



## FAMILY ACCEPTANCE AND ACADEMIC ACHIEVEMENT OF HEARING IMPAIRED UPPER PRIMARY SCHOOL STUDENTS REGARDING SOME DEMOGRAPHIC VARIABLES.

### Education

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### ABSTRACT

The present study express the relationship between two psychological constructs family acceptance and academic achievement of upper primary school hearing impaired students. Normative survey method has been adopted for the study and stratified random sampling was employed for the selection of the sample. The tools used for the study were general data sheet, Family acceptance scale and achievement test scores of terminal examinations of the students. The sample included 215 hearing impaired upper primary school students of five hearing impaired schools in Ernakulum District. For analyzing the data, the statistical techniques such as arithmetic mean, standard deviation, coefficient of correlation and critical ratio were employed. The study reveals that there is a significant relationship exist between family acceptance and academic achievement of hearing impaired students at upper primary level.

### KEYWORDS

#### INTRODUCTION

Education is a natural progressive and harmonious development of all the faculties of the individual head, heart and hand (Pestalozzi). Education plays very important role in the all round development and effective functioning of the individuals. Sri. Arobindo points out that education must be based on the psychology of the child nature and is a step towards a more healthy system. Education fosters the child's personality by providing opportunities to attain self- directed goal through social interaction. Realizing the importance of education in the progress of citizens and in the development of the country, education for all is taken as one of the cherished goals of the nation. To provide appropriate education for the children with special need, considering the nature and requirements, there are various types of instructional practices in India.

The sense of hearing is a crucial aspect of a person. It is an invisible handicap. Hearing impairment may influence an individual's behavior and induce inferiority feeling or complex or lack of self- confidence. In children, hearing loss can lead to social isolation, if no one takes time to explicitly teach them social skills that other children acquire independently by virtue of having normal hearing. Hearing impaired children's adjustment is very much related to the degree to which he or she accepted in the family. Acceptance in the family covers various aspect of the student's relationship with family such as acceptance-rejection, dependence- independence, autocracy-democracy, mutual trust and approval. Hearing impaired children evoke conflicting reaction among their parents and siblings. Parents of hearing impaired children experience difficulty in accepting their children and may unconsciously tend to reject or punish them and ultimately, loss of confidence eventually results in loss of self- esteem.

Lack of communication between the child and the parents also result in over protection, which can cause the development of negative self-esteem and feeling of shame and doubt. Instead of supporting their kids to express themselves, the parents tend to control them in their problems. In the school setting, towards achievement expectations of hearing impaired are less than that of their potential, this put the hearing impaired at a major disadvantage in competition for personal jobs. In the family, school and society generally show disproportionate love or rejection to the hearing impaired children in the basis of wide generalization. They become socially and emotionally competent if they give opportunities as normal children to develop self- awareness, independent thinking and problem solving skills over the course. Family and society are the major agencies in the personality development of the hearing impaired children, they are expected to provide opportunities which include them teaching social and emotional skills and promoting social competence through peer groups and parents. When families, schools societies and hearing impaired communities become more connected, a sense of togetherness and recognition can develop which may bring the optimal development of hearing impaired students.

Hearing loss of any degree had to affect their psycho- educational development adversely, leading to the conclusion that even minimal hearing loss places children at risk for language development and learning problems. They had difficulty in maintaining attention and is behind in educational achievement and their grades in schools lower than their hearing peers. Academic achievement are affected due to delayed speech and language development, reading development and difficulty in maintaining attention and questioning skills. In the present study, the researcher tried to conduct the study on the hearing impaired upper primary school students and pinpoint the family acceptance of them which relate it to their academic achievement. The influence of family acceptance plays an important role in the academic achievement of children with hearing impairment. In this context, a venture to study the family acceptance of hearing impaired assumes major importance, since it contributes directly or indirectly towards improving the success of the hearing impaired children in their life.

#### HYPOTHESES OF THE STUDY.

1. There will be significant difference in the mean scores of family acceptance of hearing impaired children at upper primary level on the basis of their gender and the type of family.
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 their gender and the type of family.
3. There will be significant correlation exist between family acceptance and academic achievement of hearing impaired children at upper primary level on the basis of their gender and the type of family.

#### OBJECTIVES OF THE STUDY

1. To compare the mean scores of family acceptance of hearing impaired children at upper primary level for the whole sample and sub sample classified on the basis of their gender and type of family.
2. To compare the mean scores of academic achievement of hearing impaired children at upper primary level for the whole sample and sub sample classified on the basis of their gender and type of family.
3. To find out the relationship between family acceptance and academic achievement of hearing impaired children for the whole sample and subsample classified on the basis of their gender and the type of family.

#### METHODOLOGY IN BRIEF

The present study is an attempt to analyze the Family Acceptance and Academic Achievement of hearing impaired upper primary school students. Normative survey method was used for the collection of data. The sample consisted of 215 hearing impaired students who are studying in five deaf schools in Ernakulum District of Kerala State. To collect the data, the tools such as general data sheet, Family acceptance

scale and Achievement test scores of terminal examinations of the hearing impaired students were used. The analysis of data were carried out by using appropriate statistical techniques such as arithmetic mean, standard deviation, critical ratio and Carl Pearson's product moment correlation. For verifying the hypotheses 't' test [the significance of difference between two means] were employed. The details were presented below.

**RESULT AND DISCUSSIONS.**

**TABLE 1**

The data and result of comparison of mean scores of Family Acceptance of the whole sample based on their gender and the type of the family.

Gender	Number	Mean	S.D	t-value	LS
Male	88	129.61	8.15	2.11	0.05
Female	127	131.95	7.92		
Joint family	96	129.30	8.01	2.79	0.01
Nucleus family	119	132.34	7.92		

Table 1 shows that, the average scores regarding family acceptance of hearing impaired children are 129.61 and 131.95 and standard deviation 8.15 and 7.92 for male and female children respectively. The 't' value 2.11, which is greater than the table value at 5% level of significance. So it can be interpreted that there exist a significant difference in the Family Acceptance of hearing impaired upper primary children with regard to their gender. The table also shows that the average scores regarding family acceptance of hearing impaired children are 129.30 and 132.34 and standard deviation is 8.01 and 7.92 respectively for children from joint family and nucleus family. The calculated value of 't' is 2.79, which is greater than the table value at both 5% and 1% level of significance. So it can be conclude that there exist a significant difference in the family acceptance of hearing impaired children with regards to their type 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	S.D	t- value	L S
Male	88	66.52	8.0	1.76	0.05
Female	127	68.1	10.07		
Joint family	96	66.84	8.45	0.71	0.01
Nucleus family	119	67.95	9.90		

Table 2 shows that the average scores of academic achievement of hearing impaired children at upper primary level are 66.52 and 68.1 and standard deviation 8.0 and 10.07 for male and female children respectively. The t- value 1.76, which is less than the tabled value, which is not significant at 0.05 level, 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. The table also shows that the average scores regarding academic achievement of hearing impaired children are 66.84 and 67.95 and standard deviation 8.45 and 9.90 respectively for children from joint and nucleus family. The calculated value of 't' is 0.71, which is less than the table value, which is not significant at both level. So it can be conclude that there exist no significant difference in the academic achievement of hearing impaired children with regard to their type of family.

**Table 3**

Data and result showing the relationship between Academic achievement and Family acceptance of hearing impaired children at upper primary level for the whole sample and subsample based on their gender and the type of family.

Variable	Components		Coefficient of correlation (r)
Academic achievement and family acceptance of hearing impaired upper primary school children.	Whole sample		0.245
	Gender	male	0.392
		female	0.152
	Family	joint	0.259
		nucleus	0.226

Table 3 shows that coefficient of correlation between academic achievement and family acceptance of hearing impaired children at upper primary level for the whole sample is 0.245, for male children 0.392, for female children 0.152, for joint family 0.259, for nucleus family 0.226, which all denotes a positive relationship exist between the two variables.

**CONCLUSION.**

Family acceptance and Academic achievement are the two important aspects of students especially in case of special children. An accepted children hearing impaired children are more stable in its emotional reactions and will be generally calm and happy. Family acceptance tends to produce a friendly child, while rejection may create a hostile, aggressive with adjustment problem. Research has revealed that the accepted children in the family and society show more highly valued personal characteristics. So parents and siblings should accept the children especially who are disabled, as major members of the family, give them responsibilities and independence and have democratic attitude towards them.

The hearing impaired students at upper primary level possess a moderate level of psychosocial adjustment and they should be given such an education program by which may win over their handicap. They need more care and attention from the family in molding their behavior and improving their academic achievement. The present study revealed that the extent to which the hearing impaired child is accepted in the family and have significant relation to their academic achievement.

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