

AWARENESS, ATTITUDE AND KNOWLEDGE ABOUT HEARING IMPAIRMENT AMONG REGULAR SCHOOL TEACHERS: SURVEY ACROSS HYDERABAD

Himanshu Verma
Janaki B.
Aparna Ravichandran

Abstract

Present study aims to explore the awareness, knowledge and attitude of regular school teachers about hearing impairment. A total 100 teachers participated in the survey. A five point rating questionnaire was developed which contained 4 sections regarding academic awareness, speech-language awareness, general awareness and attitude & knowledge. A tool validation was done by speech language pathologist, audiologist and special educators. Result is indicates that teacher had lack of awareness and negative attitude towards hearing impairment.

Keywords: *Hearing Impairment; Special Educators; Hearing Professionals; Inclusion*

INTRODUCTION

A recent report published by World Health Organization (WHO) in 2013 reported that with the change in life style of human prevalence of health issues is also increasing and hearing issue is one of the major.. WHO further reported that 360 million people across the world are living with hearing loss and among them 32 million population is children which indicates that children are at high risk. WHO report also states that exact number of children population may increase because many times children with hearing impairment got unidentified especially in developmental countries. Many research reported that children are at higher risk of otitis media which may hamper the hearing status of children for some duration of time. Some studies also stated that we otitis media left untreated than it also lead to many other

hearing and health issues. A case report by verma et al., 2013 also provides evidence that untreated middle ear infection like CSOM can also lead to the high degree of hearing loss and hamper the scholastic & speech-language development. They further reported that untreated CSOM also have an impact on quality of life of child and their family.

The sound and hearing 2030 report published in 2013 revealed that large population of school going children develop hearing issues due to some kind of ear infection and disorder like auditory processing disorders. They further reported that in most of the cases these problems will not get noticed due to lack of awareness. These all untreated problems lead to significant issues in hearing, speech perception, speech language processing, speech language acquisition and speech production. This will also have an adverse effect on scholastic performance. According to Santana (2013) children faced most of the hearing issues during schooling and they manifest the symptom on client education and other curriculum activities so teachers are one of the corner pillars for identify the client problem. In order to refer those children, teachers should have appropriate knowledge and awareness about the hearing

**Lecturer, Airsr, East Rohini, New Delhi*

***Aslp, Chetanya Speech Centre, Chennai*

****Lecturer, Aynishd (Src), Hyderabad*

impairment. If teachers have positive attitude towards hearing impaired (HI) children, then these children can boost up their scholastic performance.

To aware the teacher and to develop the positive attitude during the course of teacher training student trainee are need to expose to CWSN which also include HI children as per the guidelines of National Council of Teachers (NCT) and District Institute of Education and Training (DIET) however after including all these guidelines teachers have lack knowledge regarding same so this study will try to measure level of the awareness, knowledge and attitude of regular school teacher to develop the awareness program on the basis of present survey results.

OBJECTIVE

The objective of the present study is to explore the awareness, knowledge and attitude level of regular school teachers about hearing impairment and other hearing disorders across Hyderabad.

METHODOLOGY

Participants

Total of 180 regular school teachers of Hyderabad region participated in the study. Among 180 school teachers 54 were male and 126 were females. Present study includes the teachers with minimum of 5 years of experience and teacher below this criteria were excluded from present study.

Questionnaire Development

A questionnaire was developed which contained 4 sections: section 1 and section 2 includes three questions related to academic awareness and speech, language awareness respectively. Section 3 includes 5 questions related to knowledge and attitude. Last sections include 10 questions related to the general awareness. The questionnaire also contains 3 open ended

questions related to experience related to the hearing impaired children if any. The present questionnaire was validated using subjective validation method by 2 speech language pathologists & audiologists and 1 special educator.

PROCEDURE

Before collecting the data the aim of the study was explained to the subjects and explanation were also made if subjects had any query regarding same. After explaining the aim and objective of study the informant consent was taken from all the participants. A questionnaire was given to teacher and asked to rate on 5 point rating scale in which "a" indicates strongly agree and "e" indicates disagree.

Data Analysis

A descriptive analysis was done and percentile and mean score was obtained.

RESULTS

Demographic Result

Present study consists 30% of male teachers and 70% of female teachers. Among 180 participant 16.66% had D.Ed as highest education, 68.88% had B.Ed as highest qualification, 12.22% had M.Ed as highest degree and only 2.22% had Phd as highest qualification. Most of the participant had more than 10 year of experience in teaching and only one Phd teacher had an experience with CWSN.

Academic Awareness

This section consists of 3 questions. Among 180 subjects 70.5% subjects reported they were strongly agree that "Children with HI have problem in following instruction at class room" however 7.2% indicates that they agree for same and 22.2% indicates that they somewhat agree. Majority of population (i.e. 63.8%) strongly agree that "it is important to use modification

during teaching for children with hearing impairment at class room situation and 33.3% subjects agree for same. Approximately 62.7% participants opt for disagree statement, 17.2% indicate for somewhat disagree statement that “there can be situation where in child has no

hearing loss for sounds but has problem attending to speech under different condition like noisy environment. Only 20% reported that they somewhat agree that above stated statement can occur.

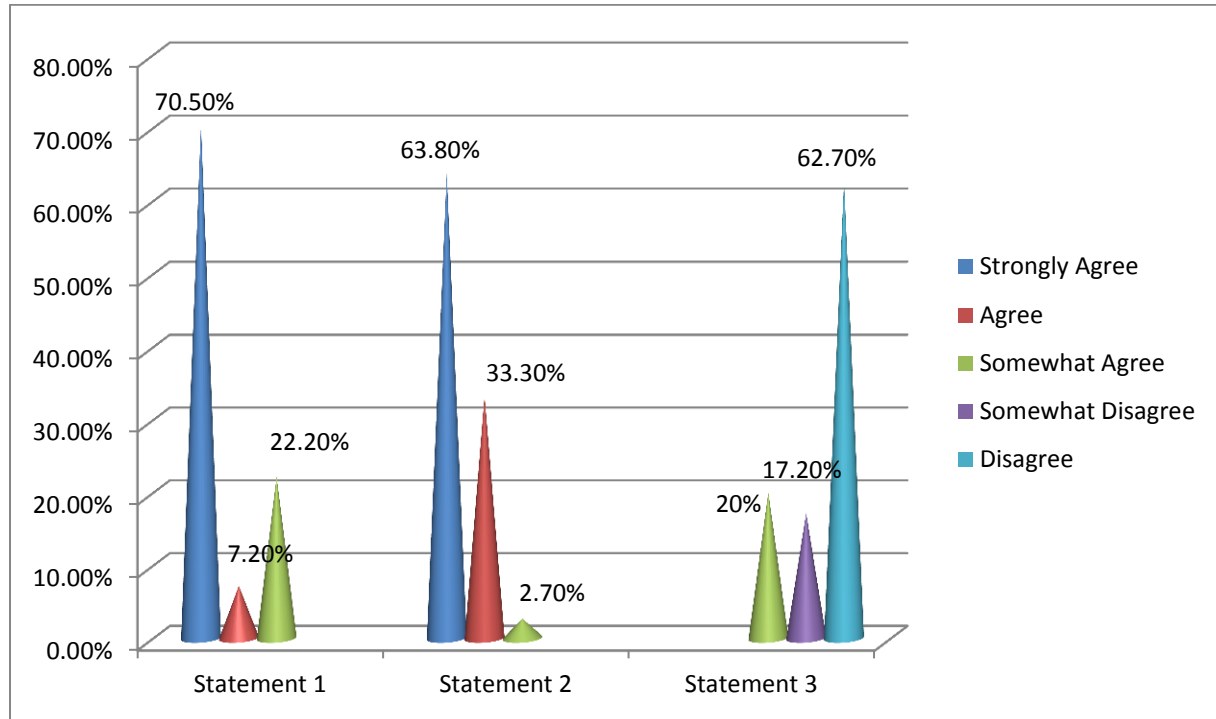


Fig.1: Graphical Representation of responses by participants in Section A

Speech-Language Awareness

As shown in Fig 2, 78.8% & 21.1% population indicates that they strongly agree and agree respectively that “children with HI have impairment in producing speech sounds appropriately. Approximately 75.5% population reported that they somewhat agree that

“children with hearing loss should undergo speech and language therapy before integrated into school. Among 180 subjects 13.8% & 10.5% population reported that they agree and somewhat disagree respectively for above statement. About 51.1% and 48.8% reported that they somewhat agree and somewhat disagree respectively that “children with hearing loss have social avoidance due to their loss”.

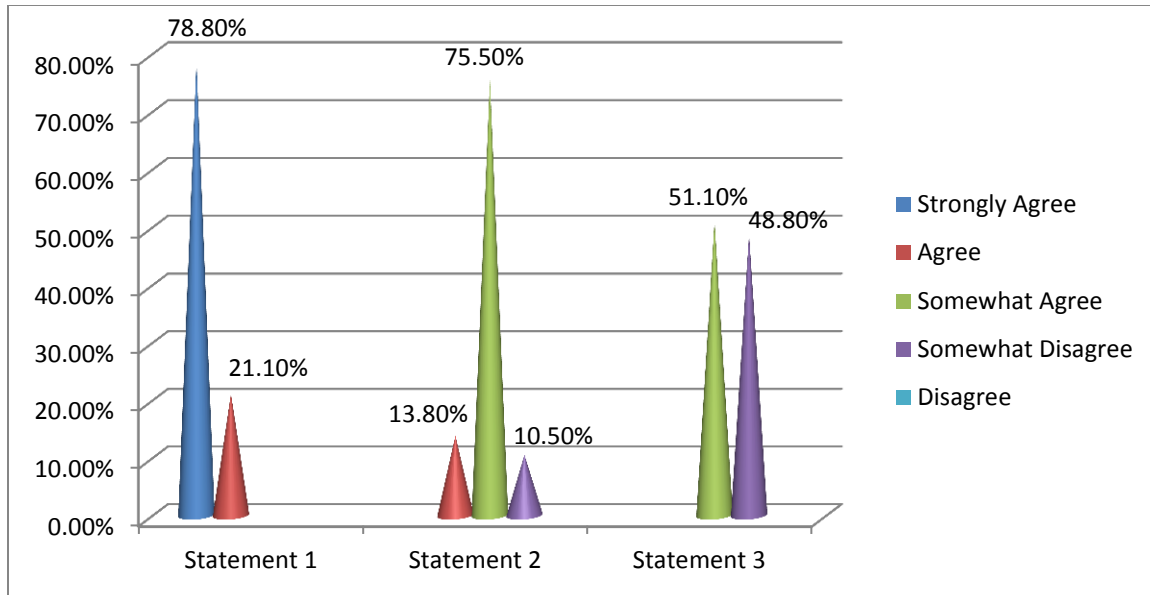


Fig.2: Graphical Representation of responses by participants in Section B

General Awareness

Among 180 population 85% & 15% subjects reported strongly agree & agree respectively that hearing loss occur with different degree. 72.2%, 22.2% & 5.5% population reported that they agree, somewhat agree & somewhat disagree respectively that "children with HI have variation in hearing

loss levels. All subjects reported that HI children need to provide with amplification device. Among 180 subjects 55% strongly agree & 45% somewhat agree that chronic ear infections have very less effect on development of speech-language, academic or social delay.

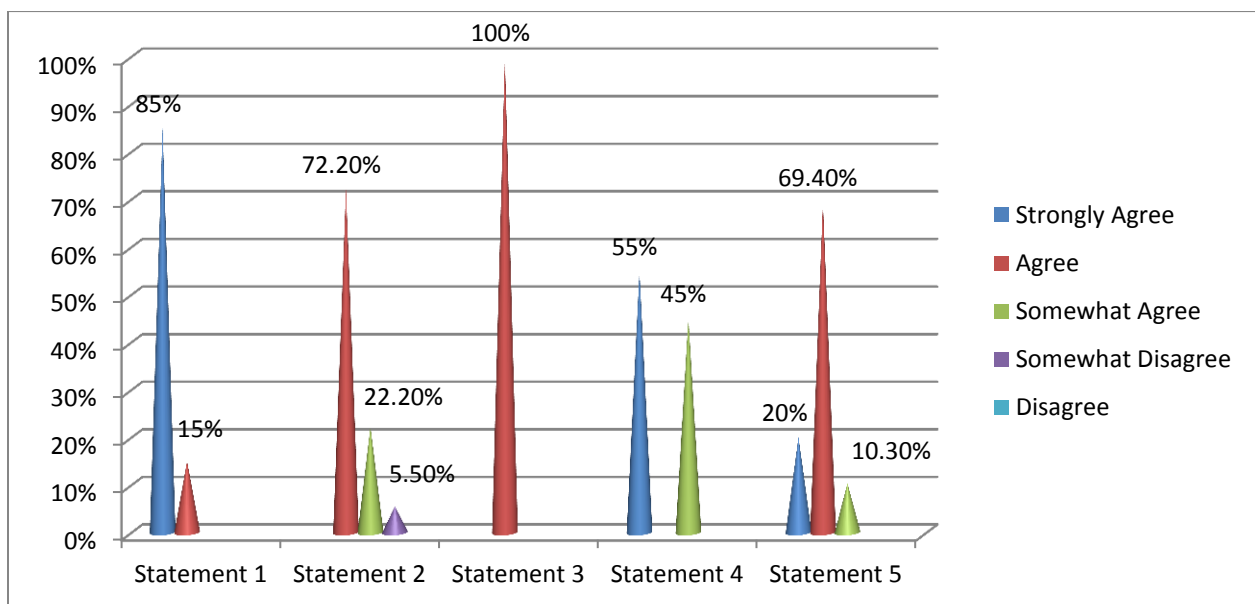


Fig.3: Graphical Representation of first 5 statement responses by participants in Section C

Majority of people (69.4%) agree that hearing loss due to ear infection is a communicable disease. For statement that hearing loss always occur bilaterally 57.2% somewhat agree whereas 42.7% somewhat disagree. Majority of subjects (77.7%) somewhat agree that amplification devices are the only solution for HI. All participants somewhat agree that "It is important to refer the parent of child who has recurrent ear infection for hearing testing along with ear evaluation". Among 180 subjects 5%

somewhat agree, 66.6% somewhat disagree & 28.3% disagree that hearing loss among children occur always during birth. For statement that "any traumatic injury like slap near the ear, putting pencil in ear, noise exposure, and music exposure at loud level for long time can lead to hearing loss or some type of hearing issues" majority of subjects (55.5%) strongly agree and 13.3% subjects indicate that they somewhat agree.

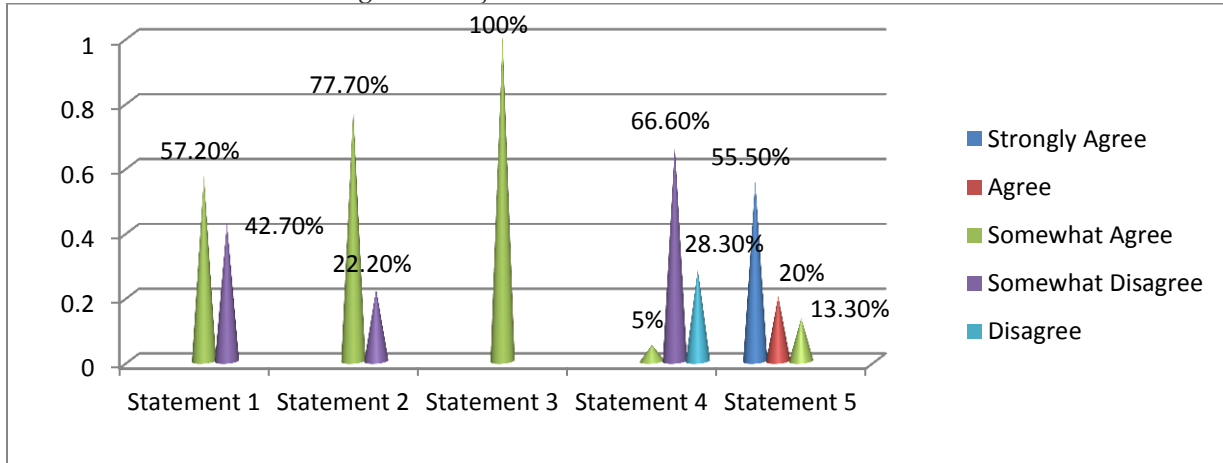


Fig.4: Graphical Representation of statement 5-10 responses by participants in Section C

Knowledge & Attitude

Majority of subjects (72.2%) strongly agree that HI children always used sign language for communication. Among 180 subjects 67.2% strongly agree, 16.6% agree and 16.1% somewhat agree that HI children always need to attend special school. Majority of population (86.6%) somewhat agree that HI children can't go for higher education however only 6.6% population somewhat disagree for same.

Approximately 58.3% somewhat agree that HI children are not able to attend regular school or can never be get integrated however only 27.7% opted for somewhat disagree. For statement that "HI children always have some behavioral or psychological issues, which may have an adverse affect on normal hearing children" mostly subjects agree (56.1%), 27.7% somewhat disagree and only 1.6% subjects disagree for same.

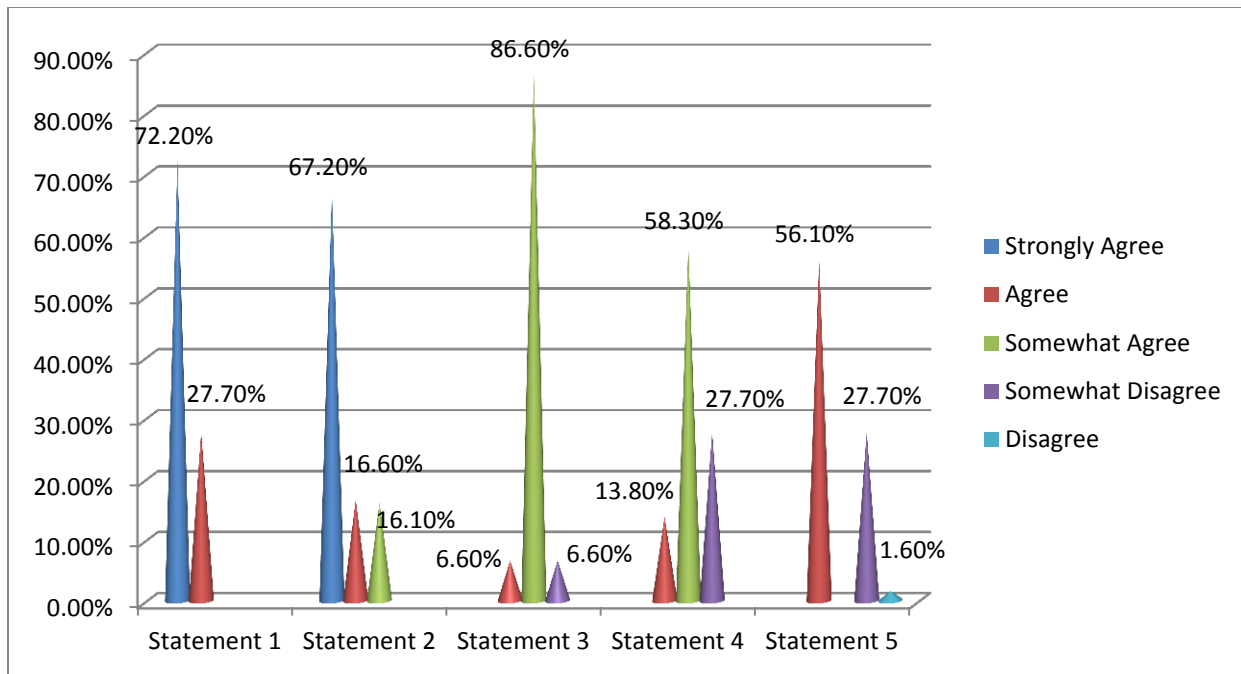


Fig.4: Graphical Representation of responses by participants in Section D

DISCUSSION

Present study results revealed that most of the teachers were aware but have not complete knowledge about the same. Those subjects which were aware about the HI had poor and negative attitude towards them same result also revealed by Prakash (2012). She conducted a survey in Hyderabad on teacher attitude for inclusion of HI children and reported that teachers were aware about problem of HI but had poor and negative attitude for the inclusion. Dunay et al (2000) reported that teachers had less awareness and knowledge about HI children needs same was also revealed in present study. Further he developed a plan for same to make the teachers aware about the HI and after follow up of program he reported the increase level of awareness and hence positive attitude. Result of present study goes in parallel with the study done by Danhauer et al (2011). They conducted a survey on K-3 grade teachers' knowledge of ear infections and reported that teachers were less aware and had inadequate information for same. They further reported that

level of awareness was greater in experienced teachers. Ward et al (2015) results also go parallel to the result of present study. They reported that K-12 teachers had less awareness regarding the hearing loss, hearing devices and hearing resources.

SUMMARY & CONCLUSION

Present study tries to explore the level of awareness, knowledge and attitude of regular school teachers of Hyderabad about the HI. Results revealed that teachers had inadequate or incomplete knowledge about the HI and those who were aware had negative attitude towards them. It was found that after including those areas during their training also they had less level of awareness due to the less time of training period allotment. So there is a need to develop an awareness program for school teachers which will be helpful to build a positive attitude towards HI children. This program will also help in the inclusion of those children. This study need to done at national level so an appropriate awareness program can be develop,

which will be beneficial for teachers and help in the empowerment of children with HI.

REFERENCES

Diego J Santana-Hernández (2013). Key messages to raise awareness of ear and hearing health in the community. *Community Ear & Hearing Health*. Vol. 10, No.13.

Jane J. Duray & Kris English (2000). Development of a teacher needs survey to support students with auditory impairment. *Journal of Educational Audiology*. Vol. 8, 47-53.

Jeffrey L. Danhauer, Carole E. Johnson, and Abby T. Caudle (2011). *Language, Speech, and Hearing Services in Schools*. Vol. 42, 207-222.

Kimberly W. Ward*, Charles G. Marx, Edward Goshorn, Courtney G. Turner, Karen Bell (2015) A Survey of K-12 Educators Regarding Awareness of Hearing Loss, Devices and Resources. *J Phonet and Audiol* 1: 103.

Santhi S Prakash (2012). Inclusion of Children with Hearing Impairment in Schools: A Survey on Teachers' Attitudes. *Disability, CBR & Inclusive Development*. Vol.23, No.3, 90-111.

Sound & Hearing 2030 (2014). Retrieved from http://disabilitycentre.lshtm.ac.uk/files/2012/10/CEHH13_final-2014_low-res-f.pdf.

Verma H, Sah SU, James M. Rehabilitative challenges in the bilateral aural stenosis post chronic suppurative otitis media surgery: A case study. *Indian J Otol* 2015;21:57-60.

World Health Organization (2013). Retrieved from <http://www.who.int/pbd/deafness/news/Millionslivewithhearingloss.pdf>