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E-Journal of Research

ISSN NO: 2395-339X

A Comparative Study on Academic Achievement of Hearing Impaired with Normal Children in Inclusive Education

Raju Thalathot¹, Vijay Raj Bollapalli, Naga Raju Bollikonda, S.Santhi Prakash*

ABSTRACT

Hearing Impaired (HI) learners particularly the individuals who are Mild and Moderate hearing loss have been an ever growing and challenging in educational facet. Hearing debilitation is one of the disabilities that can influence understudies' capacities to learn, and understanding these issues is fundamental to helping understudies beaten them. For a child, hearing is a fundamental instrument of learning, playing, and creating social skills in this manner hearing loss can significantly influence his/her life. Hearing impairment can make it troublesome for a child to do well in school for some reasons. Over the past few decades, in several developed countries, a trend has been found whereby the children with special needs are placed in the mainstream education system along with other children. This trend has been termed as integration or mainstreaming. However, more recently, it is popularly called "inclusion". Inclusion is a process whereby the students with various disabilities become the part of general education classrooms. For this study the children of particular inclusive schools are considered as respondents. In order to select the samples for the study, the stratified random sampling will be applied. In this research work, both primary and secondary data are used. The various findings of the research will be analyzed statistically and interpreted with the help of various statistical methodologies. A sample of 150 boys and girls with and without hearing impairment were selected by using purposive sampling technique in inclusive schools located in Hyderabad and Ranga Reddy Districts. There is a huge contrast between the mean scores of the Achievement of hearing Impaired Children when compared with that of the normal children in inclusive education Programs in the inclusive schools of Hyderabad and Ranga Reddy District.

Key words: Inclusive education, Hearing impairment, Academic achievement, Sign Language, Communication, Deaf learners.

Introduction:

Training assumes a huge part in serving a durable impact on an individual's psyche and capacity. It is an amazing instrument of social change that regularly starts upstanding development in the social construction. Also, it is an essential need for all individuals as it is perceived as an essential method for acquiring freedom, citizenship privileges, suitable business, financial power, and self-strengthening (UNICEF, 2007). Hearing Impaired (HI) students especially the people who are hard of hearing have been a subject of instructive consideration for quite a while. Believe it or not, precise educating of the meeting debilitated is horribly impacted by inclination from hearing teachers and gatekeepers who believed that hard of hearing youngsters are either unequipped for learning or have real obstructions to

Raju Thalathot¹, Vijay Raj Bollapalli, Naga Raju Bollikonda, S.Santhi Prakash
Research Scholar, Career Point University, Kota, Rajasthan
Research Supervisor and Reader in Special Education, SRC, AYJNISHD

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E-Journal of Research

ISSN NO: 2395-339X

their potential considering their deafness and nonattendance of or mangled talk. Fortunately, different assessments show that these predispositions are ridiculous it is communicated that having the ability to do scholastic examination is a crucial and huge principal capacity.

This alludes to sorted out encounters that happen in the educational procedure that include the instructional grouping, the subjects educated, the subject content, the school and classroom environment and other exercises that occur inside and outside the classroom. It gives guidelines on the content, succession of exercises, teaching techniques/format, time plans, educational resources and evaluation procedures. Its system is intended to show average learners

Sign Language – This is visual language with its very own structure and uses manual signs that have meaning and are used to pass message. This is the primary language for learners with hearing disabilities and used in school and other settings. It is constantly used alongside the other communication approaches. It is the backbone of communication of learners with HI in any setting. **Language of Instruction** - This is the language used by teachers in delivering educational modules content to learners. For Deaf Learners, the prescribed language of instruction is Sign Language, which alludes to hand and arm movements used to communicate. **School Environment** - This alludes to infrastructure and offices accessible in the school for the Deaf that's bolsters learning and general prosperity of the understudy. It includes the physical environment just as school arrangements, disciplinary procedures and the general school culture that influences learners and school staff. **Socio-Cultural Factors** - These are societal forces that influence conduct and lifestyle of a community. They include customs, religion, language, convictions, values, economic status, governmental issues and laws that influence individuals from a community. **Teaching and Learning Resources** - These are materials, for example, content, recordings and visual aids used by teachers and learners in the teaching-learning process.

Literature Review:

The term inclusion is defined as partial or full inclusion in regular classrooms, the level of inclusion dependent upon the severity level of the student's types of disabilities included in the class and the level of additional support available for those students. All successful system of inclusion requires that the community belief in the competence of the education system to meet the needs of all the students. Parents especially should have confidence in the capacity of the school in education their children with special needs (Bollapalli VR, Prakash S, 2019). With the current policies of inclusion, children with special needs are increasingly being educated with their non- disabled peers in the regular classroom. Inclusion values the active participation of every child as a full member of his or her family, community, and society (Diamond and Hong, 2010). —Children's knowledge and skills are developed through their interactions with each other. (Frankel et al. 2010). The Government of India has created numerous policies around special education since the country's independence in 1947. One of the earliest formal initiatives undertaken by the GOI was the Integrated Education for Disabled Children (IEDC) scheme of 1974 (NCERT, 2011). The Kothari Commission (1966) which highlighted the importance of educating children with disabilities during the post-independence period (Pandey 2006).

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Research regarding possible inclusion-based benefits suggests that educating students who are DHH in general education classrooms enables them to practice their language skills with hearing peers and develop rich vocabulary knowledge. Being placed in a hearing environment helps to facilitate their lives as it permits them to more easily communicate with hearing people and allows students who are DHH had greater opportunities to be a part of the hearing communities where they live (Berndsen&Luckner, 2012; Eriks-Brophy et al., 2006)

Need for the Study:

A mentality is an individual's perspective with regards to a thought or item in his/her day to day existence and it very well may be either sure or negative. It is important to have an uplifting perspective towards a provided task to do it adequately, and it is valid that a singular will put more exertion in a program that is seen to be positive and practical. It is important to examine the learners particularly the individuals who are Mild and Moderate hearing loss have been an ever growing and challenging in educational facet. Hence there is a need for a study.

Objectives:

To compare the Academic achievement of the students with hearing impairment with that of the Normal Children in the inclusive setting.

Limitations of the Study:

The study was conducted at 10 various schools which has inclusive setup and its supportive systems in Hyderabad, Ranga Reddy District, Telangana; it cannot be a representative sample of the whole population of India. Further studies with an enlarged sample drawn from all the provinces of India are needed for a successful inclusive education; parents of children with and without disabilities should be informed about this process.

Sample: Population of this study is the parents of students with and without Hearing Impairment studying in inclusive schools. Sample size has been determined by using Krejcie & Morgan sample size table (1970) keeping in view of the population of children with Hearing impairment as there are very less when compared with that of the normal children population.

Sample Size: A sample of 150 Male and female students with and without hearing impairment will be selected by using purposive sampling technique in inclusive schools located in Hyderabad and Ranga Reddy Districts.

Hypothesis:

There was a significant difference when compared the Academic achievements of children with and without disabilities towards education in the inclusive setup.

Methodology:

The researcher discussed with the school authority about the purpose of the study and the procedures to be adopted. At a subsequent meeting, 150 children who attended regular schools were invited to participate in the study. General Achievement Test in the Classroom Students with hearing impairments was offered Formative and Summative Assessments as well as General Classroom Achievement tests. 75 students with hearing disorder and 75 students with natural hearing took part in the test. The English achievement test, the mathematics achievement test, and the environmental sciences achievement test are the three

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parts of this examination. The evaluation included both question and objective types. Each paper had a score of 50 points.

Results and Discussion

Academic performance was shown to be poor in 75 Hearing Impaired students. The poor academic performance of these HI children may be attributed to a number of factors. Over the past two years, innovative methodologies and pedagogical methods have been implemented, as well as the appointment of qualified and professional instructors. “For example, teaching simple academic vocabulary, adjusting material to their needs, simplifying the language, explaining new phrases, utilizing more visual aids, and smart board teaching with video lessons for easy intellectual comprehension. The academic achievement of 75 students with hearing disability who are enrolled in regular schools improved by 20% to 30% after introducing both of these strategies. It is possible that if the HI children's self-confidence and willpower are intertwined in them, they would also demonstrate academic excellence. Participation of co-curricular programs has been shown to be beneficial to overall personality growth. To raise academic achievement rates, parents, instructors, and institutional heads must use appropriate techniques.

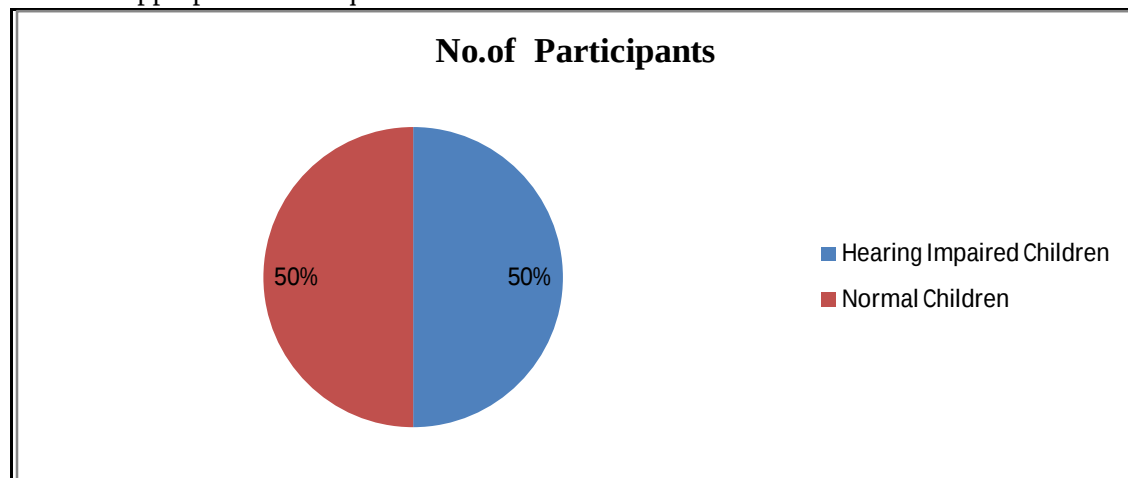


Figure-1.1: Type wise Participants Distribution

The Figure-1.1 shows that there were 50 % of the participants are Hearing Impaired and 50% are Normal Children who Participated and responded to the Scale Questionnaire.

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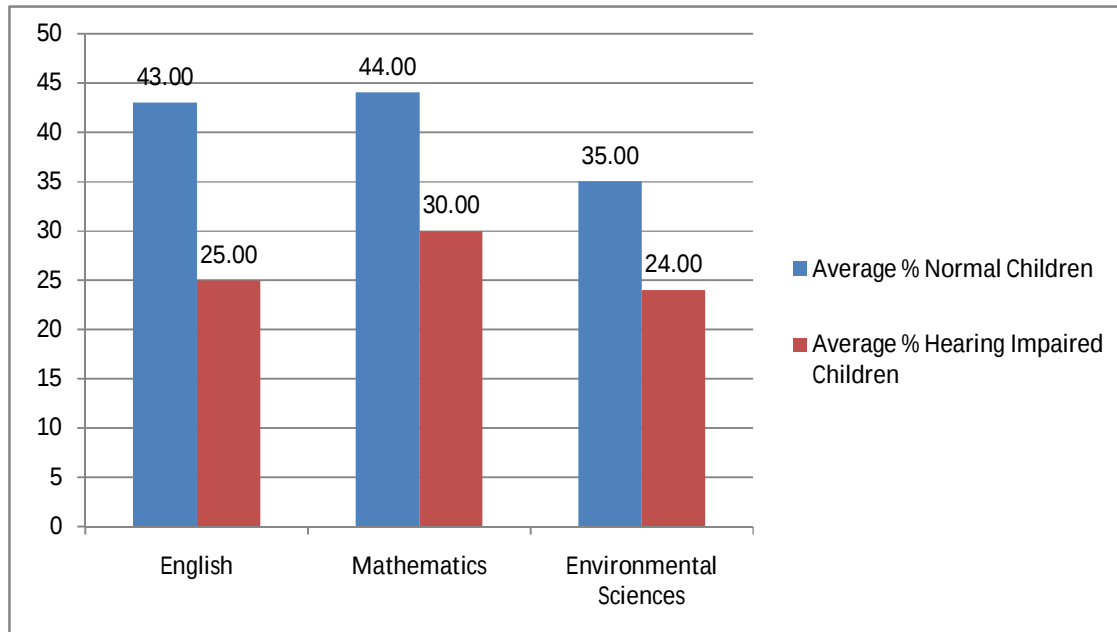


Figure-1.2: Academic Achievement of Participants Category wise

The Figure-1.2 shows that the hearing impaired children secured 25% when compared with that of the normal children were 43% in English, the hearing impaired children secured 30% when compared with that of the normal children were 44% in Mathematics and the hearing impaired children secured 24% when compared with that of the normal children were 35% in Environmental Sciences.

Conclusion:

There have been relatively few reports on the academic performance of students with hearing disability. They, like us, are pillars of our community, but we must concentrate on improving their academic performance so that they may contribute their utmost to society. Through the aid of this report, the researcher hopes to demonstrate that by improving special educator competencies and modifying content through various methodologies and pedagogical methods, hearing disabled students can attain academic success.

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