

A Comparative Study of Academic Achievement on Hearing Impaired and Normal Students

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Abstract:

The present study was undertaken to know about comparative study of academic achievement of hearing impaired and normal students. For the present study of sample 160 students will be selected. In the present study purposive sampling technique will be used. The study focuses on the actual need of hearing impaired students for academics. To take them in mainstream, we should aware about their special need. The finding of the study revealed that academic achievement will be low in hearing impaired students due to language barrier and much more. If the gap is fulfilled by trained and skilled teacher they can also do better in academics.

Keywords: Academic achievement, Hearing impaired students , normal students

Introduction

Academic Achievement

Academic performance of students is the centre around which whole education system revolves. The success and failure of any institution is measured in terms of academic achievement of students which were performed during exams. There are many reports showing that the academic achievement of hearing impaired student often lag for their communication skill gap (Lang, 2003). But most of hearing students having normal intellectual capacity and they performed well in non verbal test. Hearing loss is no limitation to measure their capabilities. Most of the studies found that students with hearing impaired have normal intellectual capacities and it has been repeatedly demonstrate that their score in non verbal intelligent test are approximately same

those of the general population. Hearing impairment imposes no limit on cognitive capabilities of individuals (Moore, 1987).

Students with hearing impairment, even having high intellectual capabilities are a disadvantage of acquiring language skills (Norris, 1997). Students with significant hearing loss lag behind hearing impaired children on mathematics achievement test by roughly three years, despite normal quotient (Traxler, 2000). The knowledge of day to day life like monetary value is

Review related literature

Powers (2007) focuses the different cause of deficiencies in academic achievement of hearing impaired children in contrast to their hearing peers. His result shows that reading is one of the most affected academic activities, because generally hearing impaired students achieve only one third reading growth as compared to their hearing peers. The other academic area affected by hearing loss in mathematics.

Mitchell (2008) in their paper titled “Academic achievement of deaf student.” Study revealed that there is a large gap between deaf student and non disabled peer group. This gap indicates the need of special training for understanding the curriculum.

Majid and Rehman (2015) in their paper titled “ the effect of early diagnosis of hearing loss on school performance of children” the study carried a sample 52 students of primary class, their parents and teachers. Result indicates that majority of students deaf since childhood can perform better when early diagnosis occur and direction given to them to their need.

Mwanyuma (2016) in their paper titled factors influencing the academic achievement of deaf learner in Kilifi country, Kenya: A Case of Sahajanand school for deaf” study discuss about many more factors which influence the academic achievement of hearing impaired students.

Naz (2017) in their paper titled “Academic achievement of hearing impaired, visually impaired and orthopedically impaired higher senior secondary school of Kashmir, J&K.” the result found that hearing impaired academic achievement is lowest followed by orthopedically and then visually impaired.

Statement of the problem

“A comparative study of academic achievement on hearing impaired and normal students”.

Independent and dependent variables

The dependent variables are hearing impaired and normal boys and girls . The independent variable are academic achievement.

Methodology

Statistical techniques are the collection of methods employed to analyze the data or the organized material in order to discover inherent facts, which further help to determine the sound conclusions and valid generalizations. In the present study the investigator analyzed the data by employing descriptive as well as inferential statistics.

Sample

A sample is a small subset of the population that has been chosen to be studied. It is the representative proportion of a population. The main function of the sample is to allow the researchers to conduct the study on the individuals selected from the population so that the results of the study can be used to derive conclusions that will apply for the entire population. The purposive sampling is used for this research work.

RESEARCH TOOLS

General Class-room Achievement Test

The respondent were given General Classroom Achievement test, developed by *K. Singh* and *A. Sen Gupta*. It consist of 77 items with maximum possible score 100. This test consist of three sections namely English achievement test, science achievement test, social science achievement test . For every correct answer there are three options were available. The reliability of test GCAT , test- retest reliability with the gap of 14 days on a sample of 100 students was, .782 and for split half .754 for GCAT.

Discussion and Suggestion of the study

Academic achievement of Hearing Impaired children has been found to be low. There are various reasons for the low academic achievement of these HI children. During the last few years, trained and competent teachers have been appointed, some new methodologies & pedagogical approaches have been used. Therefore, it may be suggested that if the self confidence and will power of the HI children are interwoven in them, they may also show their excellence in the academic field. Involvement in co-curriculum activities has been found to be good for all round development of personality. The impaired children sometimes feel neglected or rejected which may create emotional problems and stress on them. So, parents need to take extra care while dealing with the impaired children. Schools may also organize counseling programme for parents. Higher academic achievement will definitely lower down the failure rates of HI children. Parents, teachers & institutional heads need to adopt suitable technique for increasing the academic achievement rates. There are a few number of special schools meant for the Hearing Impaired children not only in our state, but also in the whole country.

OBJECTIVES OF THE STUDY:

1. To study the academic achievement of hearing impairment and normal students.
2. To study the academic achievement of hearing impairment and normal girls.
3. To study the academic achievement of hearing impaired and normal boys.

HYPOTHESIS

1. Difference does not exist in the academic achievement of HI and normal students
2. There is no significant difference in the academic achievement normal and hearing girls.
3. Significant difference does not exist in the academic achievement of HI and normal boys.

LIMITATIONS

- As India is a vast country is difficult to cover entire geographical area in single study therefore the researcher will select the sample only from district Lucknow of central U.P.

- The dependent variables measured in the study is academic achievement with limited dimensions.
- The independent variables like hearing impairment and normal students ,boys and girls were taken into consideration on selected sample only.
- The number of student included in the sample is 160 only.

Although various statistical techniques should have been used for analysis of the data but due to paucity of time only t- test has been employed for the statistical treatment of data.

Significance of the study

There are very few studies done on academic achievement of hearing impairment students. They are also the pillar of our society like us so we have to focus on the improvement of their studies so that they perform their best for society. With the help of this study researcher wants to focus on the flaws of their academic achievement.

Findings

HYPOTHESIS -1

Table 1. H₀ Significant difference does not exist in the academic achievement of HI and normal students.

Here there are two groups of hearing impaired and normal , the data were tabulated and analyzed with help of t- test the result are;

Sample	N	M	S.D.	Df	t-value	Significance level
Hearing Impaired	80	40.65	6.275	158	9.27	Significant
Normal students	80	49.89	6.321			

From the above it is evident that “t” value 9.27 is significant at 0.05 level with df = 158. It reflects that mean score of academic achievement between normal and hearing impaired are differing significantly. In this context the **Null hypothesis, “Significant difference does not exist in the academic achievement of HI and normal students..” is rejected.** Therefore it may be said that academic achievement effects the hearing impaired and normal students..

HYPOTHESIS -2

Table 2. H₀ There is no significant difference in the academic achievement normal and hearing girls.

Here there are two types of students normal and hearing impaired., the data were tabulated and analysed help of t-test the result are ;

Sample	N	M	S.D.	Df	t-value	Significance level
HI girls	40	42.08	6.34	78	4.710	Significant
Normal girls	40	48.30	5.44			

From the above it is evident that “t” value 4.710 is significant at 0.05 level with df = 78. It reflects that mean score of Academic achievement between hearing impaired and normal girls are differing significantly. In this context the **Null hypothesis, “There is no significant difference in the academic achievement normal and hearing girls..” is rejected.**

HYPOTHESIS -3

Table 3. H₀ Significant difference does not exist in the academic achievement normal and hearing boys.

Here there are two groups of students normal and hearing impaired., the data were tabulated and analyzed help of t-test the result are ;

Sample	N	M	S.D.	Df	t-value	Significance level
HI Boys	40	39.23	5.94	78	8.584	Significant
Normal Boys	40	51.48	6.794			

From the above it is evident that “t” value 8.584 is significant at 0.05 level with df = 78. It reflects that mean score of academic achievement between normal and hearing boys are differing significantly. In this context the **Null hypothesis, “Significant difference does not exist in the academic achievement normal and hearing boys.”**is **rejected** Therefore it may be said that there is difference on academic achievement level of hearing and normal boys.

INTERPRETATION

1. The Null hypothesis, There is no significant difference in the academic achievement normal and hearing impaired is rejected.
2. Null hypothesis, No significant difference exists in the academic achievement of normal and hearing girls is rejected.
3. Null hypothesis, Significant difference does not exist in the academic achievement normal and hearing boys is rejected.

AREAS OF FURTHER RESEARCH

As research is the continuous and systematic process in pursuit of truth. On other hand it answer the crucial question related to the phenomenon under consideration. In the process, he investigates raiser certain new question which should be answered through fresh studies undertaken by interested researcher. In this area the major emerging questions are;

- As mentioned scope of the present study is limited person only . Similar study can be planned on other type of disability.
- The geography area which has been taken for research purpose is very limited. Therefore larger area may also include other district .
- The present study has laid stress upon students therefore further research on teacher and parents also.

CONCLUSION

First I will summarize the findings of the research and it will be followed by a critical evaluation of the research process. Thereafter, I will discuss what I have learned from this research and how I will implement this knowledge, experience and research findings to my professional practice. Finally, the limitations of the study will be presented and plans for further research will be made.

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