



RESEARCH PAPER

Aggressive Behavior of Students with Hearing Impairment and Academic Engagement: A Study in South Punjab, Pakistan

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ABSTRACT

This study investigates the impact of aggressive behavior and influence of various forms (physical, verbal, and social) on academic engagement among students with hearing impairments in South Punjab, Pakistan. To address the research gap the study seeks to develop effective intervention and support systems to enhance their educational experience. Aggressive behavior is one of the challenges faced by the student suffering with hearing impairments, which can significantly impact their academic engagement. The research uses a descriptive framework and survey approach to gather quantitative data focusing on special education schools in Multan, Bahawalpur, and DG Khan from teachers working with hearing-impaired students. The analysis, conducted using SPSS, aims to understand the prevalence of aggressive behavior and its effects on students' academic involvement. The findings are expected to inform interventions and support systems that enhance the educational system of students with hearing impairments.

KEYWORDS Academic Engagement, Aggressive Behavior, Hearing Impairments, Social Aggression, Verbal Aggression

Introduction

Aggressive behavior influenced the students with hearing impairments and they face unique challenges in education, which can significantly impact their academic engagement. Aggressive behavior and their different types encompassing physical, verbal, and social aggression, has been shown to reduce participation in classroom activities and decrease motivation. Zhang et al. (2021) and Johnson et al. (2017) found students with hearing impairments having higher levels of aggression as compared to their peers, underscoring the need for effective interventions. According to Lee and Lee (2019) the negative correlation between aggression and academic engagement. The situation is particularly acute in South Punjab, Pakistan, where schools often lack adequate facilities, trained staff, and inclusive policies (Butt & Mushtaq, 2019; Haider, Shad, & Tahir, 2019). The different initiatives to improve this situation including resource centers and teacher training programs (Malik, 2018). However, the inclusive education policies and their implementation remains inconsistent (Raza, Ali, & Iqbal, 2019). It is crucial for improving the educational experiences of hearing-impaired students by understanding and addressing these issues.

Literature Review

The literature review highlighted and examined the previous studies on aggressive behavior on students with hearing impairments and how it affects in the classroom. A broad overview of the intellectual lineage that influences the research is provided as the researcher sets out on this intellectual journey and navigates the complex pathways carved by the industrious minds of scholars, practitioners, and visionaries who have contributed to the evolution of thought in the chosen domain (Ameen et al., 2022). The literature review acts as a link between the past and the present by providing the narrative of the intellectual

development that has informed the research. The complex interplay between aggressive behavior and academic engagement among students with hearing impairments develop the intellectual by literature. Aggressive behavior, including different type's physical, verbal, and relational aggression, is a significant concern in educational settings, impacting both the aggressors and their peers (Sillanpaa, 2023). The key contributors to such behavior identified communication barriers, social isolation, and unmet needs (Sarreal, 2022).

Research Studies show how important it is to grasp the special issues that affect students with hearing impairments. This knowledge has an impact on the need to create supportive and inclusive classrooms. Research also points out ways to reduce aggression and boost positive school involvement (Johnson et al. 2023). Education institution play a key part in building the social and emotional wellbeing of these students. They need to use custom approaches to tackle the main causes of aggressive actions (Lloyd 2022).

Different approaches addressing the aggressive behavior of these students, involving collaboration between educators, psychologists, speech therapists, and families, including Empathy and a multidisciplinary approach are essential in comprehending and addressing the aggressive behavior of these students (Wright, 2023). This review emphasizes the need for effective strategies to remove obstacles and empower students with hearing impairments to succeed both academically and socially (Curtis, 2021). The following chapters will explore these challenges in greater detail, providing insights to transform the educational experience for these students (Schafer et al., 2021).

Aggressive behavior has different categories like reactive aggression (impulsive responses to perceived threats), proactive aggression (premeditated actions for personal gain), and bullying (repetitive harm towards victims) (Haile et al., 2021). The significant impacts of aggressive behavior: aggressors may face disciplinary actions and strained relationships face by the aggressors may face, while physical injuries, emotional distress, and academic decline faced by the victim. Observers of aggression may feel anxious and perceive the environment as hostile. (Fernandez et al., 2021). Individual traits (e.g., genetics, mental health conditions) and environmental factors (e.g., exposure to violence, family conflict) are factors which influencing aggression (Irvan et al., 2021. Involves early intervention, social skills training, and creating a positive school climate to addressing aggression (Schafer et al., 2021). Parents and teachers are crucial in managing aggression through open communication, positive classroom management, and collaborative support (Kumar et al., 2022). Restorative practices, such as circles and mediation, focus on repairing harm and fostering empathy (Ariapooran & Khezeli, 2021). The intersection of hearing impairment and aggressive behavior explores how hearing loss may contribute to aggression, emphasizing the need for tailored research and interventions (Yakut, 2021).

Hearing Impairment and its Impact on Students Academic Performance

Hearing impairment significantly affects students' academic performance, social interactions, and quality of life, as it hinders their ability to perceive and interpret auditory stimuli (Pradina & Hastuti, 2017). Students with hearing impairments face distinct challenges, including aggressive behavior, which can negatively impact their academic engagement. Aggression disrupts the classroom environment, reduces attention, increases stress, and diminishes learning opportunities for all students. It also strains teacher-student relationships, affecting motivation, participation, and academic achievement (Sarreal, 2022). Understanding these impacts is essential for developing effective support strategies.

The Intersection of Hearing Impairment, Aggressive Behavior and academic engagement

The intersection of hearing impairment and aggressive behavior examines the complex relationship between these phenomena, focusing on factors that may contribute to

aggression in individuals with hearing impairments (Yakut, 2021). Academic engagement, on the other hand, encompasses a student's active involvement and commitment to their learning, which is vital for positive educational outcomes and fostering lifelong learning (Irvan et al., 2021).

Challenges Faced by Students with Hearing Impairment in Academic Engagement

The academic engagement of hearing loss students faces different barriers like communication problems, auditory information inaccessibility and its complexity on lip-reading which can hinder their active participation and understanding (Byeon, 2021; van et al., 2021). Such challenges often result in social isolation as well as increased cognitive load and decreased engagement particularly when exposed to rapid speech, classroom noise, and poor captioning or transcripts (Pienkowski, 2021; Donaldson, 2021). In addition to causing them educational failure because of some emotional repercussions like anxiety as well as frustration (Kramarenko et al., 2021; Irvan et al., 2021).

In Pakistan no research has been done on challenges encountered by hearing impaired students. In terms of how these students are influenced by culture what is inclusive education, what teachers should know, and how communication strategies may aid in reduction of aggression as well as increasing engagement levels? (Kumar et al. 2022)The current study aims to fill this gap by investigating academic engagement among individuals with hearing impairments caused by aggressiveness. This implies that inappropriate actions such as physical, verbal or even social aggression could hinder their performance at school. By catering to these gaps in our understanding of these factors, the researchers want to devise ways that will ensure that they continue to help these students efficiently.

Material and Methods

This study utilizes a descriptive research design to gather quantitative data on aggressive behavior and academic engagement among students with hearing impairments. The approach was chosen to provide a comprehensive understanding of the factors contributing to these behaviors and their impact on academic involvement. The target population includes teachers instructing students with hearing impairments in the Multan, Bahawalpur, and DG Khan Divisions. A simple random sampling technique was employed to determine the sample size, ensuring equal selection chances for all population members. Data collection was carried out using a questionnaire, and the data were analyzed using both descriptive and inferential statistics through the Statistical Package for the Social Sciences (SPSS).

Population

The targeted population for this study includes teachers from public special schools in the Multan, Bahawalpur, and DG Khan Divisions who instruct students with hearing impairments. Given the extensive size of the population, sampling methods are essential to obtain representative data (Creswell, 2012). Teachers' daily interactions with these students provide crucial insights into their behavior, making them valuable participants for examining the complexities of aggressive behavior and academic engagement in this context (Bhardwaj, 2019).

Table 1
Special School Teachers Population of Multan, Bahawalpur and DG Khan divisions

Sr No	Divisions	Schools (N)	Teachers (N)
1	Multan	31	232
2	Bahawalpur	25	188
3	DG Khan	27	185

Total	83	605
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Source: <https://sed.punjab.gov.pk>

Sampling involves selecting units, such as individuals or organizations, from a specific population of interest. By analyzing the selected sample, researchers can make valid generalizations about the broader population from which it was derived (Millard Ball & Kim, 2020). The research sample comprises 332 teachers who work with students with hearing impairment across the Multan, Bahawalpur, and DG Khan Divisions. The sample size was determined using a simple random sampling technique to ensure that each member of the population had an equal chance of being chosen. This method aims to minimize bias and improve the generalizability of the results. By gathering input from a diverse group of teachers, the study seeks to capture a wide range of perspectives on aggressive behavior and academic engagement among students with hearing impairment.

Sampling

This study utilized a multistage sampling technique. In the first stage, three divisions were randomly selected from the nine divisions of Punjab. In the second stage, two districts were randomly chosen from each selected division. In the third stage, thirty schools (N=30) were randomly selected from the chosen divisions. Finally, in the fourth stage, a cluster sampling technique was used to select all schoolteachers (n=332) from the selected schools.

Data collection

Data were collected through physical surveys and digital surveys via Google Forms, offering flexibility to participants. This approach ensured a diverse range of responses and accommodated different preferences and accessibility needs.

Formulation of Questionnaire

A self-developed questionnaire, based on an extensive literature review on aggressive behavior, academic engagement, and challenges faced by students with hearing impairment, was used for data collection. The questionnaire included structured questions targeting various dimensions of aggressive behavior and its correlation with academic engagement, tailored to the specific context of students with hearing impairment.

Validation of Questionnaire

The questionnaire was validated by a panel of five experts from the education department using the content validity index (CVI). Experts from ISP Multan, Bahawalpur, and DG Khan Divisions were consulted through personal visits and emails. They validated the questionnaire items on a five-point scale. Additionally, a pilot test was conducted with 20 special education teachers from the same regions to ensure reliability, with responses analyzed using SPSS (Fraenkel & Wallen, 2009).

Reliability of tool.

Reliability, defined as the consistency of scores across measurements, was assessed using Cronbach's Alpha. The questionnaire demonstrated a Cronbach's Alpha of .79 for 40 items related to hearing impairments, indicating good reliability (Fraenkel & Wallen, 2009).

Data Analysis

The data were analyzed using descriptive and inferential statistics with SPSS. Descriptive statistics summarized key variables, highlighting the prevalence and nature of aggressive behavior and its impact on academic engagement among students with hearing

impairment. Inferential statistics identified significant relationships, correlations, and patterns, providing deeper insights into the phenomena under investigation.

Results and Discussion

Data interpretation and analysis was performed through tables generated from each category of the respondents.

Table 2
Frequency Distribution for Awareness Level of School Teachers Regarding the Aggressive Behavior of Hearing-Impaired Students

Sr#	Statements of Questions	SA f(%)	A f(%)	UD f(%)	DA f(%)	SDA f(%)	M	SD
1	Teachers in our school are well-informed about the aggressive behavior displayed by hearing-impaired students.	76(32)	121(51)	28(12)	8(3)	2(1)	4.11	0.80
2	Teachers receive sufficient training and resources to recognize and address aggressive behavior in hearing-impaired students.	73(31)	131(56)	22(9)	6(3)	3(1)	4.13	0.78
3	The school promotes a supportive environment where teachers actively communicate about the aggressive behavior of hearing-impaired students.	86(37)	128(54)	15(6)	6(3)	0(0)	4.25	0.69
4	Teachers are sensitive to the unique needs and challenges of hearing-impaired students with aggressive behavior.	95(40)	119(51)	17(7)	4(2)	0(0)	4.30	0.68
5	Teachers collaborate with special education professionals to address the aggressive behavior of hearing-impaired students effectively.	68(29)	146(62)	14(6)	7(3)	0(0)	4.17	0.66
6	Teachers actively seek professional development opportunities to enhance their understanding of hearing-impaired students' aggressive behavior.	81(34)	130(55)	18(8)	6(3)	0(0)	4.22	0.69
7	The school has clear policies and procedures in place for handling aggressive behavior among hearing-impaired students.	86(37)	129(55)	15(6)	3(1)	2(1)	4.25	0.70
8	Teachers have access to resources and support networks to address the aggressive behavior of hearing-impaired students effectively.	76(32)	137(58)	16(7)	0(0)	6(3)	4.18	0.77
9	Teachers are proactive in identifying triggers for aggressive behavior in hearing-impaired students.	97(41)	112(48)	14(6)	8(3)	4(2)	4.23	0.84
10	The school administration actively encourages open dialogue and awareness about the aggressive behavior of hearing-impaired students.	80(34)	129(55)	19(8)	2(1)	5(2)	4.18	0.79

Table 2 shows the frequency distribution of teachers' awareness about aggressive behavior in hearing-impaired students. It reveals that 32% of teachers strongly agree and 51% agree that their school staff is well-informed on this issue. Similarly, 31% strongly

agree and 56% agree that they receive adequate training and resources to address such behavior. The data also indicates that 37% strongly agree and 54% agree that the school promotes a supportive environment for discussing these behaviors. Furthermore, 40% strongly agree and 51% agree that teachers are sensitive to the needs of hearing-impaired students. However, improvements are needed in areas such as professional development and fostering open dialogue, with 34% strongly agreeing and 55% agreeing that these areas need more attention. Overall, the findings suggest a positive awareness among teachers but highlight specific areas for improvement

Table 3
Frequency Distribution for Types of Aggressive Behavior of Students with Hearing Impairment

Sr#	Statements of Questions	SA f(%)	A f(%)	UD f(%)	DA f(%)	SDA f(%)	M	SD
1	I am aware of the different types of aggressive behavior exhibited by hearing-impaired students.	112(48)	107(46)	12(5)	4(2)	0(0)	4.3 9	0.67
2	Aggressive behavior in hearing-impaired students includes physical aggression (e.g., hitting, pushing).	98(42)	129(55)	6(3)	0(0)	2(1)	4.3 7	0.62
3	Aggressive behavior in hearing-impaired students includes verbal aggression (e.g., yelling, name-calling).	113(48)	104(44)	7(3)	9(4)	2(1)	4.3 5	0.79
4	Aggressive behavior in hearing-impaired students includes relational aggression (e.g., exclusion, spreading rumors).	72(31)	131(56)	21(9)	11(5)	0(0)	4.1 2	0.76
5	Aggressive behavior in hearing-impaired students includes disruptive behavior (e.g., tantrums, refusing to cooperate).	93(40)	109(46)	25(11)	8(3)	0(0)	4.2 2	0.77
6	The severity of aggressive behavior varies among hearing-impaired students.	84(36)	124(53)	23(10)	2(1)	2(1)	4.2 2	0.72
7	Understanding the specific types of aggressive behavior is crucial for effective intervention.	86(37)	129(55)	15(6)	3(1)	2(1)	4.2 5	0.70
8	The school provides adequate resources for teachers to identify and document different types of aggressive behavior.	76(32)	137(58)	16(7)	0(0)	6(3)	4.1 8	0.77
9	Teachers receive support in recognizing and addressing various types of aggressive behavior in hearing-impaired students.	97(41)	112(48)	14(6)	8(3)	4(2)	4.2 3	0.84
10	Collaboration among teachers and specialists is essential to understanding and addressing the diverse types of aggressive behavior.	80(34)	129(55)	19(8)	2(1)	5(2)	4.1 8	0.79

Table 3 highlights teachers' perceptions of aggressive behavior among students with hearing impairments. It shows a generally high awareness, with most teachers agreeing that relational, disruptive, and variable aggressive behaviors are present. For instance, 87% recognize relational aggression, and 86% acknowledge disruptive actions like tantrums. Teachers emphasize the importance of understanding specific behaviors for targeted interventions (92%) and note the need for more resources and support in addressing these challenges. Collaboration among teachers and specialists is seen as crucial, with 89% agreeing on its importance, though there's room for improvement in resources and teamwork.

Table 4
Frequency Distribution for Academic Engagement of The HI Students with Aggressive Behavior in The School Setting

Sr #	Statements of Questions	SA f(%)	A f(%)	UD f(%)	DA f(%)	SDA f(%)	M	SD
1	Hearing-impaired students with aggressive behavior are actively engaged in classroom learning.	92(39)	123(52)	16(7)	4(2)	0(0)	4.29	0.67
2	Aggressive behavior negatively impacts the academic engagement of hearing-impaired students.	79(34)	125(53)	21(9)	10(4)	0(0)	4.16	0.76
3	Teachers effectively manage and minimize the impact of aggressive behavior on the academic engagement of hearing-impaired students.	82(35)	127(54)	16(7)	8(3)	2(1)	4.19	0.77
4	Hearing-impaired students with aggressive behavior receive individualized academic support.	81(34)	129(55)	21(9)	4(2)	0(0)	4.22	0.67
5	The school provides a safe and inclusive environment that promotes the academic engagement of hearing-impaired students with aggressive behavior.	81(34)	122(52)	26(11)	6(3)	0(0)	4.18	0.73
6	Effective communication between teachers, students, and parents plays a significant role in enhancing academic engagement.	90(38)	129(55)	14(6)	2(1)	0(0)	4.31	0.62
7	Teachers adapt their teaching methods to accommodate the academic needs of hearing-impaired students with aggressive behavior.	102(43)	105(45)	20(9)	4(2)	4(2)	4.26	0.82
8	Hearing-impaired students with aggressive behavior are actively encouraged to participate in extracurricular activities.	94(40)	126(54)	11(5)	2(1)	2(1)	4.27	0.78
9	The school provides social and emotional support to address academic disengagement caused by aggressive behavior.	90(38)	137(58)	8(3)	0(0)	0(0)	4.31	0.67
10	Academic engagement strategies should be tailored to the individual needs and challenges of hearing-impaired students with aggressive behavior.	96(41)	129(55)	10(4)	0(0)	0(0)	4.32	0.69

Table 4 shows the frequency distribution of academic engagement for hearing-impaired students exhibiting aggressive behavior. It includes ten statements addressing various aspects of this issue. In the first statement, 39% of teachers strongly agree and 52% agree that these students are actively engaged in classroom learning. For the second statement, 34% strongly agree and 53% agree that aggressive behavior negatively affects their academic engagement. Regarding teachers' effectiveness in managing this impact, 35% strongly agree and 54% agree. The fourth statement reveals that 34% strongly agree and 55% agree on the importance of individualized support.

The school environment's role is highlighted, with 34% strongly agreeing and 52% agreeing that it promotes academic engagement. Effective communication is emphasized, with 38% strongly agreeing and 55% agreeing on its significance. Teachers' adaptability is acknowledged by 43% strongly agreeing and 45% agreeing. The importance of extracurricular participation is noted, with 40% strongly agreeing and 54% agreeing. Social

and emotional support is crucial, with 38% strongly agreeing and 58% agreeing on its necessity. Lastly, 41% strongly agree and 55% agree on the need for tailored strategies. Overall, the table reflects a positive perception among teachers regarding the academic engagement of hearing-impaired students with aggressive behavior, highlighting the importance of individualized support, a positive school environment, and effective communication (Ariapooran & Khezeli, 2021).

Table 5
Frequency Distribution for Recommendations for Enhancing the Academic Engagement of HI Students with Aggressive Behavior in Schools

Sr#	Statements of Questions	SA f(%)	A f(%)	UD f(%)	DA f(%)	SDA f(%)	M	SD
1	The school should develop specific intervention programs to address academic engagement challenges in hearing-impaired students with aggressive behavior.	100(43)	112(48)	19(8)	4(2)	0(0)	4.31	0.69
2	Regular training and professional development should be provided to teachers on strategies for enhancing academic engagement in these students.	84(36)	130(55)	15(6)	4(2)	2(1)	4.23	0.72
3	Collaboration between teachers, special educators, and counselors should be encouraged to develop personalized academic plans for these students.	71(30)	148(63)	6(3)	10(4)	0(0)	4.19	0.68
4	The school should establish clear communication channels between teachers, students, and parents to address academic concerns.	79(34)	118(50)	26(11)	10(4)	2(1)	4.11	0.83
5	Implementing positive behavior support strategies can significantly contribute to improved academic engagement.	84(36)	124(53)	17(7)	10(4)	0(0)	4.20	0.75
6	The school should promote a culture of inclusivity and acceptance to reduce aggression and improve academic engagement.	95(40)	113(48)	23(10)	4(2)	0(0)	4.27	0.71
7	Regular assessments of academic progress should be conducted to identify areas of improvement for these students.	88(37)	117(50)	17(7)	11(5)	2(1)	4.18	0.82
8	The school should provide resources and materials tailored to the unique learning needs of hearing-impaired students with aggressive behavior.	93(40)	111(47)	21(9)	6(3)	4(2)	4.20	0.84
9	Peer support and mentorship programs can be effective in enhancing the academic engagement of these students.	91(39)	122(52)	12(5)	4(2)	6(3)	4.23	0.83
10	Regular feedback from hearing-impaired students	79(34)	127(54)	17(7)	7(3)	5(2)	4.14	0.84

with aggressive behavior should be solicited to continuously improve academic support strategies.

Table 5 summarizes teachers' recommendations for improving academic engagement among hearing-impaired students with aggressive behavior. Key findings include strong support for targeted intervention programs (43% strongly agree, 48% agree), ongoing professional development (36% strongly agree, 55% agree), and collaborative planning (30% strongly agree, 63% agree). Effective communication between teachers, students, and parents is endorsed by 34% strongly agreeing and 50% agreeing. Positive behavior support strategies are favored by 36% strongly agreeing and 53% agreeing. Promoting inclusivity (40% strongly agree, 48% agree), regular academic assessments (37% strongly agree, 50% agree), tailored resources (40% strongly agree, 47% agree), peer support (39% strongly agree, 52% agree), and student feedback (34% strongly agree, 54% agree) are also considered crucial. Overall, the table highlights a broad consensus on strategies to enhance engagement and address the needs of these students.

Table 6
Correlation Analysis between Harassment and Academic Performance

Correlation Analysis		Effects of Harassment	Loss of Academic Performance
Aggressive Behavior	Pearson Correlation	1	.791**
	Sig. (2-tailed)		.000
	N	235	235
Loss of Academic Engagement	Pearson Correlation	.791**	1
	Sig. (2-tailed)	.000	
	N	235	235

Table 6 shows a strong positive correlation between aggressive behavior and both the loss of academic engagement (Pearson Correlation = 0.791, $p < 0.001$) and the loss of academic performance (Pearson Correlation = 0.791, $p < 0.001$). These results indicate that increased aggressive behavior is significantly associated with decreased academic engagement and performance.

Table 7
Regression Analysis to find out effects of Aggressive Behavior at Academic Engagement

Regression Analysis	R	R ²	F	B	β	t	Sig.
(Constant)	.791 ^a	.626	390.268	108.987	.791	23.277	.000
Effects of Aggressive Behavior				1.361		19.755	.000

Table 7 reports a significant regression model ($F = 390.268$, $p < 0.001$) that predicts academic engagement based on aggressive behavior. The constant term is 108.987, representing baseline engagement when aggressive behavior is zero. The coefficient for aggressive behavior is 1.361 ($t = 19.755$, $p < 0.001$), indicating that each unit increase in aggressive behavior corresponds to a 1.361-unit decrease in academic engagement. The model explains 62.6% of the variance in academic engagement ($R^2 = 0.626$), underscoring the significant impact of aggressive behavior on academic engagement.

Discussion

Awareness Level of School Teachers Regarding the Aggressive Behavior of Hearing-Impaired Students

Findings from Research shows that 32% of teachers agree and 51% agree their schools know a lot about how hearing-impaired students act . Also, 31% agree and 56% agree teachers get enough training and tools to handle this behavior. A big chunk, 37% agree and 54% agree schools create a good place to talk about these issues. What's more, 40% agree and 51% agree teachers understand what hearing-impaired students need. Even

though people know about and care about this, schools still need to make things better. They should give teachers more chances to learn and encourage more open talks. This is clear because 34% agree and 55% agree these areas need to get better.

Types of Aggressive Behavior of Students with Hearing Impairment

Table findings reveal that 48% of teachers strongly agree and 46% agree they are aware of various aggressive behaviors in hearing-impaired students, crucial for effective support. For physical aggression, 42% strongly agree and 55% agree that it includes actions like hitting. Regarding verbal aggression, 48% strongly agree and 44% agree that it involves yelling and name-calling. Relational aggression is noted by 31% strongly agreeing and 56% agreeing, though 9% disagree, indicating varied perceptions. Disruptive behavior, such as tantrums, is recognized by 40% strongly agreeing and 46% agreeing. Teachers acknowledge the variability in aggressive behavior severity (36% strongly agree, 53% agree) and the need for specific understanding for intervention (37% strongly agree, 55% agree). While 32% strongly agree and 58% agree that schools provide necessary resources, 41% strongly agree and 48% agree that teacher support is vital. Collaboration with specialists is supported by 34% strongly agreeing and 55% agreeing. Overall, the data shows high awareness but suggests areas for improvement in resource provision and collaborative efforts.

Academic Engagement of The HI Students with Aggressive Behavior in The School Setting.

The findings show that 39% of teachers strongly agree and 52% agree that hearing-impaired students with aggressive behavior are actively engaged in classroom learning. However, 34% strongly agree and 53% agree that aggressive behavior negatively impacts their academic engagement. Teachers perceive themselves as effective in managing these challenges (35% strongly agree, 54% agree) and support individualized academic assistance (34% strongly agree, 55% agree). A safe and inclusive school environment is endorsed by 34% strongly agreeing and 52% agreeing. Effective communication is valued by 38% strongly agreeing and 55% agreeing, while adaptability in teaching methods is recognized by 43% strongly agreeing and 45% agreeing. The importance of extracurricular involvement (40% strongly agree, 54% agree), social and emotional support (38% strongly agree, 58% agree), and personalized strategies (41% strongly agree, 55% agree) is also highlighted. Overall, the data reflects a generally positive perception of academic engagement for these students, with a focus on individualized support and effective communication.

Recommendations for Enhancing the Academic Engagement of HI Students with Aggressive Behavior in Schools

Recommendations for enhancing academic engagement of hearing-impaired students with aggressive behavior include developing targeted intervention programs (43% strongly agree, 48% agree), providing regular teacher training (36% strongly agree, 55% agree), and fostering collaboration among educators (30% strongly agree, 63% agree). Effective communication with students and parents is supported by 34% strongly agreeing and 50% agreeing. Positive behavior support strategies (36% strongly agree, 53% agree) and promoting a culture of inclusivity (40% strongly agree, 48% agree) are also emphasized. Regular assessments (37% strongly agree, 50% agree) and tailored resources (40% strongly agree, 47% agree) are deemed important, along with peer support programs (39% strongly agree, 52% agree) and soliciting feedback (34% strongly agree, 54% agree). Additionally, an independent sample t-test indicates no significant gender differences in opinions ($p = 0.45$, M for males = 68.08, M for females = 67.45, SD for males = 6.29, SD for females = 6.07), suggesting gender does not affect respondent.

Conclusion

The study revealed that there is a generally positive awareness among school teachers regarding the aggressive behavior of hearing-impaired students. Most teachers recognize different types of aggressive behavior, including physical, verbal, and relational aggression. They are also aware of the challenges these behaviors pose to the academic engagement of affected students. Despite the high level of awareness and sensitivity, there are areas that need improvement, particularly in professional development and fostering open dialogue within the school administration.

Furthermore, while teachers generally perceive hearing-impaired students with aggressive behavior as actively engaged in classroom learning, they acknowledge that aggressive behavior can negatively impact academic engagement. Teachers also recognize the importance of individualized support, effective communication, and a positive school environment in mitigating these challenges. The study suggests that while there is a foundation of understanding and support, more targeted interventions and resources are necessary to further enhance the academic engagement of hearing-impaired students with aggressive behavior.

Students with hearing problems tend to act out more, which affects how much they and their classmates learn. This acting out can be physical, verbal, or social making the classroom a tough place to focus and stay motivated. Teachers are key in handling these issues, and they need to know what to do and get proper training to create a good learning space. To get students more involved in their studies, schools should take steps to manage behavior before problems start, make plans that fit each student's needs, and build a positive atmosphere where everyone feels welcome.

Recommendation

To enhance academic engagement and reduce aggressive behavior in students with hearing impairments, schools should implement the following recommendations: Develop individualized support plans to address specific needs, including social skills and anger management. Create a supportive environment that fosters respect and understanding through cooperative learning and positive peer interactions. Encourage a collaborative approach by facilitating communication among teachers, support staff, and parents. Implement social and emotional learning programs focusing on communication skills and emotional regulation. Provide communication support through assistive technologies and resources. Finally, continuously evaluate the effectiveness of these interventions to ensure they meet students' needs effectively.

The study suggests that hearing-impaired students who are aggressive should be helped through targeted intervention programs. Therefore, teachers who deal with them must be continuously trained on how to improve their academic engagement. This is to say that teaching professionals need more support from special education and counseling teams in coming up with individualized course plans. The educators, as well as the parents should have open communication channels. In addition to this, schools are also expected to use positive behavior support approaches and embrace inclusive learning so as to minimize aggression while promoting academic participation. Such students should be subjected to regular assessments that will help evaluate their progress and allocate relevant resources according to their unique learning needs. Finally, there is a need for peer support initiatives among such students which can aid in getting feedback necessary for refining academic support strategies on an ongoing basis.

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