

Effectiveness of Curriculum in Teaching Deaf Student Independent Living Skills: Special Education Teachers Perspective.

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Abstract

The main purpose of this study was to analyze the current practices of curriculum for independent living skills. 50 teacher's opinion were taken from different school of Punjab special education department. The results show that the current syllabus is not up the mark to teach independent living skills for hearing impairment so they can get a job and earn easily. Mostly teachers agree that there is need to be focus on their independent living and rehabilitation rather than academics. Government should make a comprehensive plan for their independent living. One of the greatest impediments to independent living for special person in Pakistan is a lack of policy initiative. Deaf people are among the low paid community because of their disabilities. The majority of people with disabilities are hired as low-level employees such as office assistants, errand runners, messengers, computer operators, typists, and vocational teachers in schools for the deaf, or to work in advertising agencies.

Key words: curriculum, independent living, skills, practice, special education, hearing impairment,

Introduction:

Hearing is the process through which our mind perceive sound. A child with hearing impairment has difficulty in receiving the sound perceiving them or feel difficult y in identifying sound properly. Hearing impairment may be due to some auditory problems or some defect in mind. Hearing impairment can be from one ear is called as unilateral or from both ears called bilateral. Mild hearing loss children have difficult to identify soft sound such as whispering, Moderate hearing loss can stop to hear what conversation is going on normal mode. Moderately effected hearing loss children are unable to clearly locate the loud noises such as doorbell ring Severe magnitude children can only listen to loud noises and sounds such as shouting or airplane noise. Profound magnitude children cannot perceive any sound at all (World Health Organization, 2016).

Govt. of Punjab Multiple Indicator shows that about 17.9 percent of children from 5_17 years old have one or more disabilities in Punjab. In Pakistan special children start schooling very late then their age mate because no early intervention is given to them. According to United Nations About 57 million special children are out of school in the word from total estimated children who have some functional disability. It is estimated that almost 80 percent

developing countries children are not going to school. So, the provision of good quality education for children with special educational needs and disabilities is a challenge for the Special Education Department. To address this challenge, special education has formulated its first ever policy that insure quality education for handicapped children (SEP, 2019).

It is estimated that 2.49% of the total population is disabled in some manner and about 7.40% are deaf. According to the World Health Organization (WHO) the increase in disability is 10% which makes Pakistan appear to have fewer people with disabilities. Many parents often hide the fact that they have a child with a disability or deny the existence of a disability to their children (Khatoon, 2003).

Curriculum planning is part of a student Transformation. To develop this program, the IEP team will work with your child to identify their strengths and interests. The law governing the individual transformation program is the Individual with Disability Education Act (IDEA), which is in line with the No Child Left Behind Act. As stated in the IDEA, transformation services will be available as part of the IEP. These goals mean what your child wants to do or achieve after high school. Objectives can be in four places (National Disability Policy, 2002).

1. Vocational training
2. School education
3. Jobs and Employment
4. Independent living when needed.

Hearing impaired child have difficulties in learning process especially in oral work and calculation. In the absence of adequately managing, child with mild to moderate hearing losses on average is 1 to 4 degrees below their peers. If the appropriate intervention is done early in the education field, students with higher hearing loss typically do not get more skills than the 3rd or 4th level. Students with severe (61_80 dB) to deep (> 80 dB) hearing loss, academic performance is highly compared with age-mate, with one third of students functioning illiterate after secondary school education. Furthermore, a serious deep hearing loss has shown that children have a significant impact on their ability to receive mainstream education (Hauser et al., 2010).

Statement of the problem

Objectives of the Study

The current study was intended the following objectives achieve to:

- Find out the teacher's opinion about role of curriculum in teaching deaf student independent living skills.
- To find out teacher opinion about current curriculum practices in special education department.
- To analyze the role of demographics

Literature review

The supportive learning environment is essential for deaf children. Students using auditory aids can have a hard time adjusting background noise to hear the important thing. Suitable measures can be taken to improve the acoustics of a classroom, including carpeting, the use of soft furnishings like cupboards, curtains, the installation of sound prof rooms such as carpet tiles on walls, and close of doors and windows to remove ambient noise from outside Such facilities help the student to focus and participate in learning. Furthermore, it is also

important to provide a student with an appropriate seat It is often very sensitive for children with hearing impairments to write complex expressions like those with relative clauses or passive voices (Lee, 2007).

The primary deficiency caused by hearing loss is found to be a high risk of improper language learning in any form when asked how hearing impacts the child's cognitive development. As a group, it is observed that deaf children show same levels of linguistic development in relation to both the timeliness of their development and accessibility. Fewer hearing-impaired children demonstrate a high level of development in language that is similar to listening person. loss have mental imaging, concepts, solving problems, language learning, academic success and everyday navigation difficulties (Foreman, 2004).

Hearing impaired children generally feel isolated because of their low expectations by others and negative attitudes from the society. They are considered as dependent and they need support for a number's times. The lack of support can\ led them to depression so It is necessary to provide them support, engaging them in useful activities and helping them so they could have quality of life as their peer ones. Survey indicate that many deaf children have similarities in their experiences than differences in different countries they have communication barrier, unavailability of support so they feel depressed and isolate (Martha et al., 2010).

Hearing give the child knowledge of physical world. Apart from their contribution to the planning and the evaluation of the new program, the declaration on the rights. Clinical psychologists are entrusted with conducting fair and cultural free psychometric assessments and placing of deaf children. The subsequent increase in referrals from all stake holders to community-based clinical psychologists, concluded that, against its historically racist origins, significant progress has been made in special education and hurdle for this psychometric assessment been removed (Foreman, 2004).

Hearing impaired students may have Very access to disability wise the specific transition preparation, with school offerings designed primarily for general high school or special education populations. The transition preparation they do receive more often is generic and superficial in content (Luftig, 2014).

A positive note is that it has been found that up to 8 years after leaving high school, hearing impaired students interact with friends at least weekly, and the majority participate in some type of community group or activity at least once weekly (Newman et al., 2011).

A key source of networking is the Rehabilitation Counselor for the Deaf, who often has contacts among a variety of agencies and resources that can expedite these linkages. Schools for the deaf are another important resource; they often have expertise in transition (Carlson ,2003)

The study of secondary school programs targeted all services to deaf and hard-of-hearing (D/HH) students at schools listed in. Analyses was made to identify patterns in providing independent living coursework. Result comparisons across the three program categories were not significant, indicating a similar level of services (Luftig, 2014).

While talking about independent living Sajjad (2007) found that the majority of people with disabilities were hired as low-level employees such as office assistants, errand runners, messengers, computer operators, typists, and vocational teachers in schools for the deaf, or to work in advertising agencies. Other jobs include working in a five-star hotel's laundry, as a cook in a five-star hotel, and as an embroidery and handcraft tailor. Employees with

disabilities worked the same hours as non-disabled employees, and there were no particular procedures in place to ensure that they worked in a barrier-free environment. Communication was an issue for the deaf staff. They also require a sound-free atmosphere, something these organizations do not supply.

Umar and Muhammad (2007) concluded that due to their incapacity to speak and society's undesirable attitudes, adolescent deaf boys have emotional problems such as anxiety, social immaturity, hostility, and a poor comprehension of their own and others' feelings. According to their findings, the parents' dominant manner may lead to uncertainty and poor decision-making in these students.

One of the greatest impediments to independent living for special person in Pakistan is a lack of policy initiative. Furthermore, parents and teachers believe that hearing children's educational performance and behavior will suffer as a result of children with special needs diluting their non-disabled children's education. Teachers and parents alike believe that deaf children have lack of policy initiative is one of the major barriers to inclusive education in Pakistan (Bashir, 2003).

Research Methodology

Research Design

Research design for this study is quantitative survey. The main motivation behind the study is to access the opinion of teachers about effect of deafness on cognitive learning and use of nonverbal intelligence test and further recommendation about teaching children with hearing impairment.

population

This study is conducted in southern Punjab so, all the teaching staff of public and private school and centers of hearing impairment institutes constitutes the population of this study.

Sample

Through simple random sampling 50 teachers from special education department Punjab were taken as the sample of this study.

Instrumentation

Self-developed questionnaire was used as tool for this study. Questionnaire was developed while keeping in view the personal advocacy for deaf students, daily living skills and community-based services provided to deaf students. The questionnaire was divided into two sections, the first preliminary information of respondent and second part was consisting of teacher's opinion about effectiveness of curriculum on independent living skills of deaf student on the Likert scale.

Data Collection & Analysis

After the tool development while looking at the ongoing state of the COVID-19 epidemic, the research was conducted online using Google Forms. The data collected was tabulated and analyzed using SPSS software. Descriptive and varied statistics were performed to obtain results. Based on the results, conclusions have been obtained.

Sr#	Respondents	Frequency (f)	Percentage (%)
Gender			
1	Female	15	30%
2	Male	35	70%
	Total	50	100.0
Working experience			
1	1-5 years	21	42%
2	5-10 years	12	24%
3	10-15 years	15	30%
4	15 above	2	4%
	Total	50	100.0
City			
2	PHC	2	4%
3	MCC	4	8%
4	VI	4	8%
5	HI	40	80%
	Total	50	100.0
Qualification			
1	Master	40	80%
2	M.Phil.	10	20%

	Total	50	100.0
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Gender	N	Mean	SD	Df	T	Sig.
Male	15	97.933	8.924	50	.792	.037
Female	35	96.297	5.675	18.772	.658	

**P < .05 Level of Significance*

Table illustrate that t value is greater than the significance value so there is less difference found on the base of gender.

Table 4.4.16 Statistical technique Independent Sample t. test was used to compare the responses of the respondent at the basis of Qualification and results were interpreted in below tables

Qualification	N	Mean	SD	Df	T	Sig.
Master	40	96.000	6.946	50	-1.527	.422
M. Phil	10	99.333	5.382	23.113	-1.752	

**P > .05 Level of Significance*

Statistical technique independent t-test was applied at the qualification to compare the opinions of respondents. Table illustrates that the significant value is .422 which is greater than the standard value of .05, it shows that there is no difference between the opinion of Master and M.Phil. respondents.

Experience	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	106.157	3	35.386	.773	.515
Within Groups	2197.074	48	45.772		
Total	2303.231	51			

**P > .05 Level of Significance*

Table illustrate that the significance value of .515 is greater than the stander value of 0.5 so statistically no difference is found in teachers' opinion on the base of working experience.

Tool for the study

Sr#	Questions	SA (%)	A (%)	UD (%)	DA (%)	SDA (%)	M	S. D
1	Teaching independent living skills are very much important for students with hearing impairment	11%	33%	1%	6%	47%	2.9	1.24
2	Current curriculum practice is not enough for teaching independent living skills for hearing impaired students.	30%	53%	6%	10%	1%	4.00	.935
3	Current curriculum helps hearing-impaired students at the higher secondary level to learn maximization of performance at the workplace.	26%	56%	7%	7%	4%	3.92	.98
4	Current curriculum helps hearing-impaired students to acquire performance test skills to acquire the job.	26%	26%	9%	32%	6%	3.33	1.3
5	One of the greatest impediments to independent living for special person in Pakistan is a lack of policy.	20%	50%	16%	9%	5%	3.7	1.03
6	Satisfaction about health facilities being taught to the students with hearing impairment.	19%	47%	16%	15%	4%	3.7	1.08
7	Daily life being taught to the students with hearing impairment.	24%	53%	5%	15%	4%	4.06	.966
8	Community-based networking helps the school to plan better for the transition of hearing-impaired students to after-school life	30%	58%	3%	4%	5%	3.9	1.0
9	Guide line for students about available career choices in the areas is very much important for better careers after school.	27%	54%	6%	9%	4%	3.2	1.3

10	Deaf children need more assistance for vocational guide line	21%	28%	15%	25%	10%	4.27	1.09
11	Deaf Children must not teach Written work such as spelling and grammar etc.	53%	37%	2%	5%	4%	4.06	1.02
12	Deaf students need an activity-based curriculum rather than traditional syllabus	33%	53%	8%	5%	2%	4.18	1.14
13	The use of computer as source of earning being taught to the students with hearing impairment.	49%	37%	4%	4%	5%	3.6	1.12
14	statement telling the home address being taught to the students with hearing impairment.	30%	35%	14%	15%	7%	4.12	.966
15	Transitional planning helps hearing-impaired students at the higher secondary level to effectively with co-workers at the job place.	35%	48	4%	1%	10%	3.95	1.24
16	Any other skills for earning rather than education being taught to the students with hearing	36%	52%	6%	3%	3%	3.4	1.23
17	Student with hearing impairment only taught vocational courses so they can earn and live better	24%	36%	9%	21%	7%	3.8	1.22
18	Selling purchasing/transaction of money being taught to the students with hearing impairment.	30%	54%	3%	5%	9%	3.8	1.02
19	Deaf children pose higher intellectual Capacity but our curriculum is not appropriate.	40%	40%	%	9%	3%	3.9	1.07
20	Independent travelling being taught to the students with hearing impairment.	27%	58%	5%	5%	5%	3.31	1.2

1. Findings

Following findings were drawn on the basis of data analysis:

The main focus of this study was to access the special Education teacher narratives about current curriculum practice and independent living skills. Most of the respondents (96.2%) were responded yes to the statement that daily life being taught to the students with hearing impairment. Majority of the respondents (96.2%) were agreed that One of the main hindrances to independent living for special person in Pakistan is a lack of policy by the government.

About (92.3%) respondents were in favor to the statement independent travelling being taught to the students with hearing impairment.

(92.3%) Greatest number of the respondents were in agreed that selling purchasing/transaction of money being taught to the students with hearing impairment.

Maximum number of the respondents (90.4%) were on the opinion that the use of computer being taught to the students with hearing impairment. Almost 96% teachers are on view that Deaf Children must not taught Written work such as spelling and grammar etc. rather than they must teach how to live and warn independently. however, 60 % are in favors of that Deaf children only taught vocational courses so they can earn and live better. Almost number of the respondents (90.4%) were responded to the statement telling the home address being taught to the students with hearing impairment. Large number of the respondents (90.4%) were in favor to the statement awareness about health facilities being taught to the students with hearing impairment. Highest number of the respondents (63.5%) were agreed to the statement that any other skills being taught to the students with hearing impairment. 71 % teachers suggest that Deaf students need an activity-based curriculum rather than traditional syllabus

Discussion & Conclusions

The main purpose of this study was to analyze the current practices of curriculum for independent living skills 50 teacher's opinion were taken from different school of Punjab special education department. Thus, it was concluded that current syllabus is not up the mark to taught independent living skills for hearing impairment so they can get a job and earn easily. mostly teachers agreed that there is need to be focus on their independent living and rehabilitation rather than academics. government should make a comprehensive plan for their independent living as Bashir (2003) concluded One of the greatest impediments to independent living for special person in Pakistan is a lack of policy initiative. Deaf people are low paid person because of their disabilities as Sajjad (2007) found that the majority of people with disabilities were hired as low-level employees such as office assistants, errand runners, messengers, computer operators, typists, and vocational teachers in schools for the deaf, or to work in advertising agencies.

Recommendations

Following recommendations are made on the base of data analysis

1. Training program should be launched for the teachers about how to teach independent living skills.
2. Government institutions are recommended for the necessary action to make possible jobs for of the students with hearing impaired studying after secondary level

3. High-ups of the special education department required to make curriculum arrangement for the provision independent living skills opportunities to the children with hearing.

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