ACADEMIC ACHIEVEMENT OF STUDENTS IN RELATION TO TEACHERS’ AWARENESS OF ASSISTIVE TECHNOLOGY, IT’S AVAILABILITY AND USAGE IN SCHOOLS FOR HEARING IMPAIRED.

ABSTRACT

The research study was undertaken to investigate the Academic Achievement of Students in relation to Teachers’ Awareness of Assistive Technology, it’s Availability and Usage in Schools for Hearing Impaired. The present study was undertaken with following objectives were to prepare a list of Assistive Technology available for hearing impaired students, to assess the Availability and Usage of Assistive Technology in schools for hearing impaired, to assess the level of Teachers’ Awareness of assistive technology and to assess the level of academic achievement of hearing impaired students. Eight districts via; Mysore, Chamarajnagar, Chikkamagalur, Dakshina Kannada, Hassan, Kodagu, Mandya, and Udupi belong to Mysore division. Teachers, Head of the institutions and students of the twelve hearing impaired schools from these eight districts formed the population of the study. 113 teachers were and 864 students from twelve schools formed the sample for the study. Availability and Usage of Assistive Technology in hearing impaired schools, Academic Achievement of hearing impaired students and Teacher’s Awareness of Assistive Technology were considered as main variables Gender, Type of schools and Locality were considered as background variables. Both to Checklist of Availability of Assistive Technology and Rating Scale of Usage of Assistive Technology and Test for Teacher’s Awareness of Assistive Technology were constructed by the researcher. Descriptive survey method was the employed for the study. Data was analyzed using SPSS software version 20.00. Mean, Standard Deviation, Percentage analysis, Chi-square, ‘t’ test, ANOVA and Tetra-choric co-efficient were used for analysis of data. The major findings that emerged out of the present study are that the hearing impaired schools managed by the government do not posses
majority of the assistive technological device for hearing impaired. Majority of the assistive technological devices are available in hearing impaired schools managed by NGOs. Private aided hearing impaired schools posses most of the assistive technological devices. Few assistive technological devices were found to be available in private unaided hearing impaired schools. Rural schools were found to posses more number of devices for hearing technology than urban hearing impaired schools. Urban schools were found to posses more number of Alerting and communication devices of assistive technology than rural hearing impaired schools. Low usage of assistive technology was found in government hearing impaired schools. Usage of assistive technological devices was reported to be higher in private aided and private unaided hearing impaired schools. Majority of hearing impaired school teachers have moderate level of awareness of assistive technology (67.26%). Merely 19.47% of hearing impaired school teachers has high awareness of assistive technology. 13.27% of hearing impaired school teachers are found to have low awareness of assistive technology. Majority of hearing impaired students have average level of academic achievement (67.36%). Merely 16% of hearing impaired students has above average level of academic achievement. 16.55% of hearing impaired students are found to have below average level of academic achievement. There is no significant difference between urban and rural hearing impaired schools with respect to availability of assistive technology. There is no significant difference among government, private aided, private unaided and hearing impaired schools managed by NGOs with respect to availability of assistive technology. There is no significant difference between urban and rural hearing impaired schools with respect to usage of assistive technology. There is no significant difference among government, private aided, private unaided and hearing impaired schools managed by NGOs
with respect to usage of assistive technology. There is no significant difference in awareness of assistive technology of male and female teachers. There is a significant difference in awareness of assistive technology among teachers belonging to government, private aided, private unaided and hearing impaired schools managed by NGOs. There is a significant difference in awareness of assistive technology among teachers belonging to government and private aided hearing impaired schools. Awareness of assistive technology among teachers belonging to government hearing impaired schools is found to be higher than that of their counterparts belonging to private aided hearing impaired schools. There is a significant difference in awareness of assistive technology among teachers belonging to government and private unaided hearing impaired schools. Awareness of assistive technology among teachers belonging to government hearing impaired schools is found to be higher than that of their counterparts belonging to private unaided hearing impaired schools. There is a significant difference in awareness of assistive technology among teachers belonging to government and hearing impaired schools managed by NGOs. Awareness of assistive technology among teachers belonging to government hearing impaired schools is found to be higher than that of their counterparts belonging to hearing impaired schools managed by NGOs. There is a significant difference in awareness of assistive technology among teachers belonging to private aided and private unaided hearing impaired schools. Awareness of assistive technology among teachers belonging to private aided hearing impaired schools is found to be higher than that of their counterparts belonging to private unaided hearing impaired schools. There is a significant difference in awareness of assistive technology among teachers belonging to private aided and hearing impaired schools managed by NGOs. Awareness of assistive technology among teachers
belonging to private aided hearing impaired schools is found to be higher than that of their counterparts belonging to hearing impaired schools managed by NGOs. There is no significant difference in awareness of assistive technology among teachers belonging to private unaided and hearing impaired schools managed by NGOs. There is no significant difference in awareness of assistive technology among teachers belonging to urban and rural hearing impaired schools. There is a significant difference in academic achievement of hearing impaired students belonging to government and private aided schools.