

## **Academic achievement of hearing impaired, visually impaired and crippled secondary school students of district Baramullah, J&K.**

Aqueel Ahmad Pandith<sup>1</sup>, Mudasir Hamid Malik<sup>1</sup>, Dr M. Y. Ganai<sup>2</sup>.

1. Research Scholar, Department of education, University of Kashmir, 190006 J&K, India.
2. Associate Professor, Department of Education, University of Kashmir, J&K, 190006 India.  
Malikjavid321@gmail.com

**Abstract:** The study was undertaken to study the academic achievement of hearing impaired, visually impaired and crippled secondary school students of district Baramullah, J&K. The sample for the study was 150 physically school students identified from 90 secondary schools by using purposive sampling technique. Aggregate marks obtained by the subjects in 8<sup>th</sup> & 9<sup>th</sup> classes were taken as their academic achievement. The analysis of the data shows that the different categories viz hearing impaired, visually impaired and crippled secondary school students do not differ in their academic achievement. It indicates that all the categories have some level of achievement.

[Aqueel Ahmad Pandith, Mudasir Hamid Malik, Dr M. Y. Ganai. **Academic achievement of hearing impaired, visually impaired and crippled secondary school students of district Baramullah, J&K.** Researcher, 2011; 3(9):1-4] (ISSN: 1553-9865). <http://www.sciencepub.net>.

**Key words:** Academic achievement, hearing impaired; visually impaired; Crippled students.

### **1. Introduction:-**

One of the most important outcomes of any educational set up is achievement of the students. Depending on the level of achievement individuals are characterized as high achievers, average and low achievers. Taylor (1964) states that the value the student places upon his own worth effects his academic achievement. Achievement in any educational institution may be taken to mean any desirable learning that is observed in the student. Academic achievement of pupils refers to the knowledge attained and skills developed in the school subjects. It means the achievement of pupils in the academic subjects. According to Mehta (1969), "the academic performance includes both curricular and co-curricular performance of the pupils". It indicates the learning outcome of the pupils. In classrooms, pupils perform their potentials efficiently, as a result of it, learning takes place. The learning outcome changes the behavior pattern of pupils through different subjects. The pupils may be at different levels of achievement in different areas and subjects. Therefore, achievement is the learning outcome of pupil in classrooms. The effectiveness of any educational system is gauged to the extent the students involved in the system achieve, whether it be in cognitive, conative or psychomotor domain. Sinha (1970) explains academic achievement as "students whose academic performance is superior in character in the form of high percentage of marks are taken as successful candidates. On the other hand, students who fails in the previous examination and obtain low divisions in their examination are considered as individuals who are failed in their attainments."

Students are real assets of nation, they are the hears of national resource, development and technology, as for their physical aspect is concerned they are of two types viz physically challenged and normal. Physically challenged means the students suffering from any physical defect which impedes their educational, vocational, emotional and social adjustment.

Hearing impaired are those in whom the sense of hearing is non- functional for ordinary purposes of life. They do not hear or understand sound at all even with amplified speech. The cases included in this category will be those having hearing loss of more than 70 decibels (Graham Bill's scale) in the better ear (profound) loss of hearing in both ears (Ministry of Social Welfare 1987).

Visual impairment is a condition in which an individual's vision is deficient to such a degree that it significantly effects his functioning. The American Medical Association (AMA) 1934 defined visual impairment as, "Blind person is said to be one who has visual activity of 20/200 or less in the better eye. Even with correction, or where field of vision is so restricted that subtends an angle of 20' or less in the better eye after correction."

Crippled refers to a kind of orthopedic handicap in which the child's legs are deformed or even the child loses his limbs and becomes lame. The crippled child can be recognized by various symptoms such as deformity in limbs, feeling of pain in the joints.

The physically challenged students constitutes 10 percent of total population of India. They are an important and essential component to make the objective of universalization of elementary

education a fact. In India although some remarkable progress has been done by way of creating an awareness regarding educability of children with varying nature and degree of handicaps, yet enrolling all the handicapped children in special schools appears a distant goal. The most important role in their academic achievements is played by a teacher. A teacher after knowing the academic achievement of physically challenged students, can change his teaching methodologies, attitude and strategies towards this group so that we will get good academic results.

The primary objective of this study is to know whether hearing impaired, visually impaired and crippled secondary school students differ in their academic achievement.

**Hypotheses:-**

1. Hearing impaired and visually impaired secondary school students do not differ significantly on academic achievement.
2. Hearing impaired and crippled secondary school students do not differ significantly on academic achievement.
3. Visually impaired and crippled secondary school students do not differ significantly on academic achievement.

**2. Materials and Method:-**

This study was designed to compare hearing impaired, visually impaired and crippled secondary

school students on academic achievement. As such, descriptive method of research was employed

**2.1 Sample:**

The sample for this study was collected from 90 secondary schools of district Baramullah, J&K. The sample consisted of 150 physically challenged students identified on the basis of information obtained from the offices of various secondary school institutions by using purposive sampling technique.

**2.2 Tool used:-**

To measure the academic achievement, aggregate marks obtained by the subjects in 8<sup>th</sup> and 9<sup>th</sup> classes were taken as their academic achievement.

**2.3 Statistical treatment:-**

The data collected was subjected to the following statistical treatment.

- i. Mean
- ii. S.D
- iii. t-test

**3. Analysis and interpretation:-**

In order to prove the hypothesis whether they are accepted or rejected, the data was stastically analyzed by employing t-test.

**Table 3.1: Showing the mean comparison of hearing impaired and visually impaired secondary school students on academic achievement (N=50 in each group).**

Group	N	Mean	S.D	t-value	Level of significance
Hearing impaired	50	46.18	10.12	1.30	Insignificant
Visually impaired	50	42.82	8.20		

The table 3.1 shows that the two groups do not differ significantly on academic achievement. The calculated t-value (1.30) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that there is no significant difference between hearing impaired and visually impaired secondary school students. The result clarifies the hearing impaired and visually impaired secondary school students have the similar academic achievement. Thus from the confirmation of the results from the above table, the null hypothesis which reads as, “hearing impaired and visually impaired secondary school students do not differ significantly on academic achievement”, stands accepted.

**Table 3.2: Showing the mean comparison of hearing impaired and crippled secondary school students on academic achievement (N=50 in each group).**

Group	N	Mean	S.D	t-value	Level of significance
Hearing impaired	50	46.18	10.12	0.27	Insignificant
Crippled	50	47.16	8.91		

The table 3.2 shows that the two groups do not differ significantly on academic achievement. The calculated t-value (0.27) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that there is no significant difference between hearing impaired and crippled secondary school students. The result clarifies that both groups have similar academic achievement. Thus from the conformation of the above result, the hypotheses which reads as, "hearing impaired and crippled secondary school students do not differ significantly on academic achievement", stands accepted.

**Table 3.3: Showing the mean comparison of visually impaired and crippled secondary school students on academic achievement (N=50 in each group).**

Group	N	Mean	S.D	t-value	Level of significance
Visually impaired	50	42.82	8.20	1.48	Insignificant
Crippled	50	47.16	8.91		

The table 3.3 shows that the two groups do not differ significantly on academic achievement. The calculated t-value (1.48) is less than the tabulated t-value (1.98) at 0.05 level of significance, which depicts that there is no significant difference between visually impaired and crippled secondary school students. The above result clarifies that both the groups have similar academic achievement. Thus the null hypotheses which reads as, "visually impaired and crippled secondary school students do not differ significantly on academic achievement", stands accepted.

#### 4. Conclusion:

In this study, it was found that the three categories viz hearing impaired, visually impaired and crippled secondary school students do not differ significantly on academic achievement. It indicates that the three categories have lower academic achievements as compared to normal secondary school students. So special school; special instructional methods, instructional material and supportive services should meet their needs so that we get good academic achievement; in order to universalize the elementary education. Vocational

education should from an integral part of their curriculum, so that they may earn their livelihood.

#### 4. Suggestions:

1. The study may be replicated on a large sample on state wise.
2. Further investigations may be undertaken in relation to carrier aspirations and vocational interests of physically challenged students.
3. A comparative study may be undertaken related to adjustment problems and self-

concept of various categories of physically challenged students.

8/18/2011

### References

1. **Anderson**, Psychology of physically Handicapped Children, London Mac Milan (2004).
2. **Metha**, Academic Achievement, In **Neil Davison (ed)**. General Psychology (6<sup>th</sup> edition), New Delhi, Tata Mc Grawhill, pp. 538-39. (2007).
3. **Enri Dumanhari**, Evaluation of level of aspiration, Academic Growth of physically challenged Male students in Bandung Metropolitan Area of Indonesia. Journal of special education, Vol. III, No.6, March 2003.
4. **Ntzamilis G. Haver**, Academic potential in Mathematics among visually impaired and hearing impaired, Elementary students in Athenes. Athenes journal of psychology, Vol 2<sup>nd</sup>, May 2004.
5. **Rakish Chandra & K. Kabire**; Comparative analysis of visually impaired and orthopedically handicapped children on Academic performance, level of education, level of aspiration in Northern Assam, cited in 3<sup>rd</sup> survey of Research in education, New Delhi, NCERT.
6. **Ratan Lal, K. Munpreet**, Comparative study of self concept, level of aspiration and mental health of hearing impaired and visually impaired youth in Eastern Punjab. National journal of psychology, vol.7, No. 305.
7. **Good, C.V**; Dictionary of education (2<sup>nd</sup> edition), New Delhi, Mc Graw hill book com. (1959).
8. **Garret**, Statistics in Psychology and Education; Vikas Sons Pvt. Ltd. Ballard Estate, Bombay I.
9. **Rathaiah, lavu, Rao, B. Digmarth**, (1976), Achivement correlates, New Delhi: Discovery Publishing House.
10. **Kothari, C.R**; Research Methodology, Methods and techniques, second revised edition, New Age International Publishers.
11. **Harry, J. Baker** (1976); the education of exceptional children, Forty Ninth year book, part II of the National Society for the study of Education.
12. **Sharma R.A**; Fundamentals of special education; Surya Publishing House, Meerut. pp.193-211.