The Role of Teachers and Parents in the Social Development of Children with Hearing Impairment and Transforming them as a Potential Being of Society

Dr. Kausar Perveen

Maria Mustafa
Department of Sociology
University of Karachi

Abstract

This research paper has been carried out to explore the role of teachers and parents in the social development of the hearing impaired children and transforming them as a potential being of society with technological and pharmaceutical support. Purposive or judgmental sampling method was used comprising 125 respondents. Respondents were the parents of the hearing impaired children. For data collection, a structured questionnaire was developed and data was tabulated by the chi-square method. This research highlighted that many special educators, trainers, teachers, psychologists, and philanthropists promotes social and academic success and teach social skills in order to make the hearing impaired children, the useful citizens of the society. For the social development of the hearing impaired children in the metropolitan city, it is supposed that modern technology and innovative teaching techniques are to be applied for the training and development of the hearing impaired children. It is suggested that special schools should organize annual trainings, workshops and courses for the teachers of the special schools so that they are to be updated by the passage of time. It is also suggested that awareness seminars and counseling of the parents of the special children should be compulsory. The parents, teachers and the general public should understand the problems faced by the hearing impaired children in the society.

Keywords: Role of Teachers; Parents; Social Development; Children; Hearing Impairment; Transforming; Potential Being of Society

INTRODUCTION:

As human being we have five senses through which we experience our world. If any of the sense is not working or having mutilation it is said to be not well. The term wellness was first used by a doctor Halbert.L.Dunn, U.S.A., who published a small booklet entitled “High Level Wellness” in 1961. The term wellness is defined as a state of optimal well-being that is oriented toward maximizing an individual potential. This is a life-long process of moving towards enhancing your physical, intellectual, emotional, social, spiritual and environmental well-being". (www.seekwellness.com/wellness/articles/what_is_wellness.html

The term well-being refers to the concept of health and “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity”. This definition preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, and 19-22 June, 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 2, p.
Human beings with physical and mental health which means good body health, cognitive and emotional well-being can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community (making the best of what you have).

A wide range of contributory factors affects the health of individual. According to World Health Organization the main determinants of health are as follows:

- Socioeconomic status
- Education
- Physical environment
- Job prospectus and employment conditions
- Support from people around you
- Culture
- Genetic inheritance
- What we do and how we manage
- Access and use of health services

If the parents of the child are unable to meet these determinants of health, the child will not remain physically fit and has some disability or impairment that means the child is unhealthy so the child is special and need some special attention as compared to normal children. In the present research teachers and parents are the helping element to make them normal to enable them to compete with normal children. This is a source element which can enhance their abilities with the prevalence of hearing impairment. Therefore the researcher focus on the role of teachers and parents in the social development of hearing impaired children and transforming them as a potential being of society.

**Types of hearing impairment**

**Hearing impairment** refers to complete or partial loss of the ability to hear from one or both ears. The level of impairment can be mild, moderate, severe or profound.

Children with an average hearing impairment between 15dB and 30 dB are described as mild hearing impairment. They still possess even without any amplification full audibility of conversational speech and they develop spoken language skills spontaneously because the effects of the impairment are slight. They are able to hear whispers.

Children with an average hearing impairment between 30dB and 60dB are described as moderate hearing impairment. They are able to hear and repeat words spoken in normal or raised voice at 1 meter. As a rule, a child with a moderate hearing impairment who was given the chance of a good auditory education is able to cope with the program in a regular school. Counseling and hearing aids are usually recommended.

Children with an average hearing impairment between 60dB and 90dB are described as severe hearing impairment. These children do not develop spoken language skills spontaneously. They are able to hear some words when shouted into better ear. Hearing aids are necessary for them if no hearing aids are available lip-reading and signing should be taught.

Children with an average hearing impairment between 90dB and 120dB are described as profoundly hearing impairment. Even with the best hearing aids available, they are unable to
hear and understand even a shouted voice. Additional rehabilitation needed. Lip-reading and sometimes signing language are essential for them. The majority of the students whose hearing impairment must be described as profound will have to attend a special school for hearing impaired children.

If there is no residual hearing at all, a child will not be able to hear conversational speech. Fortunately, there are only very few children who fall under this group. **Totally hearing impaired children** perceive sounds with the sense of touch.

"In a joint declaration signed in Tokyo in 1991 the International Federation of Hard of Hearing People and the World Federation of the Deaf agreed that "hearing impaired" is a term intended to cover deaf and hard of hearing individuals under a single category." ([www.ifhoh.org/wfd.html](http://www.ifhoh.org/wfd.html))

**Hearing impaired people** refer to those who are unable to hear anything and their ability of hearing is above 60 decibels. (National Association of the Hearing impaired, 2005)

**Hard of hearing people** are a lot better than the hearing impaired people because they still able to hear but encounter communication and hearing problems. Hence, they communicate at a slow speed. (National Association of the Hearing impaired, 2005)

There are more than 500 million people with hearing impairment worldwide. It has estimated that by the 2015, the figure would reach to 700 million. The primary reason for this increase is that human beings usually exposed to an increasing amount of noise from the surroundings. Approximately, 80%of the world’s hearing impaired people lives in developing countries. Decisive public health action is needed to reverse these increases. ([www.who.int/medicemntre/factsheet/fs300/index.html](http://www.who.int/medicemntre/factsheet/fs300/index.html)).

Hearing impairment is a disability that can happen to any person either by birth or during lifetime. This is not confined to a society or to an age. It is a problem of today, as well as of the past and the future. This sees no color or breed. This may happen to poor as well as to rich. That means it is the problem of all societies and of all ages.

Early intervention can have a very positive impact on your child’s future. A simple, painless hearing test can confirm and deny your worries and through modern technology can transform them as a potential being (Meadow: 1980)

**Assistive Technology in Hearing impairment**

Assistive technology (AT) refers to assistive technology devices and assistive technology services. An assistive technology device is any equipment item or product system that is utilized to help maintain or increase the functional capacity of a child who has a disability. Assistive technology service is a service that helps child l assistance to the family, teachers and other professionals who work with the child. [http://www.questia.com/library/education/special-education/assistive-technology-in-ed](http://www.questia.com/library/education/special-education/assistive-technology-in-ed)

Assistive technology devices offer powerful possibilities for improving students' learning, particularly students with disabilities. The teacher, however, will make the difference in the integration of assistive technology into the learning process. It is essential that, as a guide for learning, teachers examine assistive technology in the context of instruction and its potential impact on student outcomes (Heinich, Molenda, Russell, & Smaldino, 1999).

A number of assistive technology devices and software are available that, with careful planning and guidance, can play a multifaceted role in the instructional process. These include
telecommunication devices for the hearing impaired, high-resolution monitors, speech digitizers and synthesizers, and electronic communication aids.

A Hearing Loop is a coil of wire that amplifies sound and reduces background noise. Users of hearing aids with a loop can set their aids to a certain setting to receive the transmission. Hearing loops can be permanently installed or portable.

Another way of social development is closed captioning. Closed captioning is the text that goes on the bottom of the television screen to inform the hearing impaired people of what is being said. Text Telephones (TTYs) are the telephones that hearing impaired people use to communicate with others on the telephone. These look like small typewriters and come with an LCD screen and a cradle for the telephone. In order for a hearing impaired person to call on the TTY, the person on the other end must also have a TTY. There is a national relay system that the hearing impaired person on the TTY can use to call anyone who does not have a TTY. Mobile phones and pagers also allow hearing impaired users to send emails, faxes, pages and call people who have TTY and through relay. Visual Alert Signalers are devices that use flashing lights to alert the hearing impaired person to the ringing of a phone or fire alarm.

Right to drive of hearing impaired adults in Pakistan
An NGO in Karachi, Pakistan Association of the Deaf advocates for right to drive 5 June 2006, Pakistan Association of the Deaf (PAD) arranged an awareness raising seminar on the issue of “right of driving for the deaf”, Mr. Mansoor Majeed General Secretary PAD, give a brief introduction of PAD’s activities, and Mr. Irfan Mumtaz President said that deaf community is facing many problem because they are not allowed to drive, he said, We are human and have same responsibilities as non-deaf people, We too marry, we too raise our kids, We too have to go to office, bring children from school, We too have to drive our family members to hospital in emergency.

Dr. Fasihullah Mir, an ENT specialist, Mr. Zia Awan, the chief of the lawyers for human rights and Legal Aid (LHRLA), both admit that hearing impaired people should be granted the right of driving. Mr. Zia Awan suggested that a human rights petition should be submitted in the court of law. Finally the Pakistan Association of the Deaf released a book of traffic signs in Sign Language. This is part of the campaign to change the government policy which makes it illegal for hearing impaired people to drive. In Pakistan, the hearing impaired community is still struggling to get their rights to drive (Dawn: June 06: 2006).

The hearing impaired children from economically backward families cannot afford assistive listening devices and hearing aids as well as educative materials which include picture books, story books, crayons and other related items. The parents cannot afford to buy these and the welfare institutions cannot provide enough, these children do not have enough time to study at home as their parents send them to work after school hours for which the child takes much longer to achieve his goals.

Pedagogical development in Pakistan for hearing impairment children
The Pakistan Association of the Deaf (PAD) developed a number of books in Pakistan Sign Language which were aimed at helping hearing impaired children, young people and adults. The project started in 2000; the first step was to produce a dictionary. After developing dictionary in sign language they also developed two books, one Urdu Qaida and another in English. Both books contained alphabets to help hearing impaired children to learn the sign of each alphabet.
Role of family in social development of hearing impaired children
The birth of children or appearance of any new activity that reconstructs the family environment affects all the individuals in that system (Carter and McGoldrick, 1980). The birth of special needs child tends to disrupt a family’s typical developmental process by presenting other family members with an unexpected and often unwanted set of circumstances. If family members regard the birth of a special child as an undesirable change in their lives, the risk of a crises response by the family may increase (Featherstone, 1980)

The family therapy process should assist parents in becoming more effective change agent with their hearing impaired children (Foster, Berger and McLean, 1981). Many professionals using family education methods are able to teach family members how to avoid or handle various crises. In the present research, teachers and parents are the helping element to make them normal and to enable them to compete with the normal children. This is a source element, which can enhance their abilities and develop their skills so that they can become the useful persons to the society.

It is obvious that the parents are the best persons to provide direct help to the infant for the development of early communication skills. On the other hand, a teacher has to be counselor parent advisors, as well as a guidance worker. His counseling relates parent’s personal needs to work through the different stages of mourning, while guidance in relation to management of the hearing impairment will enable them to respond their child’s need. It also aims at the alleviation of a feeling of helplessness. The teacher should also share the joys and sorrows experienced by the family. The main objective of training the hearing impaired children in their habilitation at social, economic and psychological levels. (Meadow, 1980).

Parent’s Counseling of Hearing Impaired children
Consultation is one helpful relationship framework between teachers and parents (Conoley and Conoley, 1982). A teacher spending an hour with a parent may help them to control hearing impaired child at home as well as to improve school performance. The setting for most consultation sessions with parents referred as the parent teacher meeting. During this meeting teachers can share achievements, behavioral problems, class performance and academic progress with the parents. As it has been seen that, the parents of the hearing impaired children from illiterate and economically backward families do not attend such parent teacher meeting because of illiteracy they do not understand what the teacher is saying and they are least bothered and have no interest in socialization of the hearing impaired child.

Family members of the hearing impaired children can act as tutors in improving the academic ability of their child. Tutoring in simplest terms, is teaching the child on one-to one basis specific materials covering an academic subject (Ehyl and Larson, 1980).

The hearing impaired children often experience difficulties in linguistic and cognitive development which are reflected in their social development. One way of viewing social development in younger children is to evaluate their ability to care for their own needs as they move towards greater independence and self reliance social development begins at birth and continues throughout life. It is being learned by contact with others. It seems likely that hearing impairment will affect social interaction in many ways:

- A greater dependence by the hearing impaired child on his/her parents.
- Problems in understanding speech of others
- Limited spoken language skills
Frustration for the parents in managing the hearing impaired child in social gathering that the hearing impaired child is mentally handicapped.

Many independent studies have found hearing impaired children to be less socially mature than hearing children. Delayed language acquisition experienced by most hearing impaired children leads to more limited opportunities for social interaction and frustration for them and their parents.

**Significance of the study:**
Teachers and parents of the hearing impaired children play an important role in the preparation of the hearing impaired children for the demands of classroom academic and social progress and intervention necessary for improving their performance. This research explores an array of strategies by which teachers and support professionals can collect information on family life as it affects exceptional children and can plan intervention strategies to support the child’s academic and social progress.

This study also explores the behavior of the teachers with the hearing impaired children in the classroom and how their attitude towards the child affects the performance of the child in the classroom and their monthly progress.

The study also explores that how teachers develop interests of the hearing impaired child in the extracurricular activities and how they motivate the child with exceptional needs.

This study is also based on the premise that teachers drugs and technological support are committed to provide services in the most efficient and effective manner to families of the hearing children. This study is also significant as it explores the methods of conflict management that how the teachers resolve the classroom conflicts among the hearing impaired children and develops friendship which gives them a peaceful environment.

This study also explores the innovative teaching techniques and strategies used by the teacher in the classroom which affects the academic progress and social development of the hearing impaired children transforming them as a potential being.

Thus, all these points show the significance of the role of the teachers and parents in the social development of the hearing impaired children and transforming them as a potential being of society.

**Objective of the study:**
- To analyze the relationship between the teachers and the hearing impaired children.
- To investigate about the strategies used by the teachers in promoting social development in the hearing impaired children.
- To explore how teachers are guiding parents of the hearing impaired children in their socialization.
- To understand the issues faced by the families of the hearing impaired children.
- To explore the importance of the parent teacher meeting in the social development of the hearing impaired children.
Variables:
Independent variables:
- Behavior of teachers.
- Strategies adopted by teachers.
- Parent teacher meeting.
- Annual training of teachers.
- Devotion of teacher.
- Extracurricular activities.
- Patient behavior of teacher.
- Performance of teacher.

Dependent variables:
- Classroom performance of the hearing impaired children.
- Composition of social behavior in hearing impaired children.
- Change in social behavior of the hearing impaired children.
- Development of innovative behavior of hearing impaired children.
- Enhancement in responses of hearing impaired children.
- Cultural identity among hearing impaired children.
- Development of patient behavior in hearing impaired children.
- Monthly progress of hearing impaired children.

Hypothesis:
- There is relationship between behavior of teachers and class performance of hearing impaired children.
- There is relationship between strategies adopted by teachers and composition of social behavior in hearing impaired children.
- There is relationship between regular counseling of parents in parent teacher meeting and change in social behavior of the hearing impaired children.
- There is relationship between annual trainings of teachers and development of innovative behavior of hearing impaired children.
- There is relationship between the devotion of teacher and the enhancement in responses of the hearing impaired children.
- There is relationship between the extracurricular activities and the importance of cultural identity among hearing impaired children.
- There is relationship between the patient behavior of teacher and the development of patient behavior in hearing impaired children.
- There is relationship between the performance of the teacher and the monthly progress of hearing impaired children.
Key concepts:

**Hearing impairment:**
Hearing impairment is a broad term to describe the loss of hearing in one or both ears.

**Extracurricular activities:**
An extracurricular activities includes sports, speech competition arts work (making cards) of a student with regular studies etc.

**Socialization:**
The shaping of individual characteristics and behavior through the training that social environment provides.

**Cultural identification:**
Cultural identification includes national songs, national anthem, national dress competition etc.

**Assistive Technology:**
An assistive technology device is any equipment item or product system that is utilized to help maintain or increase the functional capacity of a child who has a disability.

**Potential being:**
Having possibility, capability for growth, development or becoming a useful being.

**Meta-cognition:**
Children’s awareness of other people’s thought so called meta-cognition, appears to develop through the experience of talking to other people about other people’s thought.

**Theoretical background:**
Many scholars, researchers, sociologists, and psychologists have conducted their research regarding social development of the hearing impaired children. Many theories have been developed to adopt various strategies and training method for these special children who cannot hear as other normal children.

The English philosopher John Locke argued that the newborn infant comes into the world with no inherited predispositions, but rather with a mind as a tabula rasa Latin for ‘blank slate’ that is gradually filled with ideas, concepts, and knowledge from experience in the world. He concluded that quality of early experiences particularly how the children are developed and educated, shapes the direction of the child’s life. (Horton and hunt, 1984).

Jean Piaget believed that development always precedes learning. According to his theory learning is a prerequisite for development and more especially for social development. According to Piaget's theory, children of pre-school age between 3 and 7 years old are considered at a "preoperational stage" of development, when their reasoning is still egocentric. Even at this age children have demonstrated they quickly develop social interaction skills, showing understanding of the emotions of peers. Vital social skills in early childhood include listener responsiveness and the ability to keep attention. At the age of 4 to 5, creating alternative solutions is considered a vital ability by peers. At this stage children gradually move forward from parallel play to coordinated play.

During middle childhood, or the "concrete operations" stage in Piaget's theory, at the age of between 7 and 13, children learn how to interact with peers outside the family. The generation of alternative solutions becomes even more important skill, as it is related to the solution of
interpersonal conflicts and social problems. Children start to consider a friend someone who helps and supports them.

Vygotsky considered the interpersonal interaction a means of developing skills and strategies. He believed teaching should be based on cooperative learning where children should interact with more skillful and developed peers in order to learn in the Zone of Proximal Development. The Zone of Proximal Development is the area in which children receive instructions and guidance in order to develop their own skills and higher mental functions. For instance, a child can find solving a puzzle very difficult if unaided, but when another person gives him or her some clues and guidance he or she will solve it more easily and quickly.

Psychologist and psychoanalyst Erik Erikson, known for his social development theory, identified eight stages of social development. The first four stages take place in childhood. According to his theory, during the first one or two years of people's lives children develop either security and trust, or insecurity and mistrust, depending on the interaction with their parents. By the fourth year children should grow proud and autonomous rather than ashamed via an appropriate interaction with their parents. In the pre-school period, during the so called "play age", children should learn to cooperate with peers by playing games and develop their imagination. After the sixth year, during the school period, children should improve their formal social skills and learn how to interact with peers under rules. (http://www.questia.com/library/psychology/relationships-and-the-family/children/social-interaction-in-children)

In the behaviorist approach to learning the learner recapitulates the teacher's interpretation of the world (Jonassen, 1996). In contrast to the behaviorist perspective, is the constructivist viewpoint that perceives that how learners construct knowledge depends on what they already know (Forcier, 1999; Jonassen, 1996). Constructivists believe that teachers try to create classrooms in which learners actively construct their own learning (Jonassen, 1996; Jonassen, et al., 1999). Meaning making is at the heart of constructivism (Jonassen, et al., 1999).

Modifying instruction for all students, especially exceptional students, requires strong dependence on media, materials and technology and the right choice of these components to fit particular ends (Heinich et al., 1999). Moreover, research has indicated that technology not only can be adapted for use with students with disabilities, but when used can enhance students' educational achievement and self-image (Kober, 1991).

METHODOLOGY:
This is an exploratory as well as explanatory, research to explore the role of teachers and parents in the social development of hearing impaired children and transforming them as a potential being of the society. The researchers have adopted quantitative method of study. The universe of the present research was the special schools of Karachi selected through the lottery system and are named as:
- Idarieu School and college for the Deaf and Blind
- J.S. Deaf Academy
- A.B.S.A School and College for Deaf
Deaf Education and Welfare Association Trust (DEWA) Purposive sampling method (Non-probability sampling) was applied because this method was less strict and may also be effectively used to seek and explore ideas that are still underdeveloped (Sarantakos, 1993). The respondents were the parents of the hearing impaired children of the standard III, IV, V. researcher figured out where the researcher can get the cluster of the parents of the hearing impaired children. Parent-teacher meeting was one way to reach the parents of the hearing impaired children. The sample size of the present research was 125 respondents. The chi-square method used to analyze the data.

ANALYSIS OF THE DATA:
Hypothesis 1:
Ho= There is no relationship between behavior of the teacher and classroom performance of the hearing impaired children.
Ha= There is relationship between behavior of the teacher and classroom performance of the hearing impaired children.

<table>
<thead>
<tr>
<th>Behavior of the teacher</th>
<th>Classroom performance of the hearing impaired children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature</td>
<td>Excellent</td>
</tr>
<tr>
<td>Friendly</td>
<td>24</td>
</tr>
<tr>
<td>Normal</td>
<td>32</td>
</tr>
<tr>
<td>Rude</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
</tr>
</tbody>
</table>

The calculated value = X² = 12.74
The table value of X² = 9.49
The degree of freedom = 4
The level of significance = 0.05
The co-efficient of correlation of X² = 0.3
As the calculated value of X² is greater than table value the null hypothesis is rejected and the research hypothesis is accepted and it is proved that there is relationship between the behaviors of the teacher and the classroom performance of the hearing impaired children. The co-efficient of correlation is 0.3 thus, it shows weak relationship.

Hypothesis 2:
Ho= There is no relationship between strategies adopted by the teacher and composition of social behavior of hearing impaired children.
Ha= There is relationship between strategies adopted by the teacher and composition of social behavior of hearing impaired children.

<table>
<thead>
<tr>
<th>Strategies adopted by the teacher</th>
<th>Composition of impaired children</th>
<th>Social behavior of hearing impaired children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Learning through games</td>
<td>41</td>
<td>2</td>
</tr>
<tr>
<td>Through role play</td>
<td>36</td>
<td>3</td>
</tr>
<tr>
<td>Visits in different association</td>
<td>41</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>7</td>
</tr>
</tbody>
</table>
The calculated value of \(X^2=0.43\)
The table value of \(X^2=5.99\)
The degree of freedom=2
The level of significance =0.05
As the calculated value of \(X^2\) is less than table value the null hypothesis is accepted and the research hypothesis is rejected. This means that there is no relationship between the strategies adopted by the teacher and the composition of the social behavior of the hearing impaired children.

Hypothesis 3:
Ho= There is no relationship between regular counseling of parent in parent teacher meeting and change in social behavior of hearing impaired children.
Ha= There is relationship between parent between regular counseling of parent in parent teacher meeting and change in social behavior of hearing impaired children.

<table>
<thead>
<tr>
<th>Regular counseling of the teacher in the parent teacher meeting</th>
<th>Change in social behavior of the hearing impaired children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pleasantly</td>
</tr>
<tr>
<td>Yes</td>
<td>30</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
</tr>
</tbody>
</table>

The calculated value of \(X^2=6.51\)
The table value of \(X^2=5.99\)
The degree of freedom=2
The level of significance=0.05
The co-efficient of correlation of \(X^2=0.2\)
As the calculated value of \(X^2\) is greater than table value. The null hypothesis is rejected and the research hypothesis is accepted and it is proved that there is relationship between parent teacher meeting and change in social behavior of hearing impaired children. The co-efficient of correlation is 0.2 thus, it shows weak relationship.

Hypothesis 4:
Ho= There is no relationship between annual training of teachers and development of innovative behaviors of hearing impaired children.
Ha= There is relationship between annual training of teachers and development of innovative behaviors of hearing impaired children.
Annual training of teachers | Development of innovative behavior in hearing impaired children
---|---|---|---|---
Yes | Strongly Agree | Agree | No opinion | Total
38 | 50 | 18 | 106
No | 6 | 8 | 5 | 19
Total | 44 | 58 | 23 | 125

The calculated value of $X^2=0.92$
The table value of $X^2=5.99$
The degree of freedom=2
The level of significance=0.05
The co-efficient of correlation of $X^2=0.2$
As the calculated value of $X^2$ is less than table value. So the null hypothesis is accepted and the research hypothesis is rejected. This means that there is no relationship between annual trainings of teacher and the development of innovative behavior in hearing impaired children.

Hypothesis 5:
Ho= There is no relationship between the devotion of teacher and the enhancement in responses of the hearing impaired children.
Ha= There is relationship between the devotion of teacher and the enhancement in responses of the hearing impaired children.

| Devotion of the teacher | Responses of the hearing impaired children |
|---|---|---|---|
| | Pleasantly | Aggressively | Fairly | Total |
| Normal teacher | 27 | 10 | 16 | 53 |
| Devoted teacher | 36 | 20 | 16 | 72 |
| Total | 63 | 30 | 32 | 125 |
The calculated value of $X^2=1.77$
The table value of $X^2=5.99$
The degree of freedom=2
The level of significance=0.05
As the calculated value of $X^2$ is less than table value, so the null hypothesis is accepted and the research hypothesis is rejected. This means that there is no relationship between the devotion of the teacher and the enhancement in responses of the hearing impaired children.

Hypothesis 6:
Ho= There is no relationship between the extracurricular activities and the importance of cultural identification among hearing impaired children.
Ha= There is relationship between the extracurricular activities and the importance of cultural identification among hearing impaired children.

<table>
<thead>
<tr>
<th>Extracurricular activities</th>
<th>Cultural identification</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>By celebrating events</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Yes</td>
<td>47</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
</tr>
</tbody>
</table>

The calculated value of $X^2=1.09$
The table value of $X^2=5.99$
The degree of freedom=2
The level of significance=0.05
As the calculated value of $X^2$ is less than table value, so the null hypothesis is accepted and the research hypothesis is rejected. This means that there is no relationship between the extracurricular activities and the cultural identification among hearing impaired children.

Hypothesis 7:
Ho= There is no relationship between the patient behavior of teacher and the development of patient behavior in hearing impaired children.
Ha= There is relationship between the patient behavior of teacher and the development of patient behavior in hearing impaired children.

<table>
<thead>
<tr>
<th>Patient Behavior of teacher</th>
<th>Development of patient behavior in hearing impaired children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>Very patient</td>
<td>38</td>
</tr>
<tr>
<td>Patient</td>
<td>49</td>
</tr>
<tr>
<td>Aggressive</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
</tr>
</tbody>
</table>

The calculated value of $X^2=0.09$
The table value of $X^2=5.99$
The degree of freedom=2
The level of significance = 0.05
As the calculated value of $X^2$ is less than table value. So the null hypothesis is accepted and research hypothesis is rejected. This means that there is no relationship between the patient behavior of teacher and the development of patient behavior in hearing impaired children.

**Hypothesis 8:**

$H_0$: There is no relationship between the performance/ techniques of the teacher in the classroom and the monthly progress of the hearing impaired children.

$H_a$: There is relationship between the performance/ techniques of the teacher in the classroom and the monthly progress of the hearing impaired children.

<table>
<thead>
<tr>
<th>The performance/techniques of the teacher</th>
<th>Classroom performance and monthly progress of the hearing impaired children</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td>29</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>36</td>
</tr>
</tbody>
</table>

The calculated value of $X^2$ = 1.34
The table value of $X^2$ = 5.99
The degree of freedom = 2
The level of significance = 0.05
As the calculated value of $X^2$ is less than table value. So the null hypothesis is accepted and research hypothesis is rejected. This means that there is no relationship between the performance/ techniques of the teacher in the classroom and the monthly progress of the hearing impaired children.

**CONCLUSION:**

It is concluded that the behavior of the teacher is affecting the classroom performance of the hearing impaired children as the teacher holds a key position in the classroom. Teachers are the role model for every student in the classroom. They are the experts in minimizing classroom conflicts among students and fostering academic progress and hearing impaired children performance in the classroom. Thus, in the present study it is proved that there is relationship between the teacher and the classroom performance.

In the present research, the strategies adopted by the teacher and the composition of the social behavior of the hearing impaired children both the variables have no relationship between them as the result of the hypothesis shows, it may be possible because the children may be not adjusted with the teacher and classroom environment or may be the hearing impaired children has low level of intelligence for that reason the hearing impaired children are unable to adopt the strategies implemented by the teacher.

In the present research, parent teacher meeting and the change in social behavior of the hearing impaired children are interdependent on each other as the result of hypothesis shows because the parent teacher meeting is a platform to discuss information regarding the hearing impaired children abilities, academic progress, classroom performance and at
the same time the teacher also does the counseling of the parents of the hearing impaired children which may bring change in social development of the hearing impaired children. In the present study the annual trainings of the teacher and the development of innovative behavior of the hearing impaired children; both the variables have no relationship between them, may be the teacher due to the disability among children could not implement new ideas and bring change in the behavior of the hearing impaired children.

In the present study, the devotion of the teacher and the enhancement in responses of the hearing impaired children has no relationship between these variables as the hearing impaired children feel shy and hesitate in participating during class activities or may be the hearing impaired children has fear of the teacher which stops them to respond freely with the teacher in the classroom.

In the present study, the variables the extracurricular activities and the cultural identification has no relationship between them as the result of hypothesis shows, it may be possible because the hearing impaired children has no self concept, no social maturity, or no self identification.

In the present study there is no relationship between the patient behavior of the teacher and the development of the patient behavior among the hearing impaired children because may be the hearing impaired children has no personal attention towards the patient behavior of the teacher in the classroom or may be due to disability hearing impaired children has lost their patience and gets cranky immediately.

In the present study it is concluded that both the variables the performance /techniques of the teacher and the monthly progress of the hearing impaired children has no relationship between them as the result of hypothesis shows, it may because majority of the hearing impaired children belongs to illiterate and economically backward families or may be lack of the parental attention or child’s own enthusiasm regarding studies.
References

- The lancet, 2009, Volume373, Issue9666, pg 781.