

A Comparative Study on Academic Achievement of Normal Children and Hearing-Impaired Children in Inclusive Education at Primary Level

Esther Rani D V¹, Dr Chandrakala²

¹Research Scholar, Career Point University

²Research Supervisor, Career Point University

Abstract - The aim of this research was to compare the academic performance of hearing impaired and non-hearing-impaired students in inclusive primary schools. A total of 60 students were chosen for this analysis using a purposive sampling technique. The research centers on the academic needs of hearing-impaired students. To integrate them into society, they must be mindful of their special needs. The study's findings showed that hearing disabled students' academic performance would be poor owing to a language barrier and other factors. They will still perform well in academia if the void is filled by qualified and experienced teachers and by following methodologies and pedagogical methods relevant to educating the hearing disabled.

Index Terms – Academic achievement, Hearing impaired students, normal students, language development.

I. INTRODUCTION

Education is the method of transforming a person into a responsible, purposeful, imaginative, artistic, and useful individual. It seeks to maximize an individual's inherent potentials so that he may be beneficial to himself and the community in which he finds himself. Special schools operate alongside standard schools for students who have one or more challenges or impairments (special needs learners). Inclusive curriculum has been described in a variety of forms to meet the learning needs of children who are differently abled. Inclusion is an attempt to ensure that diverse learners – people with disabilities, those that speak various languages and cultures, those who come from varying backgrounds and families, and those that have varied preferences and learning styles

– are included. Inclusive curriculum refers to the inclusion of all children in formal education, regardless of their abilities and shortcomings. It is evident that India's education strategy has shifted to a greater emphasis on children and adults with special needs, with comprehensive education in standard schools being a key policy goal.

Richardson and colleagues (2000) warned that their findings would not extend to deaf students in various school environments, and literature shows that the same students (whether deaf or hearing) may have different attitudes to learning in different contexts.

Inclusive curriculum is a method of improving the educational system's ability to reach out to all students. The goals for “Education for All” were set at the Jometin World Conference in Thailand in 1990, and it was declared that every individual (child, adolescent, and adult) should be able to profit from educational opportunities that meet their specific learning needs. Inclusion is a theory and instructional methodology that gives all students more opportunity for academic and social success. This covers a wide variety of educational, recreational, arts, athletics, music, day care and afterschool care, extracurricular, faith-based, and other programs. Particularly when these children face challenges in the classroom when it comes to learning and engagement. When general education classes become increasingly complex, teachers recognize the importance of accepting each pupil as an individual. Teachers customize activities to involve all students in meaningful multicultural initiatives, even though their particular priorities are different. We've discovered that providing an inclusive curriculum is a better way to ensure that all students excel. According to studies, as pupils are

introduced to the breadth of the general education program, they understand and do well. Children perform well academically in inclusive environments, according to an increasing body of study, and inclusion offers resources for children to build relationships. Friendships, coping abilities, personal values, trust level for individuals with special needs, and nurturing classroom experiences are only a few of the advantages. Friendships have the primary purpose of making people feel cared about, valued, and safe. Low-achieving pupils may get additional assistance in an inclusive school environment even though they do not apply for special education. In inclusive classes, classmates with students with disabilities also improve in social cognition and become more mindful of the needs of others. To address the needs of students with special educational needs, a community-based service staff can build plans for the whole school. This group can also serve as a forum for teachers who are having difficulties with their classrooms. The school is in charge of assisting adolescents in learning with their usually emerging peers. An inclusive school must be prepared to adapt its educational processes, systems, and methodologies to address the needs of all students, particularly those who experience the greatest challenges in fulfilling their right to education. In comparison to their listening counterparts, Powers (2007) reflects on the various causes of deficits in academic performance of hearing-impaired students. Reading is one of the most influenced scholarly practices, according to his findings. Mitchell (2008) named their paper Academic success among deaf students. According to the findings, there is a significant difference between deaf students and their non-disabled peers. This discrepancy means that further instruction is needed to comprehend the program.

REVIEW OF LITERATURE

The academic achievement of students is at the heart of the educational system. Any institution's performance or loss is determined by the academic excellence of its students as calculated by their exam results. Many studies indicate that hearing-impaired students' academic performance suffers as a result of their verbal skills gap (Lang, 2003). However, the majority of deaf students have natural intellectual

ability and do well in nonverbal tests. Hearing deficiency is not a limiting factor in assessing their skills. The majority of studies have shown that students with hearing impairments have natural reasoning abilities, and it has been consistently shown that their nonverbal intelligence test scores are almost identical. Norris et al., 1997. Despite having a typical quotient, students with severe hearing loss fall behind hearing deficient pupils by around three years on math performance tests (Traxler, 2000).

Powers (2007) focuses on the various causes of hearing-impaired children's learning performance deficits in comparison to their hearing peers. His findings indicate that reading is one of the most effected learning tasks, as hearing-impaired students achieve just a third of their hearing peers' reading progress. The other learning field where hearing deficiency has an effect is mathematics.

Mitchell (2008) Academic success of deaf students, they wrote in their article. According to the findings, there is a significant difference between deaf students and their non-disabled peers. This discrepancy means that further instruction is needed to comprehend the program.

Majid and Rehman (2015) The research included 52 primary school pupils, their parents, and teachers in their paper titled the impact of early detection of hearing loss on school success of children. The findings show that when students who have been deaf since infancy are diagnosed early and provided appropriate guidance, they will do well.

Mwanyuma (2016) Many more factors that influence the academic achievement of hearing-impaired students are discussed in their paper titled factors influencing the academic achievement of deaf learners in Kilifi Country, Kenya: A Case of Sahajanand School for Deaf.

Naz (2017) Academic performance by hearing disabled, physically challenged, and orthopedically affected upper senior secondary school students, they wrote in their study. Children with early signs of speech-language pathologies are more likely to struggle academically in their youth (Lewis et al., 2015; Watson et al., 2003; Young et al., 2002). Despite the fact that many states strive to make critical language screening and early intervention available to all children in the first two years of childhood, many children are only recognized after

they reach an early education environment or kindergarten. Reading, comprehension, and conversation stages in grade two, puberty, and adulthood are also closely linked to impairments in early spoken language abilities (Johnson, Beitchman, & Brownlie, 2010; Lewis et al., 2015; Snow, 2016; Tomblin, Zhang, Buckwalter, & Catts, 2000). Fundamental language skills, in particular, are needed for the effective growth of reading and comprehension skills early in life. Foster and Miller (2007) discovered that children who did not know phonics when they started school did not completely learn this skill until third grade, while their peers who knew phonics when they started school had already begun language decoding and comprehension. The failure to keep up with the primary school reading program maintains an initial disparity in skills, such as in early speech and vocabulary (Justice, Invernizzi, & Meier, 2002). A particular preschool age is extremely predictive of later results in a broad variety of academic fields such as comprehension, algebra, and multiple developmental difficulties and loss of basic skills, in addition to general literacy deficits (e.g. phonological awareness, alphabet knowledge, letter sound knowledge, etc.)

Rose and Cole (2002) Inclusive Education in the United States: Beliefs and Practices Among Middle School Principals and Teachers is the topic of my study. The countrywide research looked at school policy issues that included inclusive curriculum. Principal respondents expressed a strong degree of input as it came to preparing for children with disabilities who were serving in general classrooms.

Cole (2002) A Comparison of Teachers Attitudes Towards their Included Students with Mild and Severe Disabilities, according to the report.

Smith (2004) conducted a study on Teachers' Preparation for Inclusive Education. The training of teachers for the implementation of the new policies received a lot of attention in this study.

METHODOLOGY

The participants in this research were 30 children with hearing disability who were enrolled in comprehensive schooling in primary schools. The descriptive procedure is used to pick the samples for the analysis. The sample's primary purpose is to

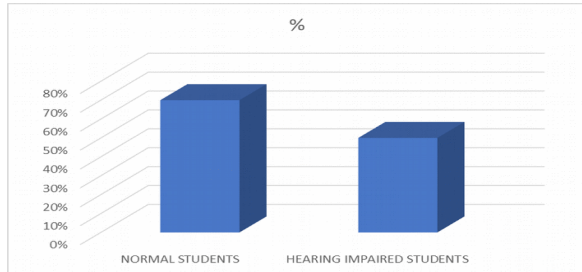
encourage researchers to perform studies on individuals chosen from the community so that the findings can be used to draw conclusions that extend to the whole population. This study employs the technique of purposive sampling.

RESEARCH TOOLS

General Achievement Test in the Classroom Students with hearing impairments were offered Formative and Summative Assessments as well as General Classroom Achievement tests. Thirty students with hearing disorder and thirty 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 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 30 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 output of 30 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.



The graph represents that the comparative study between the academic performance of students with hearing impairment and the normal hearing students.

Significance

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.

REFERENCE

- [1] Avramidis, E., Bayliss, P., Burden, R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special education needs in the ordinary school in one local education authority. *Educational Psychology*, 20(2), 191-212.
- [2] Diebold, M. H. and Trentham, L. L. (1987). Special educator predictions of regular class teacher attitudes concerning mainstreaming. *Teacher Education and Special Education*, 10(1): 19-25.
- [3] Elkins, J. (1998). The school context. In A. Ashman & J. Elkins (Eds.), *educating children with special needs* (3rd ed., pp. 67 – 101). Sydney: Prentice Hall.
- [4] Grenot-Scheyer, M., Jubala, K. A., Bishop, K. D., Coats, J. J. (1996). *The inclusive classroom*. Westminster: Teacher Created Materials, Inc.
- [5] Harvey, D. H. P (1985). Mainstreaming: teachers' attitudes when they have no choice about the matter. *Exceptional Children*, 32, 163-173.
- [6] Hodge, S. R. and Jansma, P. (2000). Physical education majors' attitudes towards teaching students with disabilities. *Teacher Education and Special Education*, 23(3), 211-224.
- [7] Holcomb, Thomas, K., *Deaf students in the mainstream: A study in social assimilation*. Unpublished Dissertation, University of Rochester, 1990, quoted by Verma, M.S., op.cit.
- [8] Holcomb, Thomas, K., *Deaf students in the mainstream: A study in social assimilation*. Unpublished Dissertation, University of Rochester, 1990, quoted by Verma,
- [9] Jobe, D., Rust, J. O. and Brissie, J. (1996). Teacher attitudes toward inclusion of students with disabilities into regular classrooms. *Education*, 117 (1), 148-154.
- [10] Knight, B. A. (1999). Towards inclusion of students with special educational needs in the regular classroom. *Support for Learning*, 14(1), 3-7.
- [11] Lampropoulou, V. and Patellidae, S. (1997). Teachers of the deaf as compared with other groups of teachers: Attitudes towards people with disability and inclusion. *American Annals of the Deaf*; 142(1), 2633.
- [12] Lang, H. G. (2003). Perspective on the History of Deaf Education. In Mashark, M.& P. Spencer (Eds). *Oxford handbook of Deaf Studies, Language and Education*. New York, Oxford University press.
- [13] Lang, H. G. (2003). Perspective on the History of Deaf Education. In Mashark, M.&P. Spencer (Eds). *Oxford handbook of Deaf Studies, Language and Education*. New York, Oxford University press.
- [14] Lewis, R. B. and Doorlag, D. H. (2003). *Teaching special students in general education classrooms* (6th Ed.). New Jersey: Merrill Prentice Hall.
- [15] Leyser, Y. and Tappendorf, K. (2001). Are attitudes and practices regarding mainstreaming changing? A case of teachers in two rural school districts. *Education*, 121(4), 751-760.
- [16] McCain, K. G. and Antia, S. D. (2005). Academic and social status of hearing, deaf, and hard of hearing students participating in a co-enrolled classroom. *Communication Disorders Quarterly*, 27(1), 20-32.

- [17]Meadow, K. P. (1980). Deafness and Child Development. Berkeley, CA: University of California Press.
- [18]Meadow, K. P. (1980). Deafness and Child Development. Berkeley, CA: University of California Press.
- [19]Ministry of Human Resources Development (MHRD). Annual Report 2002-2003. New Delhi: GOI.
- [20]Morse, D. F. (1987). Educating the Deaf: Psychology, Principles and Practice. (3rd Edition) Boston: Houghton Mifflin
- [21]Moore, D. F. (1987). Educating the Deaf: Psychology, Principles and Practice. (3rd Edition) Boston: Houghton Mifflin
- [22]National Policy on Education (1986). HRD Ministry.
- [23]Norris, C. (Ed.) (1975). Letters from Deaf Students. Eureka, C. A. Alinda
- [24]Rose, R. and Cole, C. (2002). Special and mainstream school collaboration for the promotion of inclusion. Journal of Research in Special Educational Needs 2(2), 1-17.
- [25]Smith, S. (2004). IDEA 2004: Individuals with disabilities education improvement act: A parent handbook for school age children with learning disabilities: Author House.