

**ACADEMIC ANXIETY AMONG HEARING IMPAIRED STUDENTS IN
RELATION TO THEIR ACADEMIC ACHIEVEMENT**

Dr. Suresh Kumar

Assistant Professor

Sadbhavna College of Education for Woman,

Raikot

&

Ms. Manmeet Kaur Arora

M.Ed. Student

Sadbhavna College of Education for Woman,

Raikot

ABSTRACT

The present research paper explored the relationship of academic anxiety among hearing impaired students with Academic achievement in special schools. The sample was selected with the help of purposive sampling techniques. It was decided to collect information from 92 hearing impaired students. Out of total sample of 92 only, 41 hearing impaired students belong to rural area and 51 hearing impaired students belong to urban area. The researcher collected data from hearing impaired students only with the help of Academic Anxiety Scale for Children developed by Dr. AK. Singh and Dr. A. Sen. Gupta. And Information Sheet prepared by the researcher. The result of the study indicated that there was there is no significant difference in Academic Anxiety among urban and rural hearing impaired students and there is no significant difference Academic Achievement among urban and rural hearing impaired students and also there is negative relationship between Academic Anxiety and Academic Achievement of hearing impaired students. So it can be concluded that with increase in academic anxiety it negatively effects academic achievement of hearing impaired students.

Keywords: Academic Anxiety, hearing impaired students, Academic Achievement.

INTRODUCTION

Education provides us the opportunity for holistic growth and development. It is an activity as well as a process which modifies the behaviour of a person from instinctive behaviour to human behaviour. It transforms our raw personality into refined personality. All children exhibit difference from one another in terms of their physical attributes and learning abilities. The differences among most children are relatively small, enabling these children to benefit from general education program. It is universal truth that all individuals are different basically from each other physically, mentally, educationally and socially up to a limit. Such children distinctly required special educational care and their adjustment problems have to tackle in a specialized manner. These divided children are often designated as exceptional children. Thus exceptional child is an inclusive term that refers to children learning or behavior diversity, children with physically disabilities or sensory impairments and children who are intellectually gifted or have a special talent.

Most of exceptional children suffer from emotional problems. No doubt, these children need to experience and a richer environment to stimulate them intellectually but they may well need stability and protected environment for their emotional difficulties. Prof. Wallin says “Children are seriously retarded are thing minded, eye minded and ear minded rather than word minded or thought minded.” The need is immense and there is for to go since this area has been the laggard to special education. Schools have usually been dependent upon the individual contacts of social workers, psychologists and guidance workers to read just pupils. Hearing disabled wants different treatment in learning if they are not attended properly they may develop behavior problems which may cause harm to the individual and to the society. So it is imperative to make special arrangement for their education. Hearings impaired are quite different from normal children as regards their interest, motivation and aims of life.

ACADEMIC ANXIETY

Anxiety is one of the most studied phenomenon’s in psychology. It is normal human response to stress. The concept of anxiety is differentiated from fear as it is a normal

human response to stress. Anxiety is your body's way of telling you that there is something in the environment in need of your attention. It is basically a series of biochemical changes in your brain and body.

In this century, everywhere in educational field, there is a race, a tuff competition. To survive in this competition, students always feel some pressure and tension in their academic field as the academic achievement is important for taking decision in future life. This type of pressure and tension in academic field create uncontrollable nervousness, stress, and fear among students, called academic anxiety (Encyclopedia of Children's health). With other types of anxiety, a little quantity of academic anxiety is normal for the students but when it extreme, adrenal gland become more active and a biochemical change starts in body and mind (Jay D. Tarnow). Academic anxiety has four components –worry, emotionality, task-generated interference, and study skills deficits. The method of reducing your anxiety depends upon which of these you are experiencing.

ACADEMIC ACHIEVEMENT

Academic achievement Academic achievement means achievement level of the students. It can be defined as what a student does or achieve at his school. It is a common practice to promote students from a lower class to a higher class on the basis of his academic achievement. It helps in declaring students successful or unsuccessful, choosing students for various courses and selecting students for different jobs. It is the level of learning in a particular area of subject in terms of knowledge, understanding, skill and application usually evaluated by teachers in the form of test scores in their annual examination.

HEARING IMPAIRED

Hearing impaired person has hearing loss in one or both ears due to impairment in the auditory mechanism. The hearing loss is a continuum ranging from mild to severe and profound loss. Deaf person on this continuum are those whose auditory channels fails to some of processing speech. Hearing impairment can be congenital or acquired at any stage

According to the American Speech-Language Hearing Association (ASHA), children who have mild to moderate hearing loss but do not get intervention services are very likely to be behind their hearing peers by anywhere from one to four grade levels. And for those with more severe hearing loss, intervention services are even more crucial; those who do not receive intervention usually do not progress beyond the third grade level.

REVIEW OF RELATED LITERATURE

Castro Giovanni, A.(2004) found that school-aged children with any degree of hearing impairment have academic, social, emotional and behavioral difficulties because hearing impaired children, even with a minor degree, often miss information during play and are a target for bullying (person who is cruel to other).

Knutson et al.(2004) found that the risk for clinically significant emotional distress and anxiety disorder (generalized anxiety disorder, social, separation, school avoidant disorder, and panic disorder; each has its own characteristics and symptoms) was two to four times higher among persons with hearing impairment than among persons with normal hearing.

Marit H. Kvam, Hitchell Loeb, Kristian Tambs (2006) found that hearing loss was associated with substantially reduced mental health ratings (greater degree of depression and self esteem) among young and middle aged persons.

Lenka & Kant (2012) Studies revealed that revealed in all respects of both groups i.e. learning disabled and hearing impaired children have no significant difference in academic anxiety. Studies also reveal that gender has no role to develop academic anxiety among learning disabled and hearing impaired.

Safinaz N., Azab, Ahmel, Samir S. & Abdelrhman (2015) revealed that even slight/mild hearing impairment can result in negative consequence. In psychological, social, emotional and there is significant relation between delayed language, anxiety and emotional problems.

Shoham, Natalie, Levis, Gemma et al. (2018) Prevalence of anxiety is higher among people with hearing impairment than the general population; our findings indicate that this excess morbidity may be related to the hearing impairment itself, as it was associated with the severity of impairment, and reduced after surgical treatment. Clinicians should be aware of the potential impact of hearing on mental health, and that where hearing ability can be improved, this may reduce anxiety.

There was a high prevalence of mild hearing loss among primary school children. This problem could affect their academic performance. Therefore, hearing assessment is highly recommended to be done on every child especially to those who have poor academic achievement.

SIGNIFICANCE OF THE STUDY

The strength of the children with special needs is increasing day by day. There are variety of children who come in this area like hearing impaired, visually impaired, mentally retarded etc. With increase in number of these children, the number of problems faced by them is also increasing day by day. These problems create so many difficulties in their living environment and it affects their academic achievement also. Academic anxiety is major problem of such type of students. Here the investigator takes a comparative study of academic anxiety of hearing impaired in relation to their academic achievement. This study will be very useful to find the impact of academic anxiety among hearing impaired on academic achievement and also compare academic achievement level of rural and urban hearing impaired students. This study will also be helpful to find out the problems faced by hearing impaired in normal classroom with normal students. It will also provide basis on which counseling can be given to these children .It also helps in using optimum human resources which is crucial for developing country like India.

OBJECTIVES OF THE STUDY

- To study the academic anxiety and academic achievement of hearing impaired students.

- To study the difference in academic anxiety among rural and urban hearing impaired students.
- To study the difference in academic achievement among rural and urban hearing impaired students.
- To find out the relationship between academic anxiety and academic achievement of hearing impaired students.

HYPOTHESES OF THE STUDY

- There is no significant difference in academic anxiety of urban and rural hearing impaired students.
- There is no significant difference in academic achievement of urban and rural hearing impaired students.

There is negative relationship between academic anxiety and academic achievement of hearing impaired students.

DELIMITATION OF THE STUDY

- The study was delimited to 92 hearing impaired students.
- The study was further delimited to special schools for Hearing Impaired Students of Ludhiana district of Punjab

RESEARCH METHOD

Descriptive survey method was used by the investigator to collect the relevant information for research. Descriptive statistics are used to describe the main features of a collection of data in quantitative terms. Descriptive studies are more than just a collection of data, they involve measurement, classification, analysis, comparison and interpretation of data.

SAMPLING

The population of the study includes all the hearing impaired students. Investigator was intended to use random sampling but it is not possible because there is not any list

available in government offices regarding hearing impaired children. So in the present study investigator used purposive sampling techniques. The study was conducted on hearing impaired students studying in special schools. It was decided to collect information from 92 hearing impaired students. Out of total sample of 92 only 41 hearing impaired students belong to rural area and 51 hearing impaired students belong to urban area. The researcher collected data from hearing impaired students only. The distribution of the sample is as under:

DESCRIPTION OF TOOLS

- The researcher has used Academic Anxiety Scale for Children developed by Dr. AK. Singh and Dr. A. Sen. Gupta.
- Information Sheet Prepared by the Researcher.

STATISTICAL TECHNIQUES

Statistical Techniques are extensively used in educational research. To have a clear and meaningful picture for the interpretation of the data and testing of hypotheses, the data was subjected to the following statistical techniques:

- Mean
- Standard Deviation
- t-test
- Correlation

RESULT

To find out the relationship and difference in academic anxiety and academic achievement among hearing impaired children, Karl Pearson product moment correlation and t-test was used. The values obtained from the statistical analysis were discussed in the tables below:

Table 4.1
Description of the level of Academic Anxiety among Hearing Impaired Students

| Level of academic Anxiety | N | | |
|---------------------------|-------|-------|-------|
| | Urban | Rural | Total |
| High Academic Anxiety | 30 | 25 | 55 |
| Average Academic Anxiety | 14 | 11 | 25 |
| Low Academic Anxiety | 7 | 5 | 12 |
| Total | 51 | 41 | 92 |

Mean=13.02 and S.D=2.30

Table 4.1 shows the level of academic anxiety among hearing impaired students. 30 students belonging to urban area and 25 belonging to rural area have high academic anxiety. While 14 students belonging to urban area and 11 students belonging to rural area have average academic anxiety. Only 7 students belonging to urban area and 5 students belonging to rural area have low academic anxiety. From this it is concluded that most of the hearing impaired students have high academic anxiety. So, it can be concluded that most of the students belongs to the category of High Academic Anxiety Level.

Table 4.2
Description of the level of Academic Achievement among Hearing Impaired Students

| Levels of academic Achievement | N |
|--------------------------------|----|
| 80% & above | 13 |
| Between 60% to 80% | 52 |
| Between 40% to 60% | 25 |
| Below 40% | 2 |

Table 4.2 shows that 25 students got between 40% to 60% and only 2 students got below 40%. So, it can Table 4.2 shows the scores of level of Academic Achievement of Hearing Impaired Children. It was found that only 13 students got 80% above marks

and 52% got between 60% to 80%.It is further concluded be concluded that most of the students got 60% to 80% marks.

Table 4.3

Difference between academic Anxiety of Urban and Rural Hearing Impaired students

| Variables | N | Mean | S.D | df | t-value |
|------------------------|----|-------|------|----|---------|
| Urban Hearing Impaired | 51 | 12.68 | 2.15 | 90 | 0.48 |
| Rural Hearing Impaired | 41 | 13.24 | 2.45 | | |

Table 4.3 shows that the mean scores of urban and rural hearing impaired students on variable academic anxiety are 12.68 and 13.24 respectively. It was further found that the standard deviation for academic anxiety among urban and rural hearing impaired students is 2.15 and 2.45 respectively. The calculated t-ratio of academic anxiety is 0.48 which is not significant at both levels i.e.0.05 and 0.01 levels. Thus the hypothesis “There will be no significant difference in academic anxiety among Urban and Rural hearing impaired students was accepted. So we can conclude that there is no significant difference between Urban and Rural hearing impaired students on variable Academic Anxiety.

Table 4.4

Difference between Academic Achievement of Urban and Rural Hearing Impaired students

| Variables | N | Mean | S.D | df | t-value |
|------------------------|----|-------|-------|----|----------|
| Urban Hearing Impaired | 51 | 70.32 | 9.82 | 90 | 0.003237 |
| Rural Hearing Impaired | 41 | 62.47 | 13.91 | | |

Table 4.4 shows the mean values of urban and rural hearing impaired students on variables academic achievement are 70.32 and 62.47 respectively. Whereas standard deviation of the same variable among urban and rural hearing impaired students found to be 9.82 and 13.91 respectively. The calculated t-ratio of academic achievement

among urban and rural hearing impaired students was found to be 0.0032 which is not significant at both levels i.e. 0.05 and 0.01 levels. So we can conclude that there exists no significant difference between urban and rural hearing impaired students on the variable of academic achievement.

Table 4.5
Correlation of Academic Anxiety and Academic Achievement of Hearing Impaired Students

| Variables | N | Mean | S.D | r |
|----------------------|----------|-------------|------------|----------|
| Academic Anxiety | 92 | 13.02 | 2.30 | -0.245 |
| Academic Achievement | 92 | 66.82 | 12.39 | |

Table 4.5 shows that the correlation between academic anxiety and academic achievement among Hearing Impaired Students. The coefficient of correlation between academic anxiety and academic achievement is -0.245. As the hypothesis states “There is negative correlation between academic anxiety and academic achievement among Hearing Impaired Students.” So, it can be concluded that with increase in academic anxiety there is negative effect on academic achievement.

CONCLUSION

It is concluded that most of the students belongs to the category of High Academic Anxiety level and concluded that most of the students got 60% to 80% marks. There is no significant difference in Academic Anxiety among urban and rural hearing impaired students. There is no significant difference Academic Achievement among urban and rural hearing impaired students. There is negative relationship between Academic Anxiety and Academic Achievement of hearing impaired students. So it can be concluded that with increase in academic anxiety it negatively effects academic achievement of hearing impaired students.

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