CHAPTER 2

REVIEW OF RELATED LITERATURE

The review of the literature is carried out to know about the existing practices of treating the variables in the present research and helps to fasten the research process. To acquaint with the current knowledge in the area of study and to understand the research methodology, the investigator reviewed the related literature.

It helped the investigator to know the current information of the problem in hand. The analysis of the reviewed literature led to present the study in the followings headings:

2.1 Studies pertaining to Hearing Impaired Children
2.2 Studies pertaining to Parenting
2.3 Studies Pertaining to Cognitive Stimulation
2.4 Studies Pertaining to Cognitive Behaviour
2.5 Studies Pertaining to Academic Performance

2.1 Studies Pertaining to Hearing Impaired Children

The studies which have been conducted in the area of hearing impaired have shown that deaf children did not differ from normal children. Swarsha (1990) studied the differences between normal and deaf children on perceptions of parental behaviour, perspective taking ability and cognitive functioning. It also attempts to see whether institutionalization and multiple births of deaf children make any difference to their performance on these variables and academic achievement. The major findings are that deaf children did not differ from normal children in perceptions of parental behaviour and perspective-taking abilities. In academic achievement, non-
institutionalized children were found to be significantly on perspective-
ability. Mandke (1991) in his study attempts to analysis whether single-
modality stimulation to its maximum capacity reflects positively upon
speech and language performance of hearing impaired individuals. The
findings of study conclude that deaf children could identify all the ten
items and answered them in the form of complete sentence. Children
developed the concept of singular and plural number, gender, usage of
adjectives, verbs, prepositions, cases and storytelling and found that
there were significant differences in case of pre-test and post-test scores
in the experimental group but not in the control group. It was also found
that the single-modality approach worked more effectively than the
multisensory approach. Children with profound hearing loss proved
better than for speech-reading. Panda (1991) attempted to study the
attitude of parents, teachers and community members towards disability
of different categories of children. Major findings are that the attitude
varies with gender whether they are teachers, parents or community
members. Females showed favourable attitude towards normal, hearing-
impaired, visually-impaired and severely mentally retarded children on
the evaluative dimension. Males showed more favourable attitude
towards the educable, mentally retarded and speech impaired. Female
parents had significantly more favourable attitudes than the male
parents. On the activity factor, sex had no differential effect on attitudes
towards disability. On the potency dimension, the females were slightly
more favourable towards EMR and hearing-impaired than the males.
Sadashive (1991) found the effect of a supplementary education
programme for hearing impaired children and their language
development and socialization, and the effect of parental education
programme on their awareness of acceptance of their child’s handicap.
As a result of the supplementary educational programme, the children
started speaking boldly. They were eager to express themselves without
feeling shy. Parents gave up many wrong concepts regarding their
hearing-impaired child and developed the right concepts in many respects. Sahoo (1991) examined the comparative study of the behavioural characteristics of the blind, deaf and dumb and normal children. The normal children showed much better behavioural functioning as compared to the blind, deaf and the dumb. The blind, deaf and the dumb children exhibited low self-concept as compared to normal ones. But the blind children did not differ significantly from the deaf children with regard of their self-concept. The independence, responsibility and maturity of the normal children did not differ much from the deaf and dumb children. Sharma (1992) assessed the effectiveness of adapted instructional material in science on hearing-impaired from IED and special schools. The performance of the hearing impaired from IED and special schools on post-test was better than on the pre-test. Significant differences were found on age variables, but not on gender variables among the hearing-impaired in both the settings. It showed that even when patient have minimal hearing with a hearing aid, it still helps them get input and helps them catch important sound cues. The inputs are complimenting each other. Hearing aids are better at giving temporal speech cues, while implants supply a fuller spectrum of sound frequencies (Louis, 2009). Johnston (2009) found that the impact of impairment depends on type, extent and timing of hearing loss. Students who were deaf from birth or as the result of illness in childhood may lip-read or use sign language. Students who use SL as a first language of communication may have difficulty with grammatical and syntactical structure of English and have a limited vocabulary. Some deaf students are non-verbal while others may speak differently as they cannot hear their own voices.
2.2 Studies Pertaining to Parenting

The studies which have been conducted in the area of parenting have shown that parents have positive attitude towards children. With regard to individuals, extremely high and low parenting stress, over-involved parent-child relationships, fewer previous surgeries, and younger age predicted greater disturbance. Mothers of developmentally delayed children reported that they are more anxious than mothers of children with normal mental ages (Wells, 1987). Similarly O'Sullivan (1992) explored that majority of the mothers found their pediatricians helpful about issues related directly to their child’s medical condition. However, few found them helpful with issues relating to the effect of the disability on their child’s development, or to their own personal or family needs. Varni (1993) explored that higher paternal depression predicted higher child depression and anxiety and lower self-esteem. Maternal depression and anxiety did not predict child adaptation, as did parent, classmate, teacher, and friend or social support.

Eden (1994) examined that the communication of bad news is a two-way process requiring skilled medical staff, but also a receptive audience. The emotional state of the parent determines his or her ability to hear and comprehend the information given. The results imply that repetition and clarification at consultation interviews is required until parents are emotionally able to hear, accept and comprehend complex news. Written material, taped interviews and simple videos can assist in this process. Eakes (1995) showed that 8 out of 10 parents experienced chronic sorrow. These grief-related feelings were most often triggered by the unending care giving responsibilities parents described. Those who evidenced chronic sorrow indicated that health care professionals could assist them by providing information about their child’s illness and by involving them in the treatment process. Measures of emotional adjustment and perceived emotional and instrumental support by
grandparents were administered to parents of young children with developmental disabilities. A significant positive correlation between paternal adjustment and grandparent support was found. Grandparents’ most frequent forms of assistance were babysitting and buying clothing. (Sandler, 1995) Similarly, this study indicated that greater support from an adult child to the caregiver resulted in greater satisfaction and less burden. It revealed that parents’ positive appraisal of their relationship with the target child was significantly predicted by their perceived care giving burden, but not by their child’s psychiatric status (Pickett, 1997). But Davies (1998) explored that the parental encouragement and educational development were found positively correlated. Parental encouragement was found to have a pervasive influence on the educational development of high-development group, regardless of gender, district and urban rural variations. Marika (2001) researched that the mothers of disabled children had significantly lower extraversion, openness and higher neuroticism than the norms for Estonian women. The results demonstrated that fathers of disabled children were significantly lower in extraversion and openness, but significantly higher in conscientiousness than indicated in the norms.

Schwartz (2000) explored that all the parents reported receiving help and support from their child, but perceived the satisfaction gained from fulfilling their parental duties and from learning about themselves. Their assessment of this satisfaction was entirely unaffected by the subjective and objective burdens on them and the severity of the child’s illness. Bridge (2004) opined that international comparisons show that many parents and their children do not benefit from the medical model of disability, and that serious consequences include the development of depressive illness among those who find that little help is available from public services. It has also been observed that the study reported experiencing grief in relation to their child’s illness as evidenced by intrusive thoughts and feelings and avoidance of behaviour as well as
difficulties adapting to and distress associated with reminders of the illness. Parental grief appears to reduce over time, but only in some aspects of grief and after an extended period. Increased parental grief was related to lowered psychological well-being and health status and associated with an anxious/ambivalent and a negative affective parent-child relationship (Godress, 2005). Significant differences were found between the two groups when compared on mean hours spent per week by mothers in occupations involving child-care activities and recreational activities. Crowe (2006) explored that mothers of children with disabilities spent significantly more time in childcare activities and significantly less time in recreational activities. In addition, mothers of children with disabilities reported fewer typical days and rated the quality of days as poorer. As children got older, the gap between the time mothers devoted to child care increased between the two groups.

Dellve (2006) found high parental stress, physical and emotional strain among mothers, especially among single mothers. Fathers showed high stress related to incompetence, which decreased after the intervention. Decreased strain was found among full-time working mothers and fathers after the intervention. Parents’ perceived knowledge and active coping and mothers’ perceived social support were increased at follow-up. Douma (2006) revealed that most parents (88.2%) needed some support, especially a friendly ear, respite care, child mental health care and information. Parents who perceived both emotional and behavioural problems in their child needed support the most. In addition, parents whose child had any of these problems before the past year, who worried most about their child and suffered from psychopathology themselves, more often, needed support. Parents of children with moderate ID or physical problems especially needed ‘relief care’, i.e. respite care, activities for the child and practical/material help. The need for a friendly ear was met most often (75.3 %), whereas the need for parental counselling was met least often (35.5%).
(2006) investigated maternal and paternal parenting styles in adolescents, their associations with self-esteem, depression and life-satisfaction. They found variations in adolescent adjustment as a result of maternal and paternal parenting styles. Authoritative mothering was found to relate to higher self-esteem and life-satisfaction and to lower depression. Paternal parenting style was also related to psychological adjustment, however, although the advantage of authoritative mothering over permissive mothering was evident for all outcomes assessed; for paternal styles the advantage was less defined and only evident for depression.

Kang and Jaswal (2006) undertook the relationship of educational level of parents with parenting patterns used by them on their children was vital. Results showed that parenting patterns used by parents vary with their level of education. Wolter (2006) viewed the relation between perceived parenting practices and achievement motivation in mathematics. In this study, perceived parenting styles and parental involvement were examined to determine children motivation. The findings indicated that perceived authoritative parenting was positively related to both a mastery goal orientation and higher relative autonomy. Permissive parenting was negatively related to a mastery orientation and positively related to a performance approach orientation only. Also, behavioral involvement was positively related to both performance avoidance and goal orientation. A study on perceived parental bonding, fear of failure and stress during class presentations. Results indicated that paternal caring and to some extent maternal caring was associated with lower levels of fear of failure, anxiety and depression. It was also found out that children reporting an overprotective parental style approached the task with significantly elevated fears; they had elevated stress during the task, and lower task performance. Another salient finding was that children’ perception of their fathers’ parenting style was highly predictive of the stress response
(Georgios, 2008). But Valorie (2009) found that kids from single parent families certainly can have long term problems. However, single parenting, in and of itself, isn’t necessarily the cause. In every given situation, there are a host of circumstances that can help guide and shape a young child into a successful adult. Factors include the child’s relationship with the residential parent, the child’s own personal tendency towards resiliency, as well as other adults that play a significant role in the child’s life.

2.3 Studies Pertaining to Cognitive Stimulation

A research project on the role of parental involvement during the first year of a kindergarten programme concluded that parents take an active role in their child’s educational experience. The findings suggested that parental involvement benefits for the studies as a whole. Douglas (1964) suggested that children tend to work well when their parents take interest in their school progress and work badly when they are uninterested. But Aggrawal (1986) explored that the parental encouragement and educational development were found positively correlated. Parental encouragement was found to have a pervasive influence on the educational development of high-development group, regardless of gender, district and urban rural variations. Sharma (1988) explored that children of working mothers had a greater feeling of rejection and differed significantly from the children of nonworking mothers. The study aims at comparing the children of working and non-working mothers regarding their self-concept, socio-economic status and adjustment.

Roopashri (1994) found factors that influence the parental cognitive stimulation in three areas of child development i.e. academic aspects, social aspects and extracurricular activities and found that academics are affected positively by parental cognitive stimulation. It has also been
observed that having studied the spanking by parents and subsequent anti-social behaviour of children, they analyzed that when parents use corporal punishment by non-violent mode of discipline, it could reduce the risk of anti-social behaviour among children and reduce the level of violence in society. (Straus et al., 1997). But Andrea (2001) investigated parental influence on the academic outcomes of the child. He concluded that children who showed greater parental influences have more positive academic outcomes. Hubbs et al. (2002) examined the relation of maternal cognitive stimulation, emotional support and intrusive behavior during head start to children’s kindergarten cognitive abilities. It has been found that maternal cognitive stimulation affects the cognitive abilities of the children.

Frederick (2005) studied early cognitive stimulation, emotional support and television watching as predictors of subsequent bullying among grade-school children. He concluded that the early home environment including cognitive stimulation, emotional support and exposure to television has a significant impact on bullying in grade school. Chang (2007) examined maternal depressive symptoms and their impact on child behaviour. He analyzed that reduction in mothers’ depression can also solve the child’s behavior problem. But Aluisio (2009) explored that child development in birth cohort, effect of child stimulation is stronger in less educated mothers, its psychosocial determinants and interactions with maternal schooling and economic position. Child development was strongly associated with socio-economic position, maternal schooling and stimulation. Cognitive stimulation can have an important effect and children, especially those from mothers with low schooling.
2.4 Studies Pertaining to Cognitive Behaviour

The study in the area of cognitive behaviour conducted by Swarsha (1990) found that deaf children did not differ from normal children in the perceptions of parental behaviour and perspective-taking ability and cognitive functioning. However, the difference between the deaf and normal were significant. Mishra (1991) attempted to study developmental changes on decoding competence and speech-related cognitive processes. Performance in decoding as well as speech-related processes, except sequence repetition, improved as a function of age and grade. Vijay (1991) indicated that the overall problem-solving ability and success in different types of problems were significantly and positively related to each cognitive capability separately as well as globally. The results of the discriminate analysis indicate that the obtained scores for internalizing, externalizing, emotional and conduct disorders did not predict group membership i.e. 46.5% of children were misclassified while only 53.5% parents were correctly classified using the obtained scores as predictors of instructional placement. Based on these results, it appears that placement in instructional setting is not determined by characteristics of children. Mohanpatra (1991) attempted to study the problem of reading, memory and attention processes of normal and reading disabled children. Major findings were that the normal and the reading-disabled children did not differ with respect to their intelligence. In the case of decoding score, the normal subjects of both grades performed better than reading disabled subjects. In the case of oral reading errors, the normal children made significantly less errors than the reading-disabled children. The observations have also emphasized a weak sequential relationship between teachers’ praise, statements and children behaviour and in particular, compliance. In addition to implications, relative to teacher training, teacher evolutions and planning for the transition of children from self-contained class rooms to less
restrictive settings (Johnson, 1999). Similarly, Kagee (1999) supports the idea that a modest relationship exists between world view and health promoting behaviour. There was also a slight indirect effect of sex on health promoting behaviour, with women more likely to endorse an organism worldview and therefore more likely to engage in health promoting behaviours than men. No relationship was found between socioeconomic status and health promoting behaviours. Similarly, Ravinderan (1999) has observed that the performance goals, simple knowledge and certain knowledge beliefs were the best predictors for shallow cognitive engagement. Shallow cognitive engagement was the best predictor for the knowledge integration examination measure with a negative relationship. None of the independent variables came as predictors for the knowledge integration paper measure. The research concluded that in elementary schools was found visionary leadership and collaboration as the two outstanding characteristics of a meaningful educational environment. Other characteristics such as supports for staff and children, funding, effective parent involvement and accessibility were also evidenced. Transition planning and refocused use of assessment did not evolve as themes with this investigative approach. Teacher’s roles are in a state of change (Roth, 1998). Analysis of cognitive processing overtime showed markedly different processing by high and low performers within and across conditions, providing insight into the temporal nature of how readers attain understanding. The better instruments need to be developed to measure children’ use of non-automatic elaborations (Condly, 1999). It indicates the interaction of year in program and cognitive developmental level are not related to empathy. These results suggest that empathy does develop over the course of counselor training programs as evidenced by the significant differences between first and second year children on both measures of empathy. One year of experience in a counselor education program was related to both cognitive skill based and affective/trait based empathy. These
results also suggest that cognitive developmental level is not related to empathy (Lyons, 1999). Nauert Rick (2009) found that cognitive behavior therapy reduces anxiety in older adults. This study is to suggest that CBT can be useful for managing worry and associated symptoms among older patients in primary care. The researchers found that CBT, compared with EUC, significantly improved worry severity, depressive symptoms and general mental health. Woods (2009) attempted to identify and reduce the antecedents and consequences of problem behaviors. This approach has not shown success in the overall functioning. There is still a lack of high quality data on the effectiveness of these techniques in other behavior problems such as wandering.

2.5. Studies Pertaining to Academic Achievement

The study conducted by Darshana (1986), have revealed that the children belonging with high intellectual commitment were more interested in science than those with low intellectual commitment. Chengappa (1989) explored that various deficiencies and deviances in terms of speech and language behavior of cerebral palsied children were highlighted. Language comprehension was much better than language expression in both types of cerebral palsied children. Sharma (1988) explored that children of working mothers had a greater feeling of rejection than differed significantly from the children of working mothers. The study aims to comparing the children of working and non-working mothers regarding their self-concept, socio-economic status and adjustment. Ramiah (1990) showed that there was significant relationship between parental involvement and self-concept of the children. The more parental involvement the better the self-concept. Female children had more parental involvement in the physical support dimension than male children. Kapoor (1990) found that deaf children did not differ from normal children in perceptions of parental behaviour.
and perspective-taking ability and cognitive functioning. However, the difference between the deaf and normal were significant. Mukherjee (1991) showed that the main concerns of philosophical and psychological theories were to determine whether concepts are organized ideally or experience physically. Under cognitive psychology, the emphasis was more on mental behaviour and experiences. This school gave some importance to languages in the process of cognition. Mishra (1991), attempt to study developmental changes on decoding competence and speech related cognitive processes. Performance in decoding as well as speech related processes, except sequence repetition, improved as a function of age and grade. Vijay (1991) indicates that the overall problem-solving ability and success on different types of problems were significantly and positively related to each cognitive capability separately as well as globally. Gupta. (1991) explores that study the effect of deprivation on certain cognitive and non-cognitive behaviours of adolescent’s. The non-deprived children were more intelligent, creative and more high achieving than deprived children. Patrick (1992), found significantly high correlation was obtained between cognitive style counts and leadership potential scores. No significant differences existed between potential and non-potential leaders in intelligence, tough mindedness, excitability, tender-mindedness, zest and self-sufficiency. Sahoo (1992), the normal children showed much better behavioural functioning than compared to the blind, the deaf and the dumb. The blind, deaf and dumb children exhibited low self-concept as compared to the normal. But the blind children did not differ from the deaf children with regard their self-concept.

Leung (1998) studied that academic achievement is negatively related to academic authoritarianism and is positively related to general authoritarianism in Hong Kong and among U.S. and Australian children whose parents lacked college education. Johnson, (1999) the observations have also emphasized that a weak sequential relationship
between teachers praise, statements and children behavior in particular, compliance. In addition to implications, relative to teacher training, teacher evolutions and planning for the transition of children from self-contained class rooms to less restrictive settings. It indicates that children whose cognitive behaviour and cognitive stimulation is high their academic performance is also high. Vagela (2000) revealed in his study that there is significant relationship of intelligence and socio-economic status on academic achievement of ninth standard students. Panda (2005) in his study revealed that there is low relationship between intelligence and academic achievement in different categories of schools and further revealed that there is no glaring relationship between intelligence and academic achievement of students involved in the study. Bajwa (2006) found a significant relationship between academic achievement and family environment, academic achievement and academic stress and academic achievement and dimensions of family environment. Armstrong (2009) examined the third grade students from were randomly assigned to receive 30 minute Spanish lessons three times a week for one semester. These lessons focused on ora-aural skills and were conducted entirely in Spanish. Students in the Spanish classes scored significantly higher than the group that did not receive Spanish instruction in math and language on the Metropolitan Achievement test. There was no significant difference in reading scores. Carr (2009) The study concluded that performance in reading, comprehension, language mechanics, and language expression was significantly higher in favour of the experimental group when such variables as academic aptitude and level of performance in the treatment were statistically controlled.
2.6 Related Literature and the Present Study

The reviews of the research have directed the investigator to conclude that hearing impaired studies have shown that deaf children did not differ from normal children, mothers play more role than fathers of hearing impaired children. Hearing impaired children are physically deficient than normal children. To overcome their deficiency, they put more efforts to cope up with the normal children that are why they involved themselves into lot of cognitive activities. Parents have emotional attachment with their children; their expectations for their children are same whether they are normal or abnormal. They want to help their child to grow like abnormal being. Parents are aware to find out solutions of every problem for their child. They knew their actions and choices affected their children, thus they aimed at providing an environment where safety and security prevailed. The analysis of the narratives looked at the role of the father in the academic achievement of the children. The mother’s perceptions of the role of the father while he was living at home reflected the traditional image of fathers as providers and playmates. Adjustment factors that influence the parental cognitive stimulation are found in three areas of child development i.e. academic aspects, social aspects and extracurricular activities and found that academics are affected positively by parental cognitive stimulation. In the studies investigating parental influence on the academic outcomes of the child, the investigator concluded that children who showed greater parental influences have more positive academic outcomes. Studies show that a relationship exists between worldview and health promoting behaviour. Ordinarily the child’s key models are his parents and their behaviour can have beneficial or detrimental effect on the way the child learns to perceive think, feel and act. It was found that good relations with parents tend to show better social adjustment, emotional
adjustment and self esteem development. Loving and accepting parents provide healthy medium for the child to grow his energies into proper channels and exercise his potentials to the maximum. Parents of high achievers are found to be more trusting, rewarding, loving and showed more tolerance towards their children than their children than The present study is in urgently needed now a day because scanty attention has been paid to the hearing impaired children by the researchers in India. The rehabilitations of the handicapped are the major social economic responsibility of every nation. It is a very difficult problem to handle because deafness is a serious barrier to the normal educational process and large numbers of interacting variables add to the problems. There are very few schools in India which can ensure quality education to the deaf children through trained and dedicated teachers. The educational output of children does not always correspond to the inputs given through the educational process. It is because of this fact that the education of learning handicapped children is very complex and several factors influence their educational status. It has been also observed that parents provide very low parental input or support to their deaf children in education.

2.7. Hypotheses

2. Cognitive Stimulation given by parents to hearing impaired children is less than cognitive stimulation given to normal children.
3. Parenting of hearing impaired children are better than normal children.
4. There is no interactive effect of cognitive stimulation and cognitive behaviour on the academic performance of hearing impaired children and normal children.