Perceived Difficulties of English Language Teachers Towards Teaching Hearing Impaired

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Abstract:

The main purpose of the study is to determine the perceived difficulties of English language teachers towards teaching hearing impaired in inclusive educational settings. A group of 184 English language teachers were selected randomly from the upper primary mainstream teachers' population, who are teaching in Puducherry schools. Survey research design was used to determine the perceived difficulties of English language teachers towards teaching hearing impaired in mainstream schools, using the researcher developed perceived difficulties towards teaching hearing impaired scale with 10 items to assess perceived difficulties towards teaching hearing impaired. Reliability of the scale in terms of Cronbach alpha for the scale was found to be 0.92. Independent t test, F tests (One-Way ANOVA) and One-Way MANOVA was used to quantitatively analyse the perceived difficulties towards teaching hearing impaired. The findings of the study indicates that the teachers in the mainstream education fully acknowledge that they do not any find difficult in the inclusive teaching process to hearing impaired as well as they equipped themselves to teach hearing impaired students and also revealed that English language teachers with experience in teaching hearing impaired have no much difficulties in order to teach hearing impaired students in inclusive educational settings. This study suggested that the teachers should be given opportunity to undergo pre-service and in service training to teach hearing impaired to manage and to provide effective and quality teaching to hearing impaired in inclusive educational settings.

Keywords: *Hearing Impaired, Perceived Difficulties and English Language Teacher*

I. INTRODUCTION

Education for All is a universal dream and it is the most powerful instrument for social change. All the nations in the world are trying their best to fulfil this dream. In India, this dream is being fulfilled with the implementation of Integrated Education and Inclusive Education under Sarva Shiksha Abhiyan. This programme addresses the needs of 192 million children residing in 1.1 million habitations and special attention is being provided to include children with special needs in the chain of education, self reliance, prosperity and development. These children with special needs which were untouched by mainstream education until very recently are now entering into it, because of Integrated and Inclusive Education. We need to make our system more accommodative, flexible and warm, so that these children with special needs will get quality education. In this sense teachers are the most important agent of this change.

Among the disabilities, children with hearing impairment have a unique situation which may make the inclusion and teaching process slower and difficult. Language and communication are the primary concerns for teaching students with hearing impairment, when compared with other disabilities. Inadequate knowledge in language and communication negatively impacted the hearing impairer's developmental aspects. Moreover, if not dealt these with carefully, hearing impairment may delink the child from the modern technological society. Under Sarva Shiksha Abhiyan (SSA) programme, the inclusive education to children with special needs feature quality continuing teacher education to English language teachers that has contributed to their current knowledge and skill development. Though English language teachers are provided continuing education in handling special needs children, literatures revealed that English language teachers in mainstream schools had wide variety of opinions with regard to teach English to children with hearing impairment. Without a doubt, the inclusive education to hearing impaired students is the most relevant and challenging task for English language teachers to teach them. Even the experts in the field of speech and language training have agreed that it is the difficult task for them to teach English to hearing impaired students with non-English tongue. However the most English language teachers would agree that recent developments in the education for hearing impaired students in inclusive classroom have helped them to fuel their teaching skills. Therefore, examining and analyzing this research problem entitled "Perceived Difficulties among English Language Teachers towards Teaching Hearing Impaired" provided me an opportunity to conduct relevant research on a very unique and contemporary issue in the field of teaching hearing impaired.

II. PURPOSE OF THE STUDY

To investigate the perceptions of English language teachers regarding the difficulties towards teaching hearing impaired in inclusive educational setting

III. OBJECTIVES OF THE STUDY

1. To study the difference in perceived difficulties towards teaching hearing impaired between english language teachers from schools with and without hearing impaired

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2. To investigate the difference in perceived difficulties towards teaching hearing impaired between male and female English language teachers
3. To find out the difference in perceived difficulties towards teaching hearing impaired among English language teachers with different age groups
4. To understand the difference in perceived difficulties towards teaching hearing impaired among English language teachers with different lengths of teaching experience.

IV. HYPOTHESIS OF THE STUDY

1. There is no significant difference in the perceived difficulties towards teaching hearing impaired among English language teachers from schools with and without hearing impaired.
2. There is no significant difference in the perceived difficulties towards teaching hearing impaired between male and female English language teachers
3. There is no significant difference in the perceived difficulties towards teaching hearing impaired among English language teachers with different age group
4. There is no significant difference in the perceived difficulties towards teaching hearing impaired among English language teachers with different lengths of teaching experience

V. METHOD

Participants

The teachers, who are teaching in mainstream schools of Puducherry region, were selected as the population for this research study. 184 teachers were selected as sample using two stage sampling technique i.e. selection of schools and selection of teachers. As the locale of the research studies is Puducherry region, the schools with and without hearing impaired were selected from Puducherry region. Totally 60 schools with and without hearing impaired were selected for the study, using simple random sampling technique. From the selected each school with and without hearing impaired, all the mainstream teachers of English language who are teaching sixth to eighth standards were selected as samples for this study. The total numbers of English language teachers from the selected schools of Puducherry region were 184. Thus the sample for the study consisted of 184 English language teachers from schools with and without hearing impaired.

There were 82 (44.6%) teachers from schools with hearing impaired and 102 (55.4%) teachers from schools without hearing impaired i.e. nearly half of the sample were drawn from schools without hearing impaired. There were 57 (31%) males and 127(69%) females, aged in the range of 25-33 years (12%), 34-42 years (38.6%), 43-51 years (31.5%), and 52-60 years (17.9%). There were 20 (10.9%) teachers had less than 5 years teaching experience, 69 (37.5%) teachers had the range of 5-10 years of teaching experience and 95(51.6%) teachers had more than 10 years of teaching experience. (See Table 1)

VI. SURVEY INSTRUMENT USED

Data were collected by means of a questionnaire consisting of demographic characteristics and factors related to the perceptions of teachers regarding their difficulties towards teaching hearing impaired. It is a self-report instrument using a 10 factors, five point, forced choice Likert scale, (Not at all difficult to extremely difficult). In the demographic section, the respondents had to report their sex, age, and teaching experience. The development of the perceived difficulties towards teaching hearing impaired scale was informed by earlier studies on difficulties in teaching hearing impaired and measures teachers' perceptions in relation to difficulties in teaching hearing impaired. This scale consists of 10 factors related to difficulties in teaching hearing impaired in inclusive educational setting. These factors were constructed, after a thorough discussion and consultation with five subject experts in the field of hearing impairment. Then, this scale was administered to a sample of 30 teachers. Reliability of the scale was estimated by Cronbach Alpha coefficient and it was found to be 0.92.

VII. PROCEDURES

After the development and standardization of perceived difficulties towards teaching hearing impaired scale, this scale was administered to 184 teachers of mainstream schools with and without in Puducherry region, after getting due permission from the directorate of school education, Puducherry. The researcher visited each school with and without hearing impaired in Puducherry region for collecting data. Teachers were requested to enter their name, sex, age, and teaching experience, in the place provided in the scale. Instructions were also directed in the first page of the scale and teachers were requested to follow those instructions, while responding to the factors in the scale. Teachers were further requested and advised not to leave any factors in the tool. 184 set of tools were distributed to the teachers of school with and without hearing impaired, selected as mentioned earlier in the sample and sampling procedure. 184 set of tools properly filled in were received back. Hence 184 sets of tools were scored according to the scoring procedure explained in the development and standardization of tool, which were used for the final study. For the analyses and interpretations of the data, the researcher utilized Independent t test, One-Way ANOVA, and One-way MANOVA.

VIII. ANALYSES AND INTERPRETATION OF DATA

Hypothesis 1

Ho: There is no significant difference in the perceived difficulties towards teaching hearing impaired between teachers from schools with and without hearing impaired.

From the table 1, it is evident that the calculated f value for the factors, lack of experience in teaching hearing impaired ($t = 3.349$, $P > 0.001$), inadequate training in special needs education ($t=3.070$, $P < 0.002$), limited knowledge of special education ($t=4.012$, $P< 0.000$), insufficient support from school administration ($t=2.894$, $P<0.004$), unfavourable classroom settings ($t=3.536$, $P<0.001$), limited time

(t=2.989, P<0.003) parents 'attitude (t=2.625, P<0.009), no opportunities for collaboration (t=3.939, P<0.000) and special teachers' attitudes (t=2.474, P<0.014) are found to be significant, which are greater than the table value 1.960 at 0.05 levels. Since the calculated values are greater than the table values at 0.05 levels, the null hypothesis 1 is rejected for the factors, lack of experience in teaching hearing impaired, inadequate training in special needs education, insufficient support from school administration, unfavourable classroom settings, limited time, parents 'attitude no opportunities for collaboration and special teachers' attitudes. Whereas the calculated f value for the factor, other parallel commitments (t=1.577, P > 0.116), which is lesser than the table value at 0.05 level. Since the calculated value is less than the table value, the null hypothesis 1 is accepted in the case of other parallel commitments factor. The one-way MANOVA performed to examine the possible differences in the mean scores of perceived difficulties towards teaching hearing impaired of English language teachers from schools with and without hearing impaired (Wilks' Lambda (λ) = 0.883, F(10,173) = 2.291, p < 0.015) also revealed that there is a significant multivariate effect. Therefore it is inferred that there is a significant differences in the perceived difficulties towards teaching hearing impaired among teachers from schools with and without hearing impaired. In other words English language teachers from schools with hearing impaired perceived that the factors (lack of experience in teaching hearing impaired inadequate training in special needs education, limited knowledge of special education, insufficient support from school administration, unfavourable classroom settings, limited time, parents 'attitude, no opportunities for collaboration and special teachers attitudes) make the process of teaching hearing impaired difficult and slower in inclusive educational settings, whereas they perceived that other parallel commitments not make the process of teaching hearing impaired difficult for them.

Hypothesis: 2

Ho: There is no significant difference in the perceived difficulties towards teaching hearing impaired between male and female teachers.

From the table 3, it is evident that the calculated f value for the factors of perceived difficulties towards teaching hearing impaired, inadequate training in special needs education (t=2.754, P < 0.006), unfavourable classroom settings (t=2.589, P<0.010), no opportunities for collaboration (t=2.375, P<0.019) and special teachers' attitudes (t=2.231, P<0.027), other parallel commitments (t=2.281, P > 0.024), are found to be significant, which are greater than the table value 1.960 at 0.05 levels. Since the calculated values are greater than the table values at 0.05 levels, the null hypothesis 2 is rejected for the factors; inadequate training in special needs education, unfavourable classroom settings, and no opportunities for collaboration, special teachers' attitudes and other parallel commitments. Whereas the calculated f values for the factors, lack of experience in teaching hearing impaired (t=1.658, P > 0.099), limited knowledge of special education (t=0.775, P>0.439), insufficient support from school administration (t=1.018, P>0.310), limited time (t=0.595, P>0.553), parents attitude (t=1.291, P>0.198), which are lesser than the table value at 0.05 level. Since the calculated values are lesser than the table value, the null hypothesis 2 is accepted in the cases of lack of experience in teaching hearing impaired, limited knowledge of special education, insufficient support from school administration, limited time and parents 'attitude factors. The one-way MANOVA performed to examine the possible differences in the mean scores of perceived difficulties towards teaching hearing impaired of male and female teachers (Wilks' Lambda (λ) = 0.859, F(10,173) = 2.846, p < 0.003) also revealed that there is a significant multivariate effect.

Hypothesis: 3

Ho: There is no significant difference in the perceived difficulties towards teaching hearing impaired among teachers with different age group.

From the table 4, it is evident that the calculated f value for the factors, lack of experience in teaching hearing impaired (F=1.975, P < 0.119), limited knowledge of special education (F=2.381, P< 0.071), insufficient support from school administration (F=1.932, P<0.126), unfavourable classroom settings (F=0.338, P<0.798), limited time (F=1.168, P<0.323) parents 'attitude (F=1.240, P<0.297), and special teachers' attitudes (F=2.146, P<0.096), other parallel commitments (F=2.185, P < 0.091), are found to be insignificant, which are lesser than the table value 2.990 at 0.05 levels. Since the calculated values are lesser than the table values at 0.05 levels, the null hypothesis 3 is accepted for the factors, lack of experience in teaching hearing impaired, insufficient support from school administration, unfavourable classroom settings, limited time, parents 'attitude, special teachers' attitudes and other parallel commitments. Whereas the calculated f values for the factor, inadequate training in special needs education (F=3.442, P>0.018), and no opportunities for collaboration (F=3.111, P>0.028), which are greater than the table value at 0.05 level. Since the calculated values are greater than the table value, the null hypothesis 3 is accepted in the cases of inadequate training in special needs education and no opportunities for collaboration factor. The one-way MANOVA performed to examine the possible differences in the mean scores of perceived difficulties towards teaching hearing impaired of teachers with different age groups (Wilks' Lambda (λ) = 0.774, F(30,503) = 1.529, p < 0.038) also revealed that there is a insignificant multivariate effect.

Hypothesis: 4

Ho: There is no significant difference in the perceived difficulties towards teaching hearing impaired among teachers with different lengths of teaching experience.

From the table 5, it is evident that the calculated f value for the factors of perceived difficulties towards teaching hearing impaired, lack of experience in teaching hearing impaired (F=1.975, P < 0.119), limited knowledge of special education (F=2.381, P < 0.071), insufficient support from school administration (F=1.932, P <0.126), unfavourable classroom settings (F=0.338, P < 0.798), limited time (F=1.168, P < 0.323) parents 'attitude (F=1.240, P < 0.297), and special teachers' attitudes (F=2.146, P < 0.096), other parallel commitments (F=2.185, P < 0.091), are found to be insignificant, which are lesser than the table value 2.990 at

0.05 levels. Since the calculated values are lesser than the table values at 0.05 levels, the null hypothesis 4 is accepted for the factors, lack of experience in teaching hearing impaired, insufficient support from school administration, unfavourable classroom settings, limited time, parents 'attitude, special teachers' attitudes and other parallel commitments. Whereas the calculated f value for the factors of perceived difficulties towards teaching hearing impaired, inadequate training in special needs education (F=3.442, P>0.018), and no opportunities for collaboration (F=3.111, P>0.028), are found to be significant, which are greater than the table value at 0.05 level. Since the calculated values are greater than the table value, the null hypothesis 4 is rejected in the cases of inadequate training in special needs education and no opportunities for collaboration factor. The one-way MANOVA performed to examine the possible differences in the mean scores of perceived difficulties towards teaching hearing impaired of teachers with different age groups (Wilks' Lambda (λ) = 0.774, F(30,503) = 1.529, $p < 0.038$) also revealed that there is a insignificant multivariate effect.

IX. FINDINGS OF THE STUDY

Since the implementation of inclusive education for children with special needs, this is the first time that this survey instrument has been used with mainstream teachers of Puducherry. Hence it is not possible to compare the scores of the respondents in this survey with previous studies to determine whether any changes occurred in teachers' perception regarding their difficulties towards teaching hearing impaired. However, considering, the mean total of the participants (X = 29.24) indicated that English language teachers in the mainstream schools perceived that these factors i.e. lack of experience, inadequate training in special needs education, limited knowledge of special education, insufficient support from school administration, unfavourable classroom settings, limited time, parents 'attitude, no opportunities for collaboration, special teachers' attitudes and other commitments don't make the process of teaching difficult for them in order to teach hearing impaired in mainstream schools. More specifically, this survey indicated that teachers from schools with hearing impaired perceived fewer difficulties in teaching hearing impaired in general schools settings. The one-way MANOVA performed to examine the possible differences in the mean scores of perceived difficulties towards teaching hearing impaired of teaching experiences with hearing impaired (Wilks' Lambda (λ) = 0.883, F(10,173) = 2.291, $p < 0.015$ and gender (Wilks' Lambda (λ) = 0.859, F(10,173) = 2.846, $p < 0.003$) revealed that there is a significant multivariate effect, whereas the mean scores of perceived difficulties towards teaching hearing impaired with respect to age (Wilks' Lambda (λ) = 0.774, F(30,503) = 1.529, $p < 0.038$) and experience in years (Wilks' Lambda (λ) = 0.774, F(30,503) = 1.529, $p < 0.038$) of the respondents revealed that there is no significant multivariate effect. The univariate ANOVA also showed that the teachers from schools with hearing impaired perceived lack of experience, inadequate training in special needs education, limited knowledge of special education, insufficient support from school administration, unfavourable classroom settings, limited time, parents 'attitude, no opportunities for collaboration and special teachers' attitudes are not at all difficulties for them in order to teach hearing impaired, whereas these teachers felt other parallel commitments were the difficult factor to teach hearing impaired. In the case of teachers from schools without hearing impaired perceived that the factors lack of experience, inadequate training in special needs education, limited knowledge of special education, insufficient support from school administration, unfavourable classroom settings, limited time, parents 'attitude, no opportunities for collaboration and special teachers' attitudes are difficulties for them to teach hearing impaired, but these teachers felt other parallel commitments are not at all difficult for them to teach hearing impaired. The female teachers perceived that inadequate training in special needs education, unfavourable classroom settings, no opportunities for collaboration and special teachers' attitudes and other parallel commitments are not difficulties to teach hearing impaired, whereas they felt lack of experience in teaching hearing impaired, limited knowledge of special education, insufficient support from school administration, limited time and parents attitude are the difficulties to teach hearing impaired. The teachers with different age groups and different length of experience perceived that the factors lack of experience in teaching hearing impaired limited knowledge of special education, insufficient support from school administration, unfavourable classroom settings, limited time, parents 'attitude and special teachers' attitudes and other parallel commitments are difficulties for them in order to teach hearing impaired, whereas they perceived the factors inadequate training in special needs education and no opportunities for collaboration are not difficulties for them to teach hearing impaired.

X. CONCLUSION

Results have shown that schools with hearing impaired and females have scored higher on all the factors of perceived difficulties towards teaching hearing impaired in comparison to teachers from schools without hearing impaired and males, whereas the age and teaching experience factors not bring any significant impact in the perceived difficulties among English language teachers towards teaching hearing impaired. This trend indicates that acknowledge that they do not any find difficult in the inclusive teaching process to hearing impaired as well as they equipped themselves to teach hearing impaired students and also revealed that English language teachers with experience in teaching hearing impaired have no much difficulties in order to teach hearing impaired students in inclusive educational settings. This study suggested that the teachers should be given opportunity to undergo pre-service and in service training to teach hearing impaired to manage and to provide effective and quality teaching to hearing impaired in inclusive educational settings.

XI. REFERENCE

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Table 1: Demographic characteristics of Respondents

Variables		Frequency	Percentage
Teaching Experience	Schools with Hearing Impaired	82	44.6
	Schools without Hearing Impaired	102	55.4
Gender	Male	57	31.0
	Female	127	69.0
Age	25-33 Years	22	12.0
	34-42 Years	71	38.6
	43-51 Years	58	31.5
	52-60 Years	33	17.9
Experience in Years	Below 5 Years	20	10.9
	5-10 Years	69	37.5
	Above 10 Years	95	51.6

Table 2: Mean and Standard Deviation for Teaching Experience with Hearing Impaired

Sl.No	Variables	Schools with Hearing Impaired				Whole Sample (N = 184)		t	Sig. (2-tailed)
		Yes (N = 82)		No (N = 102)					
		Mean	SD	Mean	SD	Mean	SD		
1	Lack of Experience in Teaching	3.59	1.237	2.96	1.274	3.24	1.292	3.349	0.001*
2	Inadequate Training	3.45	1.380	2.79	1.491	3.09	1.476	3.070	0.002*
3	Limited Knowledge of Spl. Education	3.60	1.064	2.90	1.247	3.21	1.216	4.012	0.000*
4	Insufficient Support from School	3.17	1.447	2.58	1.323	2.84	1.407	2.894	0.004*
5	Unfavourable Classroom Setting	3.48	1.189	2.81	1.318	3.11	1.301	3.536	0.001*
6	Limited Time	2.76	1.487	2.16	1.233	2.42	1.381	2.989	0.003*
7	Parents' Attitudes	3.27	1.218	2.76	1.351	2.99	1.314	2.625	0.009*
8	No Opportunities for Collaboration	3.37	1.128	2.66	1.278	2.97	1.261	3.939	0.000*
9	Special Teachers' Attitudes	2.96	1.328	2.50	1.208	2.71	1.281	2.474	0.014*
10	Other Parallel Commitments	2.83	1.395	2.53	1.183	2.66	1.287	1.577	0.116**
	Total	32.46	9.564	26.66	9.891	29.24	10.142	4.017	0.000*

*Significant at 0.05 level **Insignificant at 0.05 level

Table 3: Mean and Standard Deviations for Gender of Respondents

Sl.No	Variables	Gender of the Respondents				t	Sig. (2-tailed)
		Male (N = 57)		Female (N = 127)			
		Mean	SD	Mean	SD		
1	Lack of Experience in Teaching	3.47	1.269	3.13	1.293	1.658	0.099**
2	Inadequate Training	3.53	1.390	2.89	1.476	2.754	0.006*
3	Limited Knowledge of Spl. Education	3.32	1.183	3.17	1.233	0.775	0.439**
4	Insufficient Support from School	3.00	1.464	2.77	1.381	1.018	0.310**
5	Unfavourable Classroom Setting	3.47	1.136	2.94	1.341	2.589	0.010*
6	Limited Time	2.33	1.418	2.46	1.367	0.595	0.553**
7	Parents' Attitudes	3.18	1.338	2.91	1.300	1.291	0.198**
8	No Opportunities for Collaboration	3.30	1.180	2.83	1.273	2.375	0.019*
9	Special Teachers' Attitudes	3.02	1.275	2.57	1.264	2.231	0.027*
10	Other Parallel Commitments	2.98	1.217	2.52	1.296	2.281	0.024*

*Significant at 0.05 level **Insignificant at 0.05 level

Table 4: Mean and Standard Deviations for Age of Respondents

Sl.No	Variables	Age of the Respondents								df	F
		25-33 Years		34-42 Years		42-51 Years		52-60 Years			
		Mean	SD	Mean	SD	Mean	SD	Mean	SD		
1	Lack of Experience in Teaching	2.91	1.269	3.07	1.280	3.36	1.266	3.61	1.321	3, 180	1.975**
2	Inadequate Training	2.59	1.368	2.82	1.486	3.50	1.367	3.27	1.547	3, 180	3.442*
3	Limited Knowledge of Spl. Education	2.77	1.110	3.08	1.239	3.50	1.143	3.27	1.281	3, 180	2.381**
4	Insufficient Support from School	2.73	1.352	2.56	1.284	3.09	1.380	3.09	1.665	3, 180	1.932**
5	Unfavourable Classroom Setting	3.00	1.272	3.03	1.265	3.16	1.309	3.27	1.420	3, 180	0.338**
6	Limited Time	2.55	1.335	2.20	1.272	2.64	1.423	2.45	1.543	3, 180	1.168**
7	Parents' Attitudes	2.68	1.129	2.86	1.334	3.12	1.326	3.24	1.347	3, 180	1.240**
8	No Opportunities for Collaboration	2.50	1.263	2.77	1.233	3.22	1.215	3.27	1.281	3, 180	3.111*
9	Special Teachers' Attitudes	2.27	1.162	2.69	1.294	3.00	1.257	2.52	1.302	3, 180	2.146**
10	Other Parallel Commitments	2.64	1.255	2.38	1.291	2.93	1.226	2.82	1.334	3, 180	2.185**

*Significant at 0.05 level **Insignificant at 0.05 level

Table 5: Mean and Standard Deviations for Teaching Experience of Respondents

Sl.No	Variables	Teaching Experience of the Respondents						df	F
		Below 5 Years		5-10 Years		Above 10 Years			
		Mean	SD	Mean	SD	Mean	SD		
1	Lack of Experience in Teaching	2.75	1.020	3.20	1.367	3.37	1.272	2, 181	1.956**
2	Inadequate Training	2.60	1.273	2.80	1.481	3.40	1.454	2, 181	4.743*
3	Limited Knowledge of Spl. Education	2.80	0.951	3.10	1.274	3.38	1.204	2, 181	2.362**
4	Insufficient Support from School	2.65	1.268	2.65	1.370	3.02	1.451	2, 181	1.593**
5	Unfavourable Classroom Setting	2.90	1.210	3.00	1.295	3.23	1.325	2, 181	0.921**
6	Limited Time	2.35	1.309	2.14	1.287	2.64	1.436	2, 181	2.671**
7	Parents' Attitudes	2.65	.933	2.86	1.407	3.16	1.299	2, 181	1.825**
8	No Opportunities for Collaboration	2.40	1.142	2.81	1.263	3.21	1.237	2, 181	4.482*
9	Special Teachers' Attitudes	2.15	1.040	2.62	1.341	2.88	1.254	2, 181	3.014*
10	Other Parallel Commitments	2.55	1.191	2.41	1.310	2.87	1.265	2, 181	2.781**

*Significant at 0.05 level **Insignificant at 0.05 level