

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

Mir Waseem Khaliq

*(Ph.D Research Scholar, Department of Psychology, MLB, Govt. College of Excellence, Affiliated
With Jiwaji University Gwalior, M.P)*

Hilal Ahmad Ganie

(Ph.D Research Scholar, Department of Psychology, Jiwaji University Gwalior, M.P)

Dr. Anita Tiwari

(Associate Professor, Department of Psychology, MLB, Govt. College of Excellence, Gwalior, M.P)

ABSTRACT

This study is an attempt to investigate the academic performance of the visual and hearing impairment in Special school students. For this study a sample of 264 children with visual and hearing impairment were selected from Baramulla and Srinagar districts of Jammu and Kashmir. The result of the study shows that the children with special needs (CWSN) are helped and supported by their teachers in their academics in the special schools. The overall result indicates the maximum help and support to the CWSN by their teachers in their academic performance in special schools.

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

INTRODUCTION:

Education is one of the most important aspects of human resource development. Poor school performance not only results in the child having a low self-esteem, but also causes significant stress to the parents. There are many reasons for children to underperform at school, such as, medical problems, below average intelligence, specific learning disability, attention deficit hyperactivity disorder, emotional problems, poor socio-cultural home environment, psychiatric disorders and even environmental causes. The information provided by the parents, classroom teacher and school counsellor about the child's academic difficulties guides the paediatrician to form an initial diagnosis. However, a multidisciplinary evaluation by an ophthalmologist, otolaryngologist, counsellor, clinical psychologist, special educator, and child psychiatrist is usually necessary before making the

4th International Conference on Multidisciplinary Research

Osmania University Centre for International Program, Osmania University Campus, Hyderabad (India) (ICMR-2019)  Conference World

2nd February 2019, www.conferenceworld.in

ISBN:978-93-87793-67-5

final diagnosis. It is important to find the reason(s) for a child's poor school performance and come up with a treatment plan early so that the child can perform up to full potential

Academic achievement or (**academic**) **performance** is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative GPA and completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its student's academic achievements. A school with more academic achievements would receive more money than a school with less achievement. Individual differences influencing academic performance

Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by tests and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness.

Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement.

Parent's academic socialization is a term describing the way parents influence students' academic achievement by shaping students' skills, behaviours and attitudes towards school. Parents influence students through the environment and discourse parents have with their children. Academic socialization can be influenced by parents' socio-economic status. Highly educated parents tend to have more stimulating learning environments. Further, recent research indicates that the relationship quality with parents will influence the development of academic self-efficacy among adolescent-aged children, which will in turn affect their academic performance.

Children's first few years of life are crucial to the development of language and social skills. School preparedness in these areas help students adjust to academic expectancies.

Indirect evidence suggests that physical activity could affect academic achievement. Studies have shown that physical activity can increase neural activity in the brain. Exercise specifically increases executive brain functions such as attention span and working memory. Non-cognitive factors

Non-cognitive factors or skills, are a set of "attitudes, behaviours, and strategies" that promotes academic and professional success, such as academic self-efficacy, self-control, motivation, expectancy and goal setting theories, emotional intelligence, and determination. To create attention on factors other than those measured by cognitive test scores sociologists Bowles and Gintis coined the term in the 1970s. The term serves as a

distinction of cognitive factors, which are measured by teachers through tests and quizzes. Non-cognitive skills are increasingly gaining popularity because they provide a better explanation for academic and professional outcomes.

REVIEW OF LITERATURE

Smith, et al. (1982) studied the effects of cooperative and individualistic instruction on the achievement of handicapped, regular and gifted students and focused and found that the cooperative learning experiences promoted higher achievement, greater retention, more positive attitudes among students and higher self esteem as compared to individualistic learning experiences and also concluded that the 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) studied the perceptual motor problems of learning Disabled and Non-Learning Disabled children in the age range of 5-10 years and concluded that the children who were poor in perceptual skills were also inferior in their academic performance.

Baker and Walberg (1994) conducted a study on the effects of inclusion on learning and found that students with intellectual Disability educated in regular classes do better academically and socially than comparable students in non-inclusive settings.

Hunt, et al. (1994) investigated the academic achievement of students with multiple, severe disabilities in the context of cooperative learning groups in inclusive classrooms. They demonstrated empirically that students with disabilities could acquire basic communication and motor skills through interactions with peers without disabilities who provided them with cues, prompts, and consequences.

Keefe and VanEtten (1994) studied the academic and social outcomes of students with moderate to profound disabilities in integrated settings. Higher levels of 'active academic responding' and lower levels of competing behaviour were found in students with severe disabilities in general education settings as compared to segregated settings.

4th International Conference on Multidisciplinary Research

Osmania University Centre for International Program, Osmania University Campus, Hyderabad (India) (ICMR-2019)  Conference World

2nd February 2019, www.conferenceworld.in

ISBN:978-93-87793-67-5

Sharma (1997) conducted a study to find out the effectiveness of a modified instructional material in science for teaching difficult concepts to hearing impaired children in studying in class II-V in integrated and special schools. The finding revealed that the adaptation of instructional material enhances the level of performance of the subjects with hearing impairment. Children from integrated school performed better than those studying in special schools.

Salend and Duhaney (1999) investigated the impact of inclusion on students with and without disabilities and found that the impact of inclusion programs on the academic performance and social development of students with disabilities has been mixed. The placement of students without disabilities in inclusion programs does not appear to interfere with their academic performance and has several social benefits for these students.

Dutt (2001) undertook a study on social acceptance and problems associated with mental retardation and concluded that there is marked difference in the level of achievement or performance amongst the mild mentally challenged pre-adolescent individuals, if lots of parental love and affection as well as acceptance are given to them.

Peetsman, et al. (2001) investigated the extent to which pupils in different forms of special primary education and regular primary education differed in their academic development and found that pupils in special education do less well in academic performance than pupils in regular education.

Parica, et al. (2002) conducted a study on the outcomes of students with learning disabilities in inclusive and pullout programmes and found that students studying in inclusive classrooms earned higher grade, achieved higher or comparable scores on standardized tests, committed no more behavioural infractions and attended more days of school than did students taught in pull out special education classrooms.

NEED AND SIGNIFICANCE OF THE STUDY

The review of related literature shows that a few research studies have been conducted on the academic performance of the children with visual and hearing impairment of special schools. The present study is an attempt in the direction of assessment of the academic integration and support to the children with visual and hearing impairment by their teachers in the special schools. As this aspect is very significant and therefore it need to be studied so that their academic performance may be enhanced and their integration in the special school could be made successful.

OBJECTIVES OF THE STUDY

Following were the objectives for the study:

1. To explore the various forms of help and support provided by the teachers in helping the visual and hearing impaired children in improving their academic performance in special schools.
2. To find out the extent to which the visual and hearing impaired children receive help by their teachers in their academic performance.

4th International Conference on Multidisciplinary Research

Osmania University Centre for International Program, Osmania University Campus, Hyderabad (India) (ICMR-2019)  Conference World

2nd February 2019, www.conferenceworld.in

ISBN:978-93-87793-67-5

3. To study the opportunities provided in the school to the children with visual and hearing impaired helpful in enhancing 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 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:

Item description	Gender	Response	PHYSICAL IMPAIRMENT													
			SI		HI		PD		MR		MD		VI		LD	
			N	%	N	%	N	%	N	%	N	%	N	%	N	%

4th International Conference on Multidisciplinary Research

Osmania University Centre for International Program, Osmania University Campus, Hyderabad (India) (ICMR-2019) 

2nd February 2019, www.conferenceworld.in

ISBN:978-93-87793-67-5

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 classroom	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
	Male	Yes	22	95.65	15	100.00	18	90.00	10	100.00	08	100.00	90	95.74	50	96.15
		No	01	4.35	00	00	02	10.00	00	00	00	0.00	04	4.26	02	3.85

*SI-Visual impairment, HI-Hearing impairment, PD-physical Disability, MR-Mental Retardation, MD-Multiple Disability, 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 responded 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

4th International Conference on Multidisciplinary Research

Osmania University Centre for International Program, Osmania University Campus, Hyderabad (India) (ICMR-2019) 

2nd February 2019, www.conferenceworld.in

ISBN:978-93-87793-67-5

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:

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

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.

4th International Conference on Multidisciplinary Research

Osmania University Centre for International Program, Osmania University Campus, Hyderabad (India) (ICMR-2019)  Conference World

2nd February 2019, www.conferenceworld.in

ISBN:978-93-87793-67-5

- 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

The findings of the study suggest that majority of the children with visual and hearing impairment in mainstream classroom are helped by their teachers in understanding the difficult content in the class and provided the additional help in their studies. Teachers ensures their participation in the curricular activities of the school which helps them in their growth in academic performance. From the overall result it may be concluded that the children with special needs are helped in their academic performance through their integration in mainstream classroom. The attitudinal change of the teachers has helped in making the integration of the children with visual and hearing impairment successful.

REFERENCES

1. Anand, C.L. and Padma, M.S “Correlates of achievement: A trend Report”. In third survey of Research in Education:1978-1983. New Delhi: NCERT.p.648.
2. Bartone, P. T. (2009). "Academic stress and health: Exploring the moderating role of personality hardiness". *Scandinavian Journal of Educational Research* 53 (5): 421–429. DOI:10.1080/00313830903180349
3. Good, C.V. (1959).*Dictionary of Education*. New York: McGraw-Hill Book Company.
4. Holbrook, M.C. (1996).*Children with hearing Impairments -A Parents' Guide*. Woodbine House, Inc.
5. Jimenez, B. M., Natera, N. I. M., Munoz, A. R., & Benadero, M. E. M. (2006). Academic performance as moderator variable of burnout syndrome in firefighters". *Psicothema* 18(3): 413–418.
6. Kalita, D.K. (2007). Evaluation of the functioning of alternative and innovative education centres with focus on retention of mainstreamed children in the formal schools. Abstracts of research studies in elementary education (2003-2009) Research, Evaluation and studies Unit Technical support group for SSSA EdCIL(India)Ltd 2010. New Delhi:MHRD.p.126.
7. Peetsma , T., vergeer, M , karsten, s., & Roeleveld, J.(2001). Inclusion in education: comparing pupils development in special and regular education. *Educational review*: vol.53.No.2.pp.114-126