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## Educational and Emotional Challenges Faced by Students with Hearing and Speech Impairments in Quetta City

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### Abstract

This study intends to explore academic, emotional, behavioral, and social, challenges confronted by special students with hearing and speech Impairments while attending education institutions. This research is a combination of mixed research approaches to accumulate the required information from students and teachers. The current research was conducted in three special schools of Quetta city, province Baluchistan. In this, the special schools selected through purposive sampling technique to get the desired results of selected topic. Mixed approach under interview schedule was applied for data collection, direct observation, class teacher interviews were applied during field trips. In limited time whereby for acquiring best understood responses the questions asked in sign language and with the help of interpreter. The research emphasized on accurate data collection regarding age, challenges, learning methods, and the actions taken by the students with hearing and speech impairments while handling their education.

**Keywords:** Hearing Impairments, Educational institutions, academic and social challenges, sampling techniques.

### Introduction

Generally, the education of children with special needs, aims at providing learning opportunities to a child in coordinated educational programs that emphasizes the natural objectives such as attainment of learning, expertise and manipulative skills and to develop positive image, self-expression and self-discipline. Resources that should be available to educational institutions include building, finances, teachers, time, services and equipment. The description continues to say that a beautiful school environment produces good teaching and learning; management and provision of excellence, in addition to relevant education and training are dependent among other things as the supply of adequate equipment and teaching learning materials. That's directly or indirectly effect on child's behavior, social interaction and also educational careers. (Tasawar & Khurshid, 2019)

Special education involves a specially-designed instruction that meets the usual needs of an exceptional student and that might require special material, teaching techniques, or equipment and/or resources (Qamar, 2014). Other scholars view special education as an intervention designed to prevent, eliminate, and/or overcome the obstacle that might prevent a child with learning difficulties from learning and limit his or her full participation in school and society (Noor, 2017).

History shows that Islam has laid lots of stress on the privileges of special people and gives teaching to maintain, divested and abandoned people of society to be caring, supportive and nice to all. Quran relates to embrace a moderate analysis regarding impairments. A noteworthy number of special people, who were blind, deaf or physically impaired, served important roles as philologists, lawmakers, teachers, poets and social commentators during high centuries of Islamic civilization. Exceptional among which Abul Ala al-Maarri Othman Abu Amr bin Bahr (Al-Jahiz), Ata bin Abi Rabah, BashsharibnBurd, Ibn Syringe, Katadaibn as Sadusi Dima, Muwaffak Muzaffar ad-Din, and Thalab. After that, in 16th and 17th centuries in the Ottoman court deaf/hearing impaired officials were appointed, where for communication the courtiers and sultans learn their sign language from them. However, at that period the West doubt about whether the hearing impaired individuals are capable of any learning and normal beings. Therefore, the care and support of persons deprived of services, beyond the provision of educational ser and facilities for special children are laid between the state in the light of Islamic principles and teaching.

This study intends to explore academic, emotional, behavioral, and social, challenges confronted by special students with hearing and speech Impairments while attending the education institutions. (Mitchell, 2004)

### Hearing Impairment

Hearing impairment (HI) is deliberated as a masked disability as it is not visible unlike other kinds of disabilities such as mantel retardation, visual impairment and physical disabilities that are clearly recognizable. Hearing disability can be defined as impairment in hearing that is either permanent or inconsistent and harmfully disturbs a child's educational performance. (McGrath, 2007)

Hearing is the ability to perceive sounds. Sound occurs over a wide spectrum of frequencies. The human ear is sensitive to a frequency band within that spectrum expressed in decibels (dB). Frequencies capable of being heard by humans are called audio or sonic. (Manzoor et al, 2018)

### **Speech Impairment**

Description Children can have communication problems for a variety of reasons. In many cases, a communication problem is the result of another disability, such as intellectual disability, severe learning difficulties, physical disability (e.g., cerebral palsy, cleft lip or palate), deafness or moderate hearing loss, or an emotional or psychological disorder. In other cases, and for no obvious reason, children have difficulty learning, understanding or expressing language. (Ignarro, 2007)

### **Research Questions**

- What kind of curriculum is used in institutions to meet the special needs of students with Hearing Impairments?
- Does psychological/emotional assessment necessary for Hearing Impaired students?

### **Objectives of the Study:**

- To know the challenges of Hearing and speech impaired students in attending education.
- To study the emotional and social impacts of Hearing and speech Impairment on children.
- To know the teaching methods and curriculum suitability for students with Hearing and speech Impairments.

### **Research Design**

Research project mostly concerns with strategies, tactics to achieve strategies, different kinds of practices, purposes to implement research designs successfully, and intentions within the practical checks of time, budget and geographical location, and the accessibility of the researcher. (Hakim S, 2016). In this research investigations, the researcher applied mixed method approach; under descriptive research design. To achieve the objectives of the study at level best, the research was based on field study, and the field study data was collected through interviews scheduled and direct observation. This research was supposed to explore scientifically the present conditions and challenges faced by hearing-speech-impaired students in Quetta city of Baluchistan.

### **Sampling Technique**

“Deliberate sampling is also called as purposive or non-probability sampling. This sampling technique is based on purposive or deliberate selection of geographical-unit of the world for finding a sample that characterizes the world in average”. (UNESCO, 2000) In this research, purposive sampling technique was applied. Information collection method was based on those informants who were willing to share their experiences.

### **Sample Size and Universe**

This study aimed to collect the data from selected special-schooling-institutions, where research samples were easily available. Therefore, sample size in this study were contains all the male/female students with hearing-speech-impairments and staff from three selected special-education-schools in Quetta city. Sample of 40 students were selected from three schools through purposive sampling technique. There were 10 students USEC, 10 students from Kili Shaboo School, 20 from special complex. 8 teachers who were engaged in the teaching of these classes were also selected through purposive sampling procedure

### **Data Collection Instruments**

Through interview schedules, under this selected method, the enumerators are appointed and trained for data collection tools. They are provided with interview schedules and direct observation questions. These enumerators are responsible to collect data from respondents as per the schedules. Data collection method is much dependent on the capability of enumerators. Occasional field checks on the work of the enumerators are necessary and vital to ensure sincere scientific-research based work. (Kothari, 1990). This research was conducted by using mix method approach, qualitative and quantitative data was collected for the deep understanding of the research problem. Tools for data collection were used:

- Interview schedule administered to the students, to find out the educational challenges faced by students with hearing and speech impairments in Quetta city.
- Data collection through interview schedule and direct observations to find out the factors initiating academic, social, and behavioral/emotional challenges.
- Interview with teachers, to explore the strategies to overcome their educational challenges and for specific curriculum or IEP.

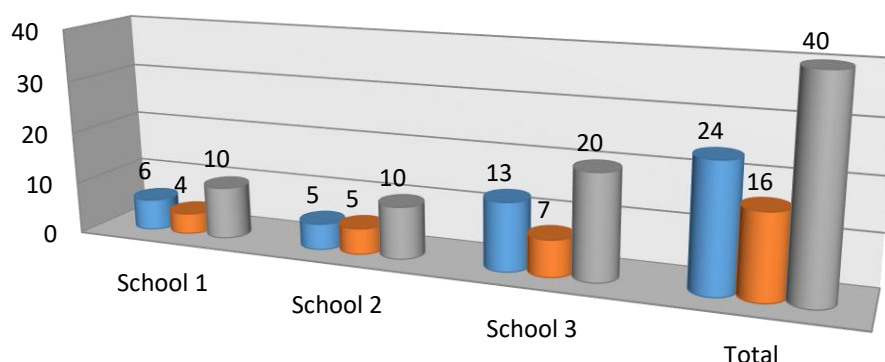
### **Procedure**

The current research was conducted in Quetta city (Baluchistan). In this research three special-education-schools were intended to select through Purposive-Sampling-Technique. Mix method and descriptive research design applied for to acquire the best understood responses. Sample of 40 students were selected from three schools through purposive sampling technique. There were 10 students USEC, 10 students from Kili Shaboo School, 20 from special complex. 8 teachers who were engaged in the teaching of these classes were also selected through purposive sampling procedure. The researchers personally (through survey interview) visited Department of three Special Education schools of the Baluchistan, Quetta and requested the students with hearing and speech impairments for granting time for interview. Each student was asked to select a place for interview.

When all agreed to give the interviews in the same Department. Then data was collected through a structured questionnaire by interviewing (age between, 14-18) of students with hearing and speech impairments. The questions of the interviews were interpreted in sign language by one of the authors who were proficient in the use of sign language whereas the other researcher was busy in recording their age, gender, classes, challenges, and learning methods, the responses of the hearing and speech students. The students were recorded in written form for later analysis. The students were very cooperative.

### Methods of Data Analysis

Using statistical tools of Microsoft office (Excel) the data derived from the interviews was analyzed. Percentage, average and qualitative information were analyzed to determine pattern, theme expectations and strategies needed to implement in order to overcome the problems of hearing and speech impaired students.



	School 1	School 2	School 3	Total
Boys	6	5	13	24
Girls	4	5	7	16
Total	10	10	20	40

In this research the researcher was selected three special schools and 40 students for data collections. 24 boys and 16 girls responded from total schools. 6 boys and 4 from umeed special education center. 5 boys and 5 girls from deaf and dumb school Killi shaboo. 13 boys and 7 girls from special complex Quetta.

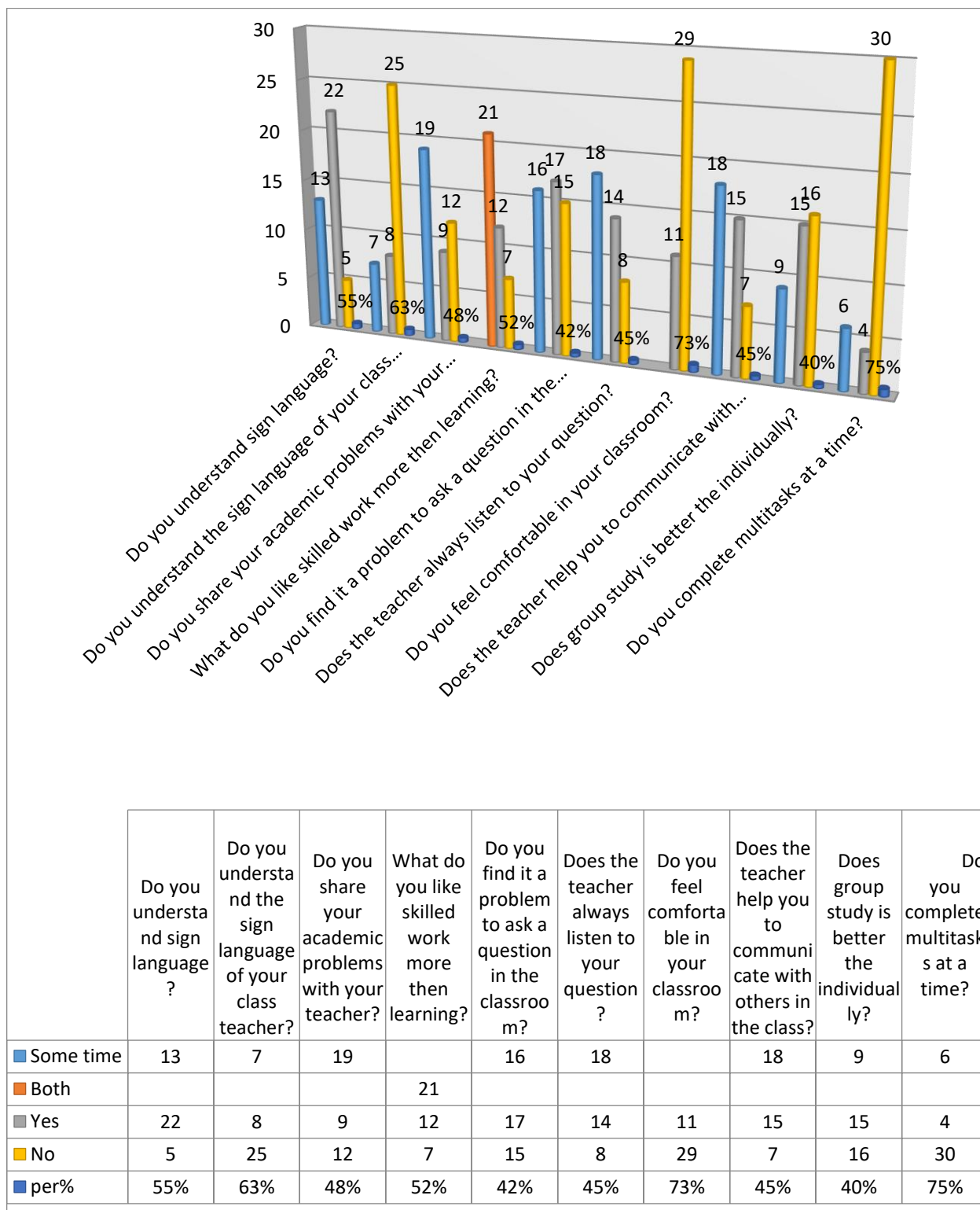


Fig.1 the majority (75%/40) of respondents were facing the problems they cannot understand multitasks at a time. About (73%/40) of respondents were facing a lots of problems in classroom they were not comfortable in classrooms, because of combined sections and a lots of strength in the classrooms. (63%/40) of respondents were not understanding sign language of their teachers so they could not be getting in proper way the lecture due to communication problem. (55%/40) responded were known sign language but they cannot share their problems with teachers because of communication gap. (52%/40) respondents were liked both skilled work and study due to financial needs and definitely education is necessary for every person to getting job. (48%/40) respondents can share sometime their academic problems with their teacher. (45%/40) students said sometime the teacher give attention to the question and answer us. (42%/40) students were facing problems when asking the question in classroom because of no any alarm on student's desk to divert teacher's attention. (40%/40) students said that individual study is better than group study in group study sometime we cannot understand concept.

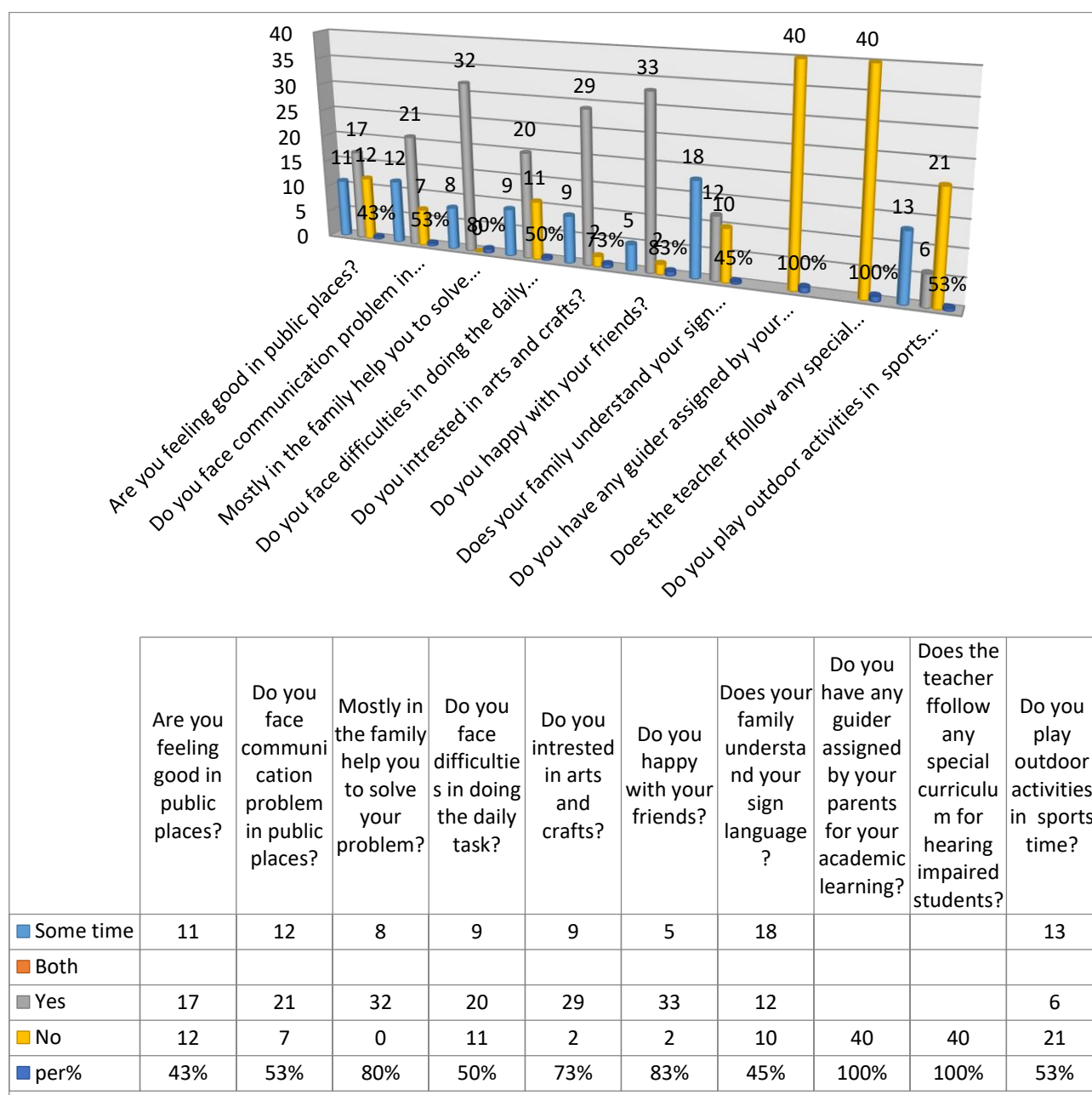
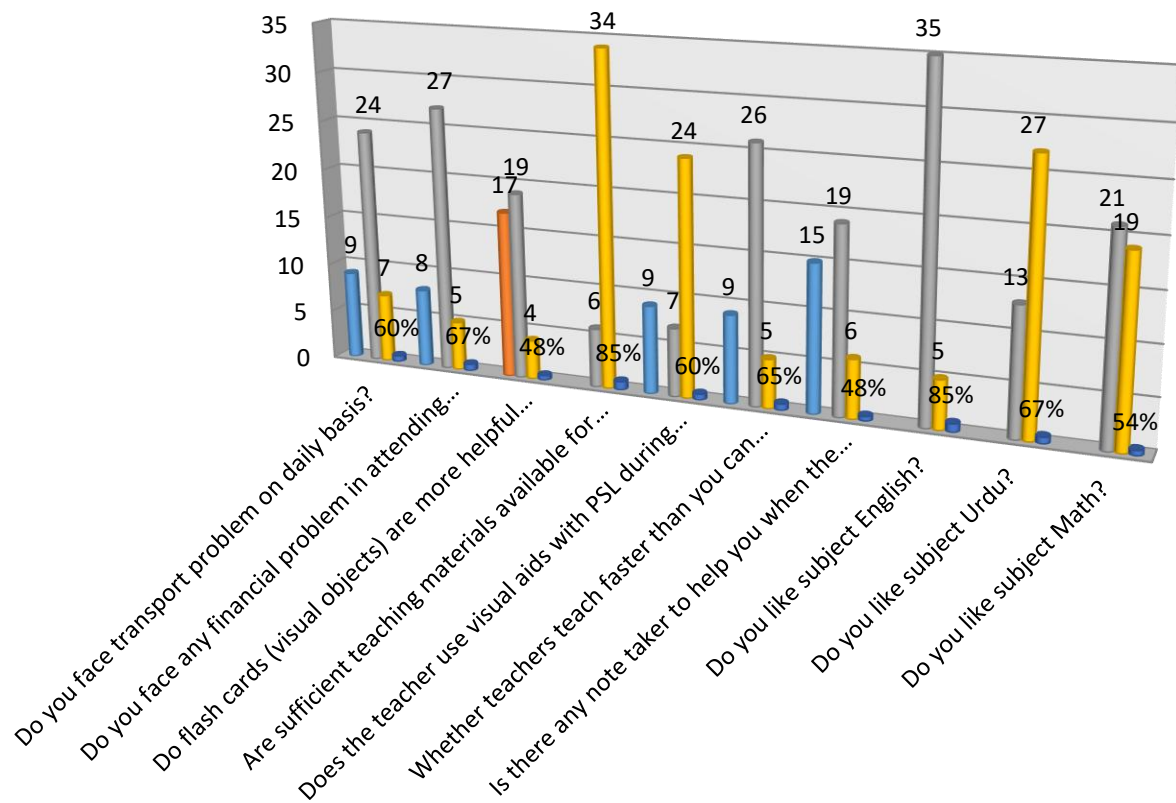


Fig 2. The majority (100%/40) of students were said that no any tutor assigned by their parents for their academic learning they are also facing the problems learning like their sibling. (100%/40) respondents said no any special designed curriculum to follow the teacher for hearing impaired students. Because they are eye seekers/ learners students they can learn through pictures more than simple writing and readings. (83%/40) respondents said yes they are very happy with their friends because they know their language as compare to other people. (80%/40) respondents said yes their families to support them to solve their problems. (73%/40) students were interested in arts and crafts because they can share their views and ideas through skills and also for family financial support. (53%/40) students were facing communication problems because of sign language which they make more frustrated. (53%/40) students were said that they have no opportunity to play outdoor activities they are bounded in classrooms because they have no any proper playground. (50%/40) respondents were facing difficulties in doing daily tasks. (45%/40) students were said that sometime their families cannot getting them due to sign language which become them upset because they explain their views with family. (43%/40) students said yes they are happy in public places.



	Do you face transport problem on daily basis?	Do you face any financial problem in attending education?	Do flash cards (visual objects) are more helpful than sign language?	Are sufficient teaching materials available for you in the classroom?	Does the teacher use visual aids with PSL during lecture?	Whether teachers teach faster than you can understand ?	Is there any note taker to help you when the teachers are dictating notes?	Do you like subject English?	Do you like subject Urdu?	Do you like subject Math?
■ Sometime	9	8			9	9	15			
■ Both			17							
■ Yes	24	27	19	6	7	26	19	35	13	21
■ No	7	5	4	34	24	5	6	5	27	19
■ per %	60%	67%	48%	85%	60%	65%	48%	85%	67%	54%

Fig 3. The majority (85%/40) of students were said that in classes there are no sufficient teaching materials for learning. (85%/40) students were said they more liked English than mathematics questions. (67%/40) students were said that they are facing the problems in Urdu reading writings so mostly they don't like Urdu subject. (67%/40) students were said yes they are facing allots of financial challenges in attending education mostly they belong to poor families. (65%/40) respondents were said they are facing the hurdles because the teachers faster than student's learning. (60%/40) students said that the teacher don't use the visual's aids like pictures, flash cards, planner board, LED, and deaf search etc. which are helpful for their learning. (60%/40) students were said they are facing transports problems in daily basis in attending education they always late because of automobile's problems. (54%/40) students were said they like math subjects than Urdu subject. (48%/40) students were that visual aids are very helpful with sign language it give us a clear picture about which study. (48%/40) respondents said yes the teacher's deliver the topic from books/notes.

### Study Findings

- Majority of students with hearing impairment were unable to understand teachers' instruction in class because of communication problems.
- Teachers were totally lacking in use of sign language during teaching.



- The number of sign language teachers in the department was not sufficient to meet the needs of students with hearing impairments.
- Unavailability of sign language teacher was causing frustration in students with hearing and speech impairment.
- Teachers were not giving extra attention to students with hearing and speech impairment in and out of class.
- Teachers did not make sure whether hearing and speech impaired students understood lecture or not during in class and they move to next topic.
- Teachers were not concerned about the interest (social skills or subject) of hearing and speech impaired students in class room.
- Teachers did not give assistance to students with hearing and speech impairment after the class.
- The teacher did not deal with individual for the best understanding of hearing and speech impaired students.
- Hearing and speech impaired students did not feel comfortable in the class during lessons.
- Students with hearing and speech impairments were having cordial relationships with their friends.
- The students were facing frequently transport problems which may become them frustrated or causes of behavioral issues.
- Teachers were not use visual aids during class for best conceptualize / understanding of hearing and speech impaired.
- The teachers don't assess the hearing and speech impaired students for their interested activities like arts and crafts, sports and other skills.
- Special education schools were not providing scholarships or financial aids to those hearing and speech impaired students who were in financial crises.
- The parents were not assigning any tutor at home to support the hearing and speech impaired students.
- Sometime the family members don't get the hearing and speech impairment when they want to share their problems to family so it becomes to increase the causes of depression and anxiety.
- Sign language is not common in public which the hearing and speech impairment are facing difficulties in communication.
- Unavailability of assessment tools and insufficient materials in classes for hearing and speech impaired student. Simply were not according to their disabilities.
- The teacher hasn't design any special planner accordingly the abilities of hearing and speech impaired students. Teachers were simply delivering their lecture like to normal students.
- The teachers were very fast then students getting or to write headnotes. The teachers were not listening questions of hearing and speech impaired students.
- Question asked in class by hearing and speech impairment was difficult because of no alarm or any other source to divert teacher's attention toward to question.

Frequently academic classes were loss the hearing and speech impaired students. They could not manage or differentiate multiple tasks at once teachers were not give relaxation during classes.

### **Parents Involvement**

Majority of the teachers responded that the parents do not take interest in the education of their children. That's why most of the children do not do homework. Moreover, teachers do not force them to complete their homework. When parent teacher meetings are arranged, just 10% of the parents come to visit the school. The parents should cooperative with us about their children. Parents should assign home tuition like their other children treat them equally. (UNICEF, 2017)

### **Special Training Centers.**

All of the teachers responded the governments should introduce some training centers, workshop and academies for hearing and speech impairment's teacher in Quetta city. That they were not given any special training to the hearing and speech impaired students. There is greater need to provide them special training workshop, which assist them in handling different learning issues of the hearing and speech impaired students.

### **Special Curriculum**

Teachers respond that there should be a specific curriculum from Balochistan board according to the capacity of hearing and speech impaired students. The hearing and speech impaired students are teaching through the same curriculum as in general educational institutions. They viewed that the curriculum for the special education should be reduced, so that the students can easily memorize and understand the concepts. (UNESCO, 2000)

### **Informational and Learning Resources**

There was not well developed library in special education institutions, government should provide modern equipment to special schools for the betterment of hearing and speech impaired students.

### **Behavioral problems.**

Most of the respondents tell that, the hearing and speech impairments feel frustration in learning the concepts due to sign language. They responded that most of the students left the institution soon after taking admission, the number of enrollment become reduced as they upgrade in the next class. Teachers said on daily basis hearing and speech impaired students' face a lot of problems due to sign language which make them frustrated and it may be a cause of behavioral issues.

### **Subject Specialist Teacher**

Only one teacher teaches the all subjects in one class. Teacher responded that there should be subject specialist teachers for good teaching-learning process of these students.

### **Enrolment and Dropout Rate**

The enrolment of disabled students was very little, the total number of hearing and speech impaired students were average at all class level because of transport the students cannot afford and the bus overcrowded.

### **Policy implementation**

Teachers responded that there is no policy implementation in the field of hearing and speech impairment's education. Especially in Baluchistan the government should concentrate on policies implementation in Baluchistan

### **Discussion**

The study aimed at identifying the educational challenges faced by students with hearing and speech impairment in Quetta city. The results of study showed that students with hearing and speech impairment were facing a number of difficulties in attending education. They were experiencing problems of following and understanding teacher's instructions due to poor sign language, lack of adequate sign language teachers in classroom, and lack of teachers' assistance inside and outside the classroom. (Hallahan, 2012) The teachers were imposing their own interest they don't assess the students accordingly their interest and abilities. They feel that their curriculum is very lengthy to memorizing special vocabulary and multiple questions at once. They were also facing difficulty in understanding of the many concepts without visual aids like (LED, flash cards, planner board/activity board, deaf search device) and auditory system. Unavailability of sufficient teaching materials in class of hearing and speech impaired students. The responses of the students reveal that the role there was no encouragement for students with hearing impairment to participate in different sports, arts and craft activities. Lack of social's skills opportunities in schools. Majority of hearing and speech impairments belong to deprived families they were not strong financially they want to learn skills to support their family and become an independent citizen. Language and communication is related to, or better to say, has a central role in cognitive, social, emotional, and academic development. (Watson & Peter, 2005) The problems have diminished their information and knowledge into that of children, which in turn has reduced their life quality. They usually do not have close relationship with immediate members of their family. Communication barriers have often made them into people with lack of feelings and sympathy usually expected by their hearing friends and families. Teachers can bring the better change in the attitude of people towards the special needs students with disabilities. Media can play a vital role in rules and law for awareness of problems faced by special needs students with disabilities and their solutions in special schools. (Hameed. 2006)

### **Recommendations**

Appoint train sign language teachers' children feel difficulties in daily routine life activities due to sign language; this may cause frustration, behavioral, emotional problems.

Counseling of such students should be done in the institutions. So it is recommended that special education institutions should be provided with full time regular counselors, who provide counseling services to the children and their parents too.

### **Appoint a Sociologist/Social Worker.**

These children feel hesitation in developing the social relation with their peers, teachers, siblings, etc., so it is the responsibility of the government to appoint a sociologist as a teacher; he/she must take 1 class for trained the students in developing social interactions. (Fish, 2008)

### **Appoint Speech therapist.**

Speech therapy is very necessary for hearing and speech impairments so in special institutions there should be in a week for speech therapy.

### **Skills developing training.**

These hearing and speech impairments must have trained for their career decisions, and these children must be provided special job opportunities by considering their status of hearing and speech problem, where they can work in an easy and motivated way. so can build their skill for earning and supporting their families financially.

### **Trained Teachers Teaching**

Learning process is a very difficult task. To teach the students with any impairment is a hard task, so there is a greater need to provide special training to the teachers who are teaching in special education institutions. These training sessions should be focused on sign language, teaching pedagogies, handling frustration issues, skills of identifying learning difficulties, techniques of motivating the students on learning, etc.

### **Special Curriculum**

Hearing and speech impairments cannot hear and speak they face many difficulties in understanding and managing their daily routine work. So their curriculum should be reduced. Teachers share that these student has short memory so it is recommended that there should be special curriculum, which just emphasized the major concepts, explanation of the concept with visual aids should be as essay as possible. (Das-Bhaumik & Doyal, 2018)



### Special Classroom

Bright class room should be arranging for hearing and speech impairments because teachers white board and everything be clear to hearing and speech impairments. Government should provide modern equipment to special schools for the betterment of hearing and speech impaired students. Like

Visual aids: deaf search, LED, learner board flash cards

Audio aids: Fm system loop system

### Modern Special Teaching Methods

These children should be teaching through interactive and interesting teaching pedagogies, which motivate the on learning and dropout rate in these institutions should be stopped. The teacher should avoid the traditional method of teachings. (Bari, et al, 2018)

### Psychologist Appointment

Because of disabilities, this student may have suffered in many psychological issues, as special educational institutions carry the responsibility of education the child. Education involves to make the child a disciplined personality, so there is greatest need to handle the psychological issues of these students and assess the students according to their psychological needs for this purpose a sitting should be made by a psychologist once in a week. (Calderbank, 2009)

### Play ground

Teachers responded that physical activities/outdoor activities are very important for those special students but sport equipment and grounds are not available at special schools. School should provide this opportunity to hearing and speech impaired students

### Transport Facility

Transport facilities are provided to the children but few vans are providing for this purpose, students face long route issues to reach the institution. It is recommended that transport should be provided in this way that the children take as less time as possible to reach to the institution.

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