater retention, more positive attitudes among students, and higher self-esteem than individualistic learning experiences, and that handicapped students benefited the most.

Kapoor (1990) compared the cognitive functioning and perspective-taking ability of normal and deaf children and found non-institutionalized children to be significantly better than institutionalized children.

Sharma (1988) explored the use of teaching aids for developing concept among handicapped (deaf) children and concluded that the teaching-aid method was superior to the normal teaching method for the development of concepts among deaf children of standards I and II. The teaching-aid method could not establish a significant difference over the normal teaching method for standard IV and V children.

Sharma (1988) conducted a study on mainstreaming the visually handicapped and concluded that the loss of sight does not produce any special behaviour among the blind. Maladjustment in society, family and especially in school and unsuitable school setting are the most prominent factors which lead to academic retardation of the visually handicapped. After completing pre-primary education at special institution, emphasis should be laid on placing the visually handicapped in the integrating educational settings.

Prasad and Srivastava (1992) investigated the perceptual motor issues of learning disabled and non-learning disabled children aged 5 to 10 years and found that children with weak perceptual abilities also performed poorly academically.

In a research on the impact of inclusion on learning, Baker and Walberg (1994) discovered that children with intellectual disabilities who are educated in normal courses do better academically and socially than equivalent students in non-inclusive settings.

Hunt et al. (1994) looked at the academic accomplishment of individuals with multiple, severe impairments in inclusive classrooms in cooperative learning groups. They proved that kids with impairments could learn fundamental communication and movement skills by interacting with classmates who did not have disabilities and gave them clues, prompts, and punishments.

In an integrated context, Keefe and VanEtten (1994) looked at the academic and social results of students with moderate to profound impairments. In mainstream education settings, children with severe impairments had higher levels of 'active academic response' and lower levels of competitive behaviour than in segregated settings.

Sharma (1997) performed a research to determine the efficacy of a modified science instructional material for teaching challenging topics to hearing challenged pupils in integrated and special schools in grades II through V. The findings demonstrated that adapting instructional material improves the level of performance of hearing-impaired students. Children who attended an integrated school outperformed those who attended special schools.

In their study of the influence of inclusion on students with and without impairments, Salend and Duhaney (1999) discovered that the impact of inclusion programmes on students with disabilities' academic achievement and social development was uneven. Placement of non-disabled kids in inclusion programmes

P-ISSN: 2204-1990; E-ISSN: 1323-6903

DOI: 10.47750/cibg.2019.25.01.012

appears to have no negative effects on their academic achievement and provides significant social benefits for these students.

Dutt (2001) conducted a study on social acceptance and problems associated with mental retardation and found that there is a significant difference in the level of achievement or performance among mildly mentally challenged pre-adolescent individuals who receive a lot of parental love and acceptance.

Peetsman et al. (2001) looked into how children in different types of special primary education and normal primary school differed in their academic development, and discovered that pupils in special education fared worse than pupils in regular education.

In a study of the outcomes of students with learning disabilities in inclusive and pullout programmes, Parica et al. (2002) discovered that students in inclusive classrooms earned higher grades, achieved higher or comparable scores on standardised tests, committed no more disciplinary infractions, and attended more school days than students in pullout special education classrooms.

NEED AND SIGNIFICANCE OF THE STUDY

According to a survey of related literature, only a few research studies on the academic performance of children with visual and hearing impairments in special schools have been done. The current study is an attempt to analyse the academic integration and assistance provided by instructors in special schools to students with visual and hearing impairments. Because this is such an important factor, it must be investigated so that their academic performance may be improved and their integration into the special school can be successful.

OBJECTIVES OF THE STUDY

Following were the objectives for the study:

1. To investigate the different types of assistance and support offered by instructors in special schools to assist visually and hearing challenged students in improving their academic performance.
2. Determine the extent to which teachers assist visually and hearing challenged students in their academic success.
3. To investigate how school-based opportunities for children with visual and hearing impairments might assist them improve their academic performance.

DELIMITATION OF THE STUDY

The study was delimited to.

1. Baramulla and Srinagar of Jammu and Kashmir.
2. Children with visual and hearing impaired studying in special schools.

METHOD

In order to fulfil the objectives of the study, descriptive method of research been used.

SAMPLE/POPULATION

In the present study all the children with special needs studying in the special school constitutes the population of the study. From the twenty two districts of Jammu and Kashmir, the two districts namely Baramulla and Srinagar were selected randomly. Out of these two districts, the high schools having CWSN studying in them as reported in DISE, 2013-14 were selected for the study. As per the said report, there are 380 and 109 high

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schools in the districts of Baramulla and Srinagar respectively. CWSN were studying in 55 schools of Baramulla district and 75 schools of Srinagar district. Further, out of 130 CWSN schools of Baramulla district, 20 schools and 8 schools from 65 CWSN schools of Srinagar district were selected randomly, whole of the population of male and female studying in the selected schools was taken for the study in the present investigation.

RESEARCH TOOL

The investigator developed the academic support questionnaire for the study. The reliability of the questionnaire came out to be 0.86 and it was taken to be a reliable instrument. For the validity of the questionnaire the experts assessed the content validity in terms of the content of the items and the intelligibility of the questionnaire.

ANALYSIS OF THE STUDY

The analysis of data pertaining to the help and support and student performance in the class revealing the academic performance of the children with visual and hearing impaired in special schools is as follows:

1. HELP AND SUPPORT IN UNDERSTANDING CONTENT

The frequencies and percentages of the responses given by the visual and hearing impaired children for help and support they get in understanding the content taught in the class are given in Table 1 as under:

TABLE 1 Help and support in understanding content

Item description	Gender	Response	PHYSICAL IMPAIRMENT													
			SI		HI		PD		MR		MD		VI		LD	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%
Teachers help in understanding difficult content	Female	Yes	24	96.00	09	100.00	19	100.00	08	100.00	07	87.50	88	97.78	23	100.00
		No	01	4.00	00	00	00	00	00	00	01	12.50	02	2.22	00	0.00
	Male	Yes	22	95.65	15	100.00	19	95.00	10	100.00	07	87.50	88	93.62	51	91.08
		No	01	4.35	00	00	01	5.00	00	00	01	12.50	06	6.38	00	1.92
Extra instruction by Teachers	Female	Yes	24	96.00	09	100.00	19	100.00	08	100.00	08	100.00	88	97.78	22	95.65
		No	01	4.00	00	00	00	0.00	00	00	00	0.00	02	2.22	01	4.35
	Male	Yes	23	100.00	15	100.00	18	90.00	10	100.00	08	100.00	92	97.87	51	98.08
		No	00	0.00	00	00	02	0.00	00	00	00	0.00	02	2.13	01	1.92
Outside classroom Help by Teacher About Subject	Female	Yes	25	100.00	09	100.00	19	100.00	08	100.00	08	100.00	87	96.67	20	86.96
		No	00	0.00	00	00	00	0.00	00	00	00	0.00	03	3.33	03	13.04
	Male	Yes	23	100.00	15	100.00	19	95.00	10	100.00	08	100.00	92	97.87	46	88.46
		No	00	0.00	00	00	01	5.00	00	00	00	0.00	03	2.13	06	11.54
Extra Help By Teachers outside the	Female	Yes	24	96.00	09	100.00	18	94.74	08	100.00	08	100.00	88	97.78	22	95.65
		No	01	4.00	00	00	01	5.26	00	00	00	0.00	02	2.22	01	4.35
		Yes	22	95.65	15	100.00	18	90.00	10	100.00	08	100.00	90	95.74	50	96.15

https://cibgp.com/

P-ISSN: 2204-1990; E-ISSN: 1323-6903

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classroom	Male	No	01	4.35	00	00	02	10.00	00	00	00	0.00	04	4.26	02	3.85
*SI-Visual impairment, Hearing impairment, PD-physical Disability, MR-Mental Retardation, MD-Multiple Disability, Speech impairment, LD- Learning Disability.																

From the table 1 it can be observed that 96.00, 100.00, 100.00, 100.00, 87.50, 97.78 and 100.00 percent of SI, HI, PD, MR, MD, VI and LD female and 96.65, 100.00, 95.00, 100.00,87.50, 93.62 and 91.08 percent of SI, HI, PD, MR, MD, VI and LD male respondend that their teachers helps in understanding difficult content whereas, 4.00, 0.00, 0.00, 0.00, 12.50, 6.38, and 1.92 percent of SI, HI, PD, MR, MD, VI and LD male responded that their teachers they do not help in understanding difficult content in the class.

From the Table1 it becomes clear that 96.00, 100.00, 100.00, 100.00, 100.00, 97.78 and 95.65 percent of SI, HI, MR, MD, VI and LD female and 100.00, 100.00, 90.00, 100.00, 100.00, 97.87 and 98.08 percent of SI, HI, MR, MD, VI and LD male responded that their teachers provide extra instruction to them if needed whereas 4.00, 0.00, 0.00, 0.00, 0.00, 0.00, 2.22 and 4.35 percent of SI, HI, MR, MD, VI and LD female and 0.00, 10.00, 0.00, 0.00, 2.13 and 1.92 percent of SI, HI, MR, MD, VI and LD male responded that their teachers do not provide extra instruction to them if needed in understanding content in the class.

It can be clearly seen in table 1 that 100.00, 100.00, 100.00, 100.00, 100.00, 96.97 and 86.96 percent of SI, HI, MR, MD, VI and LD female and 100.00, 100.00, 95.00, 100.00, 100.00, 97.87 and 88.46 percent of SI, HI, MR, MD, VI and LD male responded that their teachers help them in understanding the subject matter even outside the classroom whereas 0.00, 0.00, 0.00, 0.00, 0.00, 3.33, and 13.04 percent of SI, HI, MR, MD, VI and LD female and 0.00, 0.00, 5.00, 0.00, 0.00, 2.13, and 11.54 percent of SI, HI, MR, MD, VI and LD male responded that their teachers do not help them in understanding the subject matter even outside the classroom.

From the Table 1 it can be clearly observed that 96.00, 100.00, 94.74, 100.00, 100.00, 97.78, and 95.65 percent of SI, HI, MR, MD, VI and LD female and 95.65, 100.00, 90.00, 100.00, 100.00, 95.74, and 96.15 percent of SI, HI, MR, MD, VI and LD male responded that their teachers help them even outside the classroom whereas 4.00, 0.00, 5.26, 0.00, 0.00, 2.22, and 4.35 percent of SI, HI, MR, MD, VI and LD female and 4.35, 0.00, 10.00, 0.00, 4.26, and 3.85 percent of SI, HI, MR, MD, VI and LD male responded that their teachers do not help them even outside the classroom.

STUDENT PARTICIPATION

The frequencies and percentages of the responses given by the visual and hearing impairment for their participation in the class are given in table 2 as under:

TABLE 2 Student Participation

Item description	Gender	Response	Physical impairment													
			SI		HI		PD		MR		MD		VI		LD	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%

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Teachers permission in project	Female	Yes	22	88.00	09	100.00	17	89.47	07	87.50	08	100.00	82	91.11	16	69.57
		No	03	12.00	00	0.00	02	10.53	01	12.50	00	0.00	08	8.89	07	30.43
	Male	Yes	23	100.00	14	93.33	16	80.00	08	80.00	07	87.50	81	86.17	42	80.77
		No	00	0.00	01	6.67	04	20.00	02	20.00	01	12.50	13	13.83	10	19.23
Teachers ensures participation in project	Female	Yes	23	92.00	08	88.89	19	100.00	08	100.00	07	87.50	80	88.89	22	95.65
		No	02	8.00	01	11.11	00	0.00	00	0.00	01	12.50	10	11.11	01	4.35
	Male	Yes	22	95.65	14	93.33	17	85.00	09	90.00	08	100.00	91	96.81	48	92.31
		No	01	4.35	01	6.67	03	15.00	01	10.00	00	0.00	03	3.19	04	7.69
Permission to participate in debate competition	Female	Yes	22	88.00	08	88.89	18	94.74	04	50.00	06	75.00	82	91.11	12	52.17
		No	03	12.00	01	11.11	01	5.26	04	50.00	02	25.00	08	8.89	11	47.83
	Male	Yes	21	91.30	12	80.00	16	80.00	07	70.00	07	87.50	79	84.04	36	69.23
		No	02	8.70	03	20.00	04	20.00	03	10.00	01	12.50	15	15.96	16	30.77

From the Table 2 it can be observed that 88.00, 100.00, 89.47, 87.50, 100.00, 91.11, and 69.57 percent of SI, HI, PD, MR, MD, VI and LD female and 100.00, 93.33, 80.00, 87.50, 86.17 and 80.77 percent of SI, HI, PD, MR, MD, VI and LD male responded that their teachers gives permission to them to present the project assigned to them whereas 12.00, 0.00, 10.53, 12.50, 0.00, 8.89 and 30.43 percent of SI, HI, PD, MR, MD, VI and LD female and 0.00, 6.67, 20.00, 20.00, 12.50, 13.83 and 19.23 percent of SI, HI, PD, MR, MD, VI and LD male responded that their teachers does not give permission to them to present the project assigned to them in the class.

Table 2 clearly indicates that 92.00, 88.89, 100.00, 100.00, 87.50, 88.89 and 95.65 percent of SI, HI, PD, MR, MD, VI and LD female and 95.65, 93.33, 85.00, 90.00, 100.00, 96.81 and 92.31 percent of SI, HI, PD, MR, MD, VI and LD male responded that their teachers ensures their participation in the project given to the class whereas 8.00, 11.11, 0.00, 0.00, 12.50, 11.11 and 4.35 percent of SI, HI, PD, MR, MD, VI and LD female and 4.35, 6.67, 15.00, 10.00, 0.00, 3.19 and 7.69 percent of SI, HI, PD, MR, MD, VI and LD male responded that their teachers do not ensure their participation in the project given to the class.

It can be seen in the Table 2 that 88.00, 88.89, 94.74, 50.00, 75.00, 91.11 and 52.17 percent of SI, HI, PD, MR, MD, VI and LD female and 91.30, 80.00, 80.00, 70.00, 87.50, 84.04, and 69.23 percent of SI, HI, PD, MR, MD and LD male responded that they are given the permission to participate in debate competition whereas 12.00, 11.11,5.26, 50.00, 25.00, 8.89 and 47,83 percent of SI, HI, PD, MR, MD, VI and LD female and 8.70, 20.00, 20.00, 30.00, 12.50, 15.96 and 30.77 percent of SI, HI, PD, MR, MD, VI and LD male responded that they are not given the permission to participate in debate competition in the special school.

P-ISSN: 2204-1990; E-ISSN: 1323-6903

DOI: 10.47750/cibg.2019.25.01.012

FINDINGS OF THE STUDY

On the basis of the analysis of the data, following are the findings of the present study:

- Majority of visual and hearing male and female students are helped by their teachers in understanding difficult content taught in the class.
- Majority of visual and hearing impairment female and male students are provided the extra instruction by the teachers if needed in understanding the content.
- Majority of visual and hearing impairment female and male students are helped by the teachers in understanding the subject matter even outside the classroom.
- Majority of visual and hearing impairment female and male students are provided the extra help by their teachers outside the classroom also.
- Majority of visual and hearing impairment female and male students are permitted to present the project in the class by their teachers.
- Majority of both female and male visual and hearing impaired students are ensured the participation in the project by the teachers.
- Majority of visual and hearing impaired female and male students except half of mentally retarded, learning visual and hearing impaired female students are permitted to participate in the debate competition in the school.

CONCLUSION

According to the findings of the study, the majority of students with visual and hearing impairments in mainstream classrooms are assisted by their teachers in comprehending challenging topics and are given additional assistance in their studies. Teachers guarantee that they participate in the school's curricular activities, which aids in their academic development. As a consequence of the overall findings, it can be stated that integrating children with special needs into normal classrooms aids their academic achievement. Teachers' attitudes have changed, which has aided in the successful integration of students with visual and hearing impairments.

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