

Attitude of Hearing Impaired Students towards Inclusive Education in Pakistan

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Abstract

In many societies the idea of education for special needs children has been changed since last few decades. However, the hearing impaired students are not enjoying their educational right in inclusive class like that of their hearing counterparts. Hence, this study was intended to analyze the attitude and perception of hearing impaired students towards inclusive education in Pakistan. An exploratory research design was used in the present study and as this was a descriptive research so survey method was used to collect the data for this study. Assessment of Attitude for Inclusive Education Scale (AAIE Scale) four point Likert type scale was developed by the researcher to fulfill the objectives of the study. Population of the study was hearing impaired students taking their secondary level education during the academic year 2020-2021 from government special education schools of Faisalabad division. The sample of the study was N=100 hearing impaired students was selected through convenience sampling technique. The demographic variables including gender, residential area and age of students was as before administration of the questionnaire. The collected data was analyzed concluded that the attitude of hearing impaired students towards inclusive education was highly positive. But the deaf students have different perception toward inclusion on the basis of their living areas and on the basis of

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hearing impaired students gender, age, no significant difference found. So, on the basis of findings it can be concluded that education administration, teachers, professionals and social workers should make arrangements for uplifting the mindset of rural population towards awareness of inclusive education.

Keywords: hearing impaired, inclusion, secondary level, inclusive education.

Introduction

In most societies the idea of education for hearing impaired has been changed since last few decades. New trends, innovation and research has been emerged into the education of students with hearing impairment and as a result of this instead of excluding students with hearing impairments into the special education schools. The ideology of inclusive education has been Emerged and promoted which aims to promote entry form mainstream schools to overcome the difficulties the students with different disabilities encounter in their daily life. In the inclusive setting it is the responsibility of education system to incorporate students with hearing impairment in general schools and providing them facility, sport and resources that fulfilled they are educate the leaves to utilize their capabilities. To practice the concept of inclusive education is a major challenge in many countries around the globe (Ainscow, 2007).

Wind hearing impaired students get their education in general school environment, process of educating hearing impaired students in inclusive education is a complicated dealing and possess difficulties and challenges for both educator and instructor (Hung and Paul, 2006). For instance, on the basis of successful implementation of inclusive education for the students with hearing impairment is positively correlated with the knowledge, skills, experiences of the teacher principal and parents. Attitude and temperament of all the tires involved in the education of hearing impaired children play an important role in ensuring the successful implementation of inclusive education within any school (Koxegenova, 2019).

Indifferent philosophies the word inclusive education has been described in different ways. In educational practices the word inclusion represents the philosophy or belief that the disabled students should be facilitated in the classrooms of general education, whether they perceive the traditional curriculum in their benefit or not. Inclusive education suppress over the idea that all children should be together in seeking education regardless of there any distinctions or capabilities (Swain, Nordness and Leader-Janssen, 2012). Children with impairments and with other special educational needs have their right to seek their education in in the

school with their same age group years with the mainstream school without any distinction of capabilities, strengths, economical status, religion, ethnicity or any other distinction. Inclusive education aims that all children have the ability to learn so the schooling and teaching must be managed in this manner to kept the special needs of all the students according to their needs and computer lies their full potential (Franck and Joshi, 2017).

The nature problem that hearing impaired children face during their education within mainstream school is teacher's attitude towards them, deficiency of their training and qualification to deal with the special needs of special children. For the successful implementation of inclusive education, there is a dare need of trained teachers to work in an inclusive education environment. Firstly the teachers have to give acceptance and take responsibility for the learning process of children with hearing impairment and other disabilities. Secondly the parents of the special children need to inform about the purpose and objective including long term and short term goals in sport program for their special children. Thirdly the inclusive education set up requires a great deal of collaboration and sharing of expertise of both regular and special education teacher to achieve the common goals of inclusive education (Zwane and Malale, 2018).

There are a number of curricular problems that the hearing impaired students face to fulfill their unique needs regarding curriculum modification and adaptation of the general school. In the same manner interpreter job sign language and the teachers teaching in inclusive classroom has to face many problems creating and communicating certain concepts to the hearing impaired children. It has a result the hearing impaired students for academically and psychologically for behind their hearing peers (El-Zraigat and Smadi, 2012). If is necessary for successful implementation of inclusive education to consider the services and facilities available in the inclusive school and universities that are needed for the adaptation of special needs of special students. The design and physical environment of the inclusive classroom and inclusive school should be adjusted according to the disabilities and minutes of the students (Powell, 2012).

The nature of social environment plays an important role in the adjustment of students within inclusive school. In some situations

the nature of social environment of the inclusive school leads the disabled students especially in the students with hearing impairment to react anxiously and unfavorably towards inclusive setup. Theoharis and Causton (2014) described that the social environment is contact in which the special children are being fitted to seek their education plays official role in causing problems as well as determining the possible academic, social ethical and behavioral outcomes. Therefore the overall school situation should be kept in mind why assessing the attitude of hearing and hearing impaired students towards integration.

In Pakistan, the movement for inclusive education got its promotion on the assumption that hearing impaired students are motivated and willing to move towards regular class is and passionate in this contact for the meeting of their unique needs. However, some misconceptions, and negative attitudes started to be reflected in some cases. Research outcomes in the area of inclusive education of hearing impaired children suggest that attitude place key role in the successful implementation of any course. The successful social interaction and communication among hearing students and hearing impaired students can win the attention of hearing impaired students in favour of the inclusive setup. Attitude that have negative impact place a limitation on the students Hearing impairment towards the success of inclusive education (Olika, 2009). In Pakistan a lot of researches have been conducted to assess the attitude of special education teacher's general education teachers and parents towards the inclusive setting meanwhile to assess the attitude of hearing impaired students towards inclusive setting have few researches around the globe.

Study was intended to analyzing hearing impaired student's perception towards inclusive education in terms of practice of inclusive education, benefits of inclusive education for hearing impaired students and importance of receiving education through inclusive education. It is estimated that the findings of this research will be a significant contribution in the field of inclusive education for the hearing impaired students in Pakistan. In addition the findings of the study aim to add more in the present education show understanding of inclusive education of hearing impaired students with this intention that it can be used to modify the current

policies of inclusive education of students with hearing impairment in Pakistan. It is hoped that the findings of this research can be used to help policy makers because this research will provide them framework about the perception of deaf students. Also be helpful for the teachers, administration as well as policy makers while finalizing teaching methodologies, syllabus and curriculum as well as extra-curricular activities while formulating and implementing within inclusive classroom.

Objective of the Study

The main objective of the study was to analyze the attitude and perception of hearing impaired students towards inclusive education in Pakistan.

Methodology

Research Design

An exploratory research design was used in the present study and as this was a descriptive research so survey method was used to collect the data for this study. Questionnaire was used as a tool of study in this research.

Population and Sample

Population of the study was the hearing impaired students taking their education from special education schools at secondary level during the academic year 2020 to 2021, due to which the sample of the study was N=100 hearing impaired students (n=50 Boys and n=50 girls). The sample for the study was selected through convenience sampling technique from Faisalabad division. The demographic variables including gender, residential area and age of students was as before administration of the questionnaire.

Tool of Study

A questionnaire was used as a tool of study for this research. Assessment of Attitude for Inclusive Education Scale (AAIE Scale) was four point Likert type scale was developed by the researcher to analyze the attitude of hearing impaired students towards inclusive education. Items of the AAIE scale were developed after a study of the existing literature related to the topic of study and after discussion with experts. Reliability of the questionnaire was assessed before final administration and it was 0.78.

Process of Data Collection

The questionnaire for the study (AAIE Scale) was developed in easy language and the help of sign language APPS for was taken before administration. The questionnaire was administered in sign language to minimize the communication gap between the researcher and hearing impaired students. Consent of the participants was taken before finalizing the sample for the study. Hearing impaired students were relaxed during the administration of the questionnaire and there were no sign of any anxiety on the faces of the students. Reported that they have clearly understood what is being as to them and they respond it at every statement with their own interest. After data collection the data was analysis with the help of SSPS.

Results

Table 1

Hearing impaired students' perception towards inclusive setup.

| Sr. No | Statements | SDA | DA | A | SA | Mean | SD |
|--------|--|-----|-----|-----|-----|------|------|
| 1 | Different Instructions within inclusive classroom provide better learning. | 8% | 4% | 43% | 45% | 2.46 | .715 |
| 2 | Inclusive education provides supportive teaching strategies. | 7% | 11% | 36% | 46% | 2.62 | .785 |

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|----|---|-----|-----|-----|-----|------|------|
| 3 | Inclusive education reduces the stigma and label of disability. | 4% | 16% | 27% | 53% | 2.82 | .753 |
| 4 | Inclusive classroom is an effective use of resources. | 6% | 9%) | 46% | 39% | 2.72 | 1.45 |
| 5 | Inclusive education is a source of high expectations for all students. | 10% | 11% | 48% | 31% | 2.54 | 1.22 |
| 6 | Inclusive education promotes wellbeing of all children. | 6% | 12% | 18% | 64% | 2.83 | .72 |
| 7 | Inclusive education helps in socio-emotional development of all children. | 4% | 21% | 23% | 52% | 3.00 | 1.14 |
| 8 | Inclusive education builds sportsmanship in all children. | 6% | 10% | 42% | 42% | 2.57 | .766 |
| 9 | Inclusive education helps to increase receptive language and vocabulary, hence decreases communication gap between hearing and hearing impaired students. | 4% | 12% | 38% | 46% | 2.72 | .970 |
| 10 | Inclusive education is very beneficial for hearing impaired population, it must be practiced. | 3% | 6% | 41% | 50% | 2.60 | .664 |

(SDA=Strongly Disagree, DA=Disagree, A=Agree, SA=Strongly Agree)

As indicated in table 1, regarding their perception towards inclusion, 88% of hearing impaired students showed positive attitude and 12% showed negative attitude towards inclusive education in first statement which shows (m=2.46, SD=.715). 82% of hearing impaired students showed positive attitude and 18% showed negative attitude towards inclusive education in second statement which shows (m=2.62, SD=.785). 80% of hearing impaired students showed positive attitude and 20% showed negative attitude towards inclusive education in third statement which shows (m=2.82, SD=.753). 85% of hearing impaired students showed positive attitude and 15% showed negative attitude towards inclusive education in fourth statement which shows (m=2.72, SD=1.45). 79% of hearing impaired students showed positive attitude and 21% showed negative attitude

towards inclusive education in fifth statement which shows ($m=2.54$, $SD=1.22$).

Furthermore 82% of hearing impaired students showed positive attitude and 18% showed negative attitude towards inclusive education in sixth statement which shows ($m=2.83$, $SD=.72$). 75% of hearing impaired students showed positive attitude and 25% showed negative attitude towards inclusive education in seventh statement which shows ($m=3.0$, $SD=1.14$). 84% of hearing impaired students showed positive attitude and 16% showed negative attitude towards inclusive education in eighth statement which shows ($m=2.57$, $SD=.766$). 84% of hearing impaired students showed positive attitude and 16% showed negative attitude towards inclusive education in ninth statement which shows ($m=2.72$, $SD=.97$). 91% of hearing impaired students showed positive attitude and 9% showed negative attitude towards inclusive education in tenth statement which shows ($m=2.60$, $SD=.664$).

It was analyzed that overall majority of the hearing impaired students having positive attitude and perception regarding inclusive education in Pakistan. They were aware very well toward inclusive setup and considered if gave them chance to learn with hearing students, they can learn better way.

Table 2

Hearing impaired students' attitude towards inclusive setup on the basis of living areas.

| Living Area | N | Mean | <i>t value</i> | <i>df</i> | <i>p-value</i> |
|-------------|----|--------|----------------|-----------|----------------|
| Urban | 62 | 120.05 | 2.215 | 98 | 0.021 |
| Rural | 38 | 118.07 | | | |

As pointed out in table 2, the attitude of hearing impaired students was analyzed towards inclusive education which found highly positive. But when the perception toward inclusion was examined among hearing impaired students on the basis of their living area (urban, rural), found significant difference. Urban area living hearing impaired students have more positive attitude

regarding inclusive education as compared with Rural areas students.

Table 3

Hearing impaired students' perception towards inclusive education on the basis of gender.

| Gender | N | Mean | <i>t value</i> | <i>df</i> | <i>p-value</i> |
|--------|----|--------|----------------|-----------|----------------|
| Boys | 50 | 120.14 | -.720 | 98 | 0.469 |
| Girls | 50 | 120.82 | | | |

As showed in table 2, the attitude of hearing impaired students was analyzed towards inclusive education which found highly positive. But when the perception toward inclusion was examined among hearing impaired students on the basis of their gender (boys, girls), found no any significant difference. The attitude regarding inclusive education of boys hearing impaired students and the attitude of girls hearing impaired students toward inclusion was same and no significant difference found during analysis.

Table 4

Hearing impaired students' perception towards inclusive education on the basis of student's age.

| Age | N | Mean | <i>t value</i> | <i>df</i> | <i>p-value</i> |
|------------------|----|--------|----------------|-----------|----------------|
| 15 - 17 Years | 61 | 28.156 | -3.669 | 98 | 0.054 |
| 18 Years & Above | 39 | 26.729 | | | |

As revealed in table 4, the attitude of hearing impaired students was analyzed towards inclusive education which found highly positive. But when the perception toward inclusion was examined among hearing impaired students on the basis of their age, found no any significant difference. The attitude of hearing impaired students having different age level regarding inclusive education was analyzed no significant difference.

Discussion

Hearing impaired students encounter so many challenges in their educational and social environment. In our existing social context, children with even minimal hearing loss are at risk academically compared to their normal hearing peers. Unfortunately, residual hearing can lead to social, emotional and learning difficulties for the child in the long term (Carrington and Robinson, 2006). Obviously, in all inclusive schools in average, children with hearing difficulties had a lower grade point average than their school mates. It was indicated that the students with hearing problems were found to have lower average grades than children with normal hearing. Deaf students experience problems when attending mainstream schools unless they receive proper help and support. They become reluctant and feel hesitation to participate in extra curricular activities with their normal classmates and they try to avoid participating in extracurricular activities (Hatiye, 2016).

Due to hearing impairment many children failed to understand what their teacher and other students are taking. They avoid asking the other students to repeat themselves the lessons that teachers taught in the class. It was widely accepted that inclusion maximizes the potential of the majority of students and ensures their progress to meet the demands of 21st century. Unfortunately, the philosophy of inclusion of hearing impaired has not always been widely accepted. Our thinking and acceptance rapidly changed over the last century and continues to alter along with changing social and academic benefits of deaf students because of their inclusion was not accepted in different socio-cultural contexts (Desalegn and Worku, 2016).

Many factors continue affecting and regulating the development of inclusive education in a country. A limited awareness about the disability, negative attitudes towards persons with disabilities and communication gap among different persons are the major barrier impeding inclusive education. Hence, with great concern, the factors that might affect teachers' attitudes, teachers' role and training in an integrated setting and challenges of inclusive education should be addressed. Mainly, students and teachers attitude toward inclusion of hearing impaired students was a key problem for implementation of the program. Teachers also refuse the placement of students with disability in their classes

with the notion that this could be unrewarding and burdensome to them (Dagnew, 2013).

Conclusion

It was found out in this research that 88% of hearing impaired students were agree that inclusive education will benefit them as it has differentiated instructions. 82% of hearing impaired students showed positive attitude towards the inclusive education provides in supportive teaching strategies. 80% of the respondents were strongly agree that inclusive education will remove stigma of disability from them, 85% of the respondents responded that inclusive education is an effective use of resources and in the same way 79% of the respondents reported that inclusive education is a source of high expectations for students.

It was interesting to know that most of the hearing impaired students strongly agree that inclusive education will promote their wellbeing and will help them in the development of social emotional development. Most of the hearing impaired students were strongly agree that inclusive education will build the spirit of sportsmanship in them and will reduce the communication gap between them and hearing peers. The present study also reported that 91% of the hearing impaired students as a strongly agree that inclusive education is very beneficial for hearing impaired population and it must be practiced. It is also found out that hearing impaired children living in urban areas have significant difference in their attitude towards inclusive education as compare to the children living in rural areas but there is no significant difference in the attitude of children based on gender and age group. So it can be concluded on the basis of this research findings that education administration, teachers, professionals and social workers as well as government should make arrangements for uplifting the mindset of rural population towards latest and innovative techniques of 21st century. Rural population have formulated an aura around themselves and they don't accept any change so workshops and seminars must be conducted for the counseling of rural students to come out of their aura and taste the new and latest advent of technological world.

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