ORIGINAL RESEARCH PAPER

Volume-8 | Issue-1 | January-2019 | PRINT ISSN No 2277 - 8179

INTERNATIONAL JOURNAL OF SCIENTIFIC RESEARCH

EMOTIONAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF HEARING IMPAIRED STUDENT AT UPPER PRIMARY LEVEL BASED ON CERTAIN DEMOGRAPHIC VARIABLES.

Education

Jameela P.N Research scholar, Barathiyar University, Coimbathoor.

Dr. Sreeja. S Assistant Professor, Avila college of Teacher Education, Edacochin, Ernakulam.

ABSTRACT

The present study explores the relationship between two social psychological constructs, Emotional adjustment and Academic Achievement of hearing impaired upper –primary school students. Normative survey method has been adopted for the present study. Stratified random sampling was employed for the selection of the sample. The tools used for the study were general data sheet, emotional adjustment Inventory and Achievement test scores of Terminal Examination. The sample included 215 Hearing impaired students of five deaf schools in Ernakulum district. For analyzing the data, the statistical techniques such as Arithmetic mean, Standard deviation, Co-efficient of correlation and Critical ratio were employed. The study concluded that there is a positive significant relationship exists between Emotional adjustment and Academic achievement of Hearing impaired upper-primary school students.

KEYWORDS

INTRODUCTION

"Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities"(John Dewey). The sense of hearing is a crucial aspect of a person. Hearing impairment is an invisible handicap. The hearing impaired carries the burden of many social disadvantages such as feeling of inferiority, fear of social ridicule and embarrassment, inability to complete works with normal pupil , lack of will and self confidence etc. Pupil with hearing loss frequently express feeling of depression, withdrawal and isolation. They possess a large number of personality problems, frustration and difficulties in their attempts to solve their problems and encounter many situations of non-acceptance and misunderstanding. Life adjustment of hearing impaired is complicated as they feel they are dependent upon environmental condition, social norms and family structure. Researches in the field have emphasized that parental status and attitude may be more significant factors in the development and performance of hearing impaired children because they are more likely to spend more time in the home and dependent in the family for social contacts.

Research conducted by hearing review in late 2007 found that there is a number of life issues faced by hearing impaired in a number of areas like social interaction, family acceptance, language and communication, educational achievement, behavioral problems, mental health and safety. Hearing loss of any degree appeared to affect the psycho- educational development adversely, leading to the conclusion that even minimal hearing loss places children at risk for language and learning problems. They had difficulty in maintaining attention and is behind in academic achievement and their grades lower than their hearing peers due to delayed speech and language development. Handling problems of the hearing impaired is a challenging task. The importance of the central role of families, teachers, and professionals is demonstrated by a number of studies that indicate parents' attitude , social support, expectation and problem solving skills are related to the academic and social development of the hearing impaired children. Similar to normal children, hearing impaired children with parents who are involved in the child's early formal education program show higher levels of academic success and social and emotional functioning.

Educating hearing impaired is a great challenge especially in the context of 'education for all'. The proper personality development of the child has been one of the foremost objectives of education. Continuous and comprehensive assessment is needed to ascertain whether it is actually proceeding along the desired direction. Ensuring equal educational opportunities for the handicapped, the NPE 1986 states, 'the objective should be to integrate the physically and mentally handicapped with general community as equal partners to prepare them for normal growth and to enable them to face life with courage and confidence'. Special education is a specialized instructional system according to the needs and nature of the children with special needs to help them to achieve the greatest possible personal output such as self help skill, communication, literacy, physical skills, personal skills vocational skills and success in the present and future life. In recent years many steps have been taken by the government and various organizations to bring the hearing impaired to main stream of society through school programs and recreational organized activities, training and rehabilitation. In the state of Kerala there are a number of special schools exclusively for educating the hearing impaired children .These schools equipped with man and material resources which is needed for the instruction of hearing impaired students. In the present study, the investigator tried sincerely to conduct the study on the hearing impaired students at upper primary level and pin point the emotional problems they face and relate it to their Academic Achievement.

HYPOTHESES OF THE STUDY

1. There will be significant difference in the mean scores of emotional adjustment of hearing impaired children at upper primary level on the basis of gender.
2. There will be significant difference in the mean scores of academic achievement of hearing impaired children at upper primary level on the basis of gender.
3. There will be significant correlation between emotional adjustment and academic achievement of hearing impaired children at upper primary level for the whole sample and sub samples classified on the basis of gender.

OBJECTIVES OF THE STUDY

1 To compare the mean scores of emotional adjustment of hearing impaired children at upper primary level for the whole sample and sub samples classified on the basis of gender.

2 To compare the mean scores of Academic achievement of hearing impaired children at upper primary level for the whole sample and sub sample on the basis of gender.

3 To find out the relationship between emotional adjustment and academic achievement of hearing impaired children at upper primary level for the whole sample and sub samples classified on the basis of gender.

METHODOLOGY IN BRIEF

The present study is an attempt to analyze emotional adjustment and academic achievement of upper primary level hearing impaired children. Normative survey method was used for the collection of data. The sample consisted of 215 hearing impaired children studying in five deaf schools in Ernakulum district. To collect the data, the investigator used tools such as general data sheet, Emotional Adjustment Inventory and Achievement test scores of terminal examinations were used .The analysis of data is carried out by using appropriate statistical techniques, such as arithmetic mean, standard deviation, critical ratio, Karl Pearson's product moment coefficient of correlation. To verify the hypotheses, t'-test was used. The details were presented below.

RESULTS AND DISCUSSIONS.

Table 1 The data and result of the significance of the difference between mean scores of emotional adjustment of the whole sample classified on the basis of gender and type of family.

Gender	Number	Mean	S.D	Critical ratio	Level of significance
Male	88	62.41	7.54	1.18	0.05
Female	127	63.61	7.15		
Joint family	96	61.6	7.58	2.73	0.01
Nucleus family	119	64.3	6.83		

From Table 1, it is found that the obtained value of t' is 1.18, which is less than the table value at 5% level of significance. So it is inferred that there is no significant difference exist in the Emotional adjustment of hearing impaired children with regard to their gender. The table also shows that the average scores regarding emotional adjustment of hearing impaired upper primary school children belongs to joint family are 61.6 and who belongs to nucleus family 64.3 and the standard deviation 7.58 and 6.83 respectively. The t' value obtained is 2.73 which is greater than the table value at 1% level of significance, which shows that there exist a significant difference in the emotional adjustment of hearing impaired upper primary school children with respect to their types of family.

Table 2 The data and result of Comparison of mean scores of Academic Achievement of the whole sample based on their gender and type of family.

Gender	Number	Mean	SD	Critical ratio	Level of significance
Male	88	66.52	8.0	1.76	0.05
Female	127	68.1	10.67		
Joint family	96	66.84	8.45	0.71	0.01
Nucleus family	119	67.95	9.90		

Table 2 shows that the t value is 1.76, which is less than the tabled value at 5% level of significance. So it can be interpreted that there is no significant difference exist in the academic achievement of hearing impaired children with regard to their gender. From the table, it also clear that the average scores regarding the academic achievement of hearing impaired children at upper primary level belongs to joint family and nucleus family are 66.84 &67.95 and the standard deviation 8.45 &9.90 respectively. The obtained t' value is 0.71,which is less than the table value. So it can be conclude that there exist no significant difference in the academic achievement of hearing impaired children at upper primary level with regards to their type of family.

Table 3 Data and result showing the correlation between Emotional adjustment and Academic achievement of hearing impaired children at upper primary level for the whole sample and based on their gender.

Variable	Gender	Coefficient of correlation (r)
Emotional adjustment &Academic achievement	Male	**0.723**
	Female	**0.587**
	Whole sample	**0.458**

Table 3 shows that the correlation between Emotional adjustment & academic achievement of hearing impaired male children at upper primary level is 0.723' which denotes there is a substantial positive relationship exist between the variables. In the case of Female children, the r value is 0.587 and in the case of whole sample the r' value is 0.458 which also shows that there exist a positive correlation between the variables. So it is conclude that there exist a positive correlation between Emotional Adjustment and Academic Achievement of hearing impaired upper primary school students on the basis of their gender and the whole sample.

CONCLUSION.

Emotional Adjustment and Academic Achievement are two important areas in the individual learner, especially in the case of special children, who are hearing impaired. An emotionally disturbed hearing impaired child even though intelligent, may find it difficult to achieve the desired goals. Any vivid experience that is experienced by intense emotions is likely to have a profound effect on one's attitudes, values and behavior. The effect may be favorable or unfavorable, depending upon the emotion aroused its intensity and previous experience with the emotion and the preparation one has for it. Students who rate higher in emotional adjustment of hearing impaired children are likely to have more moral maturity and can make more mature judgment than students with similar intelligence who are emotionally disturbed. The present study indicate the hearing impaired children at upper primary level possess a moderate level of psychological adjustment and they should be given such education program by which they may overcome their handicap. If will provide such education, they will be better adjustment and will achieve the goal of education. The family may help to the teachers in adopting better instructional strategies and provide extra educational treatment like guidance and counseling for the betterment of hearing impaired children.

REFERENCES.

1. Belgrave, F.Z.(1991). Psychosocial Predictors of adjustment to disability in African Americans. The Journal of Rehabilitation,1, 52-58.
2. Burk P; &Karen L. (1998). Adjustment of Hearing Impaired Children; Risk and Resistance Factors. Unpublished Doctoral Dissertation, Loyola University, Chicago.
3. Gloria,M. (1993). The relationship of self concept to academic achievement of elementary students with learning difficulties. Dissertation Abstract International, 54, 3399.
4. Geetha, K. (2002). School Readiness for children with special needs-hearing impairment, Secunderabad: NIMHANS.
5. Hintermair, M. (2008). Parental resource, Parental stress, and Socio -emotional
6. development of deaf and hard of hearing children. The journal of Deaf studies and Deaf education, 13 (2), 278-300.
7. Brunnberg, E; & Bostrom, L.M. (2008). Self rated mental health, School adjustment, and substance use in hard- of – hearing adolescents. The Journal of Deaf studies and Deaf education, 13 (3), 324-335.
8. Filiz, P. (2009). Factors affecting psycho- social adjustment of Deaf Students. The Journal of Deaf studies and deaf education, 8 (3), 325.
9. Dammeyer, J. (2007). Psychological development in a Danish population of children with cochlear implants and deaf and hard of hearing children. The journal of Deaf studies and deaf Education. 12 93), 335-349.