

Study of the Impact of Academic Anxiety on Deaf and Dumb Students

(With Special Reference to Meerut District)

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ABSTRACT

The term "deaf and dumb" is so often applied to that class of individuals who neither hear nor speak, it is becoming obsolete among educators of the deaf, as implying a radical defect in both the auditory and the vocal organism. People who are born deaf or who lose their hearing at a very early age are unable to speak, although their vocal organs may be intact. They become mute because they are deprived of hearing; they are unable to imitate the sounds that make up speech. To correct the error in the term mute, it is customary to refer to human beings who cannot hear or speak as deaf-mute, a term that implies that they are silent but not necessarily unable to speak. The brute animals that are deaf are deaf and dumb; a young child, before it has learned to speak, is mute, but not dumb. Individuals have been found who hear but do not speak. The term stupid can be applied to such if they either lack the power of speech or are unwilling to speak and lack intelligence. Education essentially involves the process of encouraging, strengthening, and leading the faculties, whether of mind or body, to make them fit and ready instruments for the work they are to do; and, where necessary, it must moreover include the first awakening to activity and usefulness of some faculty which, without the awakening, might remain forever dormant. From the point of view of intellectual development, the deaf individual is the most disabled of the disabled class. This paper is presented to show a comparison of the impact of academic anxiety on deaf and mute students.

Keywords: Anxiety and Academic Anxiety, Education, Education for Deaf and Dumb students.

INTRODUCTION

Some governments have recognized the right to education. At the global level, Article 13 of the 1966 UN International Covenant on Economic, Social and Cultural Rights recognizes everyone's right to education. Although education is compulsory in most places up to a certain age, schooling often is not, and a minority of parents opt for home education, sometimes with the help of modern electronic learning technologies (also called e-learning). Education can take place in a formal or informal setting.

Education in a general sense is a form of learning in which the knowledge, skills, values, beliefs and customs of a group of people are transmitted from one generation to the next through storytelling, discussion, teaching, training or research. Education may also involve the informal transmission of such information from one human being to another. Education is often guided by others, but students can also educate themselves (autodidactic learning). Any experience that has a formative effect on one's way of thinking, feeling, or acting can be considered educational. Education is commonly and formally divided into stages

such as pre-school, primary, secondary school and then college, university or apprenticeship. The science and art of how best to teach is called pedagogy.

DEAF STUDENTS:

Students who are deaf or hard of hearing require different accommodations depending on several factors, including the degree of hearing loss, the age of onset, and the type of language or communication system they use. They may use a variety of communication methods, including reading, cued speech, signed English, and/or American Sign Language. Characteristics: Deaf or hard of hearing Students can

1-Use American Sign Language as your first language and English as your second language.

2-Use speech, reading, hearing aids and/or amplification systems to improve oral communication

3-Be skilled lip readers, but many are not; only 30 to 40 percent of spoken English is recognizable by the mouth and lips under the best conditions

4-He also has difficulties with speech, reading and writing, due to the close relationship between language development and hearing

5-Being members of a different linguistic and cultural group; as a cultural group they may have their own values, social norms and traditions.

IDENTIFICATION OF DEAF STUDENTS

Children can be identified as candidates for deaf education from their audiogram or medical history. Hearing loss is generally described as mild, moderate, moderate, severe, or profound depending on how well a person hears the intensity of frequencies.

INDIVIDUAL NEEDS:

Deaf education programs must be tailored to the needs of each student, and deaf educators provide deaf students with a continuum of services based on individual needs. In the United States, Canada, and the United Kingdom, education professionals use the acronym IEP when referring to a student's Individualized Education Plan.

DUMB STUDENTS:

Deaf-mute is a term historically used to refer to a person who was either deaf using sign language, or both deaf and unable to speak. The term continues to be used to refer to deaf people who cannot use oral language or have some degree of ability to speak but choose not to because of the negative or unwanted attention that atypical voices sometimes attract. Such people communicate using sign language. Some consider it to be a derogatory term when used in its historical context; the preferred term today is simply "deaf". The simple identity of "deaf" has been adopted by the signing deaf community since the establishment of public deaf education in the 18th century, and has remained the preferred reference term or identity for many years. There are some in the Deaf community who prefer the term "Deaf" to "Deaf" as a description of their condition and identity.

EDUCATION OF DEAF AND MUTE STUDENTS

Education is important for deaf and mute students for their academic growth as well as for the development of their well-rounded personality. These disabled children lack the ability to use language and communication skills for educational purposes like their normal peers. Therefore; different approaches and methods are used in teaching.

USE OF DEVELOPED TECHNOLOGIES APPROACHES

Total Communication Approach:

It is combined use of aural, oral and manual modalities.

- 1-Use of sign language
- 2-Lip reading
- 3-Listening
- 4-Auditory practice
- 5-Speech practice

MANUAL COMMUNICATION APPROACH:

Oral/Aural communication approach: This approach advocates that children must be helped in developing their listening and speaking abilities. It uses following methods. Amplification of sound: It means to amplify sound with help of hearing aids. Auditory training: To develop listening ability and ability to discriminate among sounds.

- 1-Awareness of sound
- 2-Localization of sound
- 3-Discrimination of sound
- 4-Identification of sound

Lip reading: It means to imitate the message by observing and imitating movement of lips of speaker, his expressions and gestures in same context.

Speech readiness:

Exercises of tongue movement, gliding movement and breathing exercises.

Academic anxiety

Academic anxiety is a common phenomenon of everyday life. It plays a crucial role in human life because all of us are the victim of anxiety in different ways. In the present study academic anxiety is a kind of anxiety which related to the impending danger from the environment of the academic institutions including teacher in certain subjects like Mathematics, English and Science etc.

REVIEW OF LITERATURE:

Bhavani (2007) revealed that children with learning disabilities have significantly fewer externalizing behavior problems compared to slow learners. Children with a disorder in one area of learning disability and with a disorder in only one area do not show a significant difference in their behavior.

Manjula et al. (2009) revealed in their study that 93% of children with low academic achievement had difficulty in reading while 58% had difficulty in writing. In writing, 87% of the top students were good and 5% struggled. On an attentional task, difficult children made more errors than normal children. Significantly lower scores were observed for difficult children in word recall, number recall, and for immediate and delayed recall.

Lata and Dwiwedi (2001) found that music significantly reduced anxiety. **Srivastava and Afiah (1992)** found in their study that there is no significant difference between boys and girls in their reading, arithmetic, language and spelling disabilities, but there is a definite effect of gender on the writing disability of people with learning disabilities.

OBJECTIVES

- 1-To study the level of academic anxiety among hearing impaired children.
- 2-To study academic anxiety among mute children.

HYPOTHESIS

1. There is no significant difference in the level of academic anxiety between male and female hearing impaired children.
2. There is significant difference in the level of academic anxiety of male and female dumb children.

RESEARCH METHODOLOGY

Survey descriptive research method has been used in the present research study.

SAMPLE:

The total sample of 60 children comprised of 30 hearing impaired children selected from two schools-

1-Vaani School ,Meerut (UP)

2-Deaf & Dumb School, Meerut (UP)

from where researcher have consulted teachers for the appropriate selection of sample.

SAMPLE SIZE:

STUBE NT	HEARIN G IMPAIR ED	DUMB CHILDR EN	TOT AL
BOYS (MALE)	21	22	43
GIRLS (FEMAL E)	09	08	17
TOTAL	30	30	60

METHOD:

Schools use a number of approaches to provide deaf-educational services to identified students. These may be grouped into four categories, according to whether (and how much) the deaf student has contact with non-deaf students.

INSTRUMENT USED:

Considering the objectives of present study researchers used anxiety scale named as “Academic Anxiety Scale for Children” developed by Dr. A.K.Singh and Dr. (Mrs.) A.Sen Gupta.

ANALYSIS AND INTERPRETATION:

Hypothesis 1: There is no significant difference in the level of academic anxiety between male and female hearing impaired children.

Table 1:

Mean, S.D. and T value of Academic Anxiety of Male and Female Hearing Impaired Children

Gen der	N	ME AN	S. D.	d f	t val ue	signifi cant
Mal e	21	12.43	3.33	28	0.63	at .05 level
fema le	09	11.23	4.34			

$$Df=N(N1+N2)-2$$

$$N=(N1+N2) (21+9)$$

$$DF=21+9-2=28$$

The mean scores for males are 12.43 while for females scores are 11.23. S.D. for both groups is 3.33 and 4.34 respectively. The calculated t value is .63 which is found .05 level of significance. Hence no significant difference found between male and female hearing impaired children.

The result reveals that no gender difference is found between male and female hearing impaired children (deaf) hence both the groups present similar level of academic anxiety.

Hypothesis 2: .There is significant difference in the level of academic anxiety of male and female dumb children.

Table 2:

Mean, S.D. and T value of Academic Anxiety of Male and Female Hearing Impaired Children

Gen der	N	ME AN	S. D.	d f	t val ue	signifi cant
Mal e	22	11.18	3.66	28	0.57	at .05 level
fema le	08	12.83	3.97			

$$Df=N(N1+N2)-2$$

$$N=(N1+N2) (22+8)$$

$$DF=22+8-2=28$$

The mean scores for males are 11.18 while for females scores are 12.83. S.D. for both groups is 3.66 and 3.97 respectively. The calculated t value is 0.57 which is found .05 level of significance. Hence no significant difference found between male and female hearing impaired children.

Hence no significant difference found between male and female learning disabled children, hence it can be said that both the groups present similar level of academic anxiety

RESULT

There is no significant difference between dumb male and female children in Academic Anxiety levels. It suggests that there is no role of sex variable among dumb children. They have the same problem in the area of Academic Achievement. There exists no significant difference between the Academic Anxiety between hearing impaired male and female children. It suggests that there is no role of sex variable among hearing impaired children.

RECOMMENDATION

1-As a teacher of elementary students with learning disabilities, I see students who are so frustrated because they are not performing as well as their general education peers. They are scared to try anything because they do not want others to see them struggle. Several of my students freeze up when doing timed assessments. These students feel much more comfortable if they are not being timed, but certain school wide assessment tools require timing. The scores are not valid if the assessment is not timed.

2-Be courteous during conversation. If the phone rings or someone knocks at the door, excuse yourself and tell him or her that you are answering the phone or responding to the knock. Don't ignore the student and talk with someone else while he or she waits.

3-Use open-ended questions, which must be answered by more than "yes", or "no." Do not assume that the message was understood if the student nods his or her head. Open-ended questions ensure that your information has been communicated.

4-Test anxiety can be minimized if addressed at an early age. Students need to have good study skills and test taking skills (Bensoussan, 2012). More research is needed to show teachers how they can help Students combat anxiety every day in the classroom.

5-By working closely with parents, teachers can assure that parents understand the effects of test preparation on academic achievement and levels of anxiety. Reducing anxiety levels in students is important for helping to increase academic achievement.

6-Anxiety can be a big problem for students with disabilities. Students with disabilities cannot change the fact that they have a disability, and according to the Attribution Theory, it is something they feel they cannot change and will not succeed.

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