A Study - Skill of Teachers under Sarva Shiksha Abhiyan (SSA) on the Operations of the Components of Hearing Aids used for the Children with Hearing Impairment.

Ku. Sapna Thakur
Research Scholar
AISECT University, Bhopal (MP) India.

ABSTRACT
Teacher is an important factor of the habilitation and rehabilitation programme, but most of the teachers do not know about the basic concepts of disabilities even in education, although they are working in the field of special education. In the changing scenario, education is changing rapidly. It is not a need today, it becomes a responsibility. More and more students with disabilities are being taught and held accountable for the same content in the same classes as their neighbors and peers. It belief that it cannot and will not happen without providing support for general and special education teacher ho will be expected to make them happen. In inclusive classrooms, most of the students are being benefited with the SSA program.

I INTRODUCTION

Hearing is one of the traditional five senses . It is the ability to perceive sound by detecting vibration via an organ such as the ear. In humans, hearing is performed primarily by the auditory system : When interacting , people often are not listening attentively to one another. They may be distracted, thinking about other things, or thinking about what they are going to say next. Hearing impairment is a full or partial decrease in the ability to detect or understand sounds. Caused by a wide range of biological and environmental factors, loss of hearing can happen to any organism that receives sound.

For the management of hearing impairment, different types of assistive listening devices can be used. Assistive Listening Device (ALD) is a device that can help in functioning better in day-to-day communication situations.

The Government of India has launched Sarva Shiksha Abhiyan (SSA) for Universalization of Elementary Education (UEE). The program aims at providing useful and relevant elementary education in the group of 6-14. After the 86th Constitutional Amendment Act, the Education of CWSN became an important component of SSA.

Zink (1972) in his study “hearing aids children wear : A longitudinal study of performance” commented, that the “teachers were found to have limited background information regarding care and operation of hearing aids”. Jones (1982) found that many teachers of the deaf did not know how to troubleshoot the hearing aids (Frederick-1986). Fairbank, et. Al. (1986) conducted a study “Stimulus over selectivity in hearing impaired children” to determine the electro acoustic malfunctions in hearing aids. The intent of this was to determine if school personnel could accurately identify malfunctions in hearing aids by performing listening checks. Results of this study indicated that some teachers were unable to assess hearing aid function by listening checks.

Busenbark and Jenson (1986) in their study “Assessing hearing aid functioning by Listening check” found that when more subtle problems such as distortion and insufficient gain and output were evaluated through a listening check, the teacher had difficulty identifying the malfunctions.

Norman and Lass et al (1087)conducted a survey to determine the knowledge of exposure to and attitudes towards hearing aids and hearing aid wearers by teachers employed in country school system in West Virginia. The result of this survey indicated a need for more knowledge on and exposure to hearing programmes as well as in continuing education programmes for teachers. Ross (1991) in his study “ A future challenge : Educating the educators and public about hearing loss” indicated that many teachers of children with hearing impairment knew little about amplification. Regardless of how wisely the equipment is evaluated and purchased a vital link with the hearing impaired child is classroom use and maintenance of the system. In order to achieve maximum efficiency with classroom units, it is essential that the classroom teachers have a working knowledge of the operation of the system. Most(2002) conducted a study of the “The effectiveness of an intervention programme on hearing aid maintenance for teenagers and their teachers” to evaluate the contribution of an intervention programme to hearing aid use. Most students reported satisfaction with the functioning of their hearing aid after the programme .

II OBJECTIVE & HYDOTHESES

(a) **Objective** - To study the Skill of Teachers' under Sarva Shiksha Abhiyan (SSA) on the Operations of the Components of Hearing Aids used for the Children with Hearing Impairment.
(b) **Hypothesis**-There is no significant difference on the skills of operation of different components of Individual hearing aids between the teachers working under SSA.

III METHODOLOGY

The selected study is primarily a survey type of evaluative research .For the study the teachers working under SSA till the session 2009-10, play a role as the population , where the samples, selected by random sampling technique, are the teachers of SSA working in Distt .Betul . It was planned to select 50 samples from the population.

To solve the purpose of the study the appropriate tool developed by Kushelndra Kumar (2006) was taken. And mainly reaction scale technique was used to gather the required information for various sources as mentioned earlier. The weight age of the various items of the scale has been assigned according to the relative importance of the factors considered in the scale and only those items were selected in the scale which was found empirically suitable for the purpose of the study.

IV ANALYSIS

The scale to be responding in 5 point rating 5, 4, 3, 2, and 1, after getting the responses of the subjects the responses are scored in the manner of :- 5 (Excellent and prompt, without any error), 4 (Good, with 1-2 errors), 3 (Average, with 3-5 errors), 2 (Poor, with a range of errors and taking time more than 3 minutes), and 1 (Not performed at all). Each skill area was scored on the basis of tick mark on each of the grade. In a particular skill area and the statement in the questionnaire, the total scores were count as a number . Number of frequencies established against the cell of the scale according to the responses of the respondent.

Data were analysed by using both parametric and non-parametric statistical techniques. Percentage and Chi-square techniques were applied on the questionnaires to analyze the data.

Analysis of the Teachers Responses towards Operational Skills of Individual Hearing Aids

Statement	Type of Hearing Aid	Responses of the Samples					Chi-Square
		Excellent	Good	Average	Poor	Not performed at all	
Place the hearing aid in correct position on the body of the child	Pocket	22 (44%)	12 (24%)	6 (12%)	8 (16%)	2 (4%)	23.200*
	BTE	13 (26%)	18 (36%)	5 (10%)	5 (10%)	9 (18%)	12.400
On/Off the hearing aid	Pocket	27 (54%)	12 (24%)	8 (16%)	2 (4%)	1 (2%)	44.200*
	BTE	15 (30%)	13 (26%)	9 (18%)	10 (20%)	3 (6%)	8.400
Increase/decrease the volume of hearing aid	Pocket	28 (56%)	13 (26%)	3 (6%)	5 (10%)	1 (2%)	48.800*
	BTE	19 (38%)	10 (20%)	11 (22%)	5 (10%)	5 (10%)	13.200*
Reduce squealing from the hearing aid	Pocket	9 (18%)	6 (12%)	19 (38%)	10 (20%)	6 (12%)	11.400*
	BTE	4 (8%)	7 (14%)	14 (28%)	10 (20%)	15 (30%)	8.600*
Open the battery compartment	Pocket	15 (30%)	20 (40%)	10 (20%)	4 (8%)	1 (2%)	24.200*
	BTE	6 (12%)	11 (22%)	18 (36%)	10 (20%)	5 (10%)	10.600*
Place the battery with correct polarity in the battery compartment	Pocket	11 (22%)	15 (30%)	21 (42%)	1 (2%)	2 (4%)	29.200*
	BTE	3 (6%)	3 (6%)	9 (18%)	27 (54%)	8 (16%)	39.200*
Fix the mould with the receiver in the ear	Pocket	12 (24%)	19	9 (18%)	6 (12%)	4 (8%)	13.800*
	BTE	4 (8%)	8 (16%)	8 (16%)	21 (42%)	9 (18%)	16.600*
Fix the cover on the hearing aid	Pocket	25	10	6 (12%)	5 (10%)	4 (8%)	30.200*
	BTE	4 (8%)	9 (18%)	10 (20%)	12	15	6.600*
Fix the mould in the receiver.	Pocket	22 (44%)	12 (24%)	10 (20%)	2 (4%)	4 (8%)	24.800*
	BTE	12 (24%)	8 (16%)	6 (12%)	8 (16%)	16 (32%)	6.400*

V FINDINGS

On the issues of the operating different components of the individual hearing aids, the data was anal used and the findings are as under:-

(a) There is a significant difference between the SSA teachers to operate the different components of the individual hearing aids on the basis of the types of the aids, i.e.. Pocket type and BTE hearing aids.
(b) On the issue of placing the hearing aids on the body of the child, there was a significant difference found on the basis of the types of hearing aids. Teachers respond excellent in the pocket type hearing aid and good level of skills of operations in BTE types . It was found that the pocket type hearing aids were mostly used in the school that's why the teachers perform well in operating. They have a clear concept of the place of wearing hearing aid properly.
(c) On the task given to the teachers to on/off the aid , there was a significant difference found between them on the basis of type of hearing aid. Most of the teachers under SSA program were found able to operate pocket type hearing aid successfully but while operating BTE, they were little bit lacking. But overall they were found skilled to operate on/off the machine.
(d) While comparing the task of increase/decrease the volume of the aid, a significant difference was found amount the teachers working in SSA programme on the basis of types of individual hearing aids. Teachers operate pocket type hearing aids very effectively as compare to the BTE. Teacher shows excellent and good performance while operating pocket type aid with minimum errors as compare to the BTE. They exhibits repeatedly tasks when operate BTE.
(e) While comparing the task of Reduce squealing sound from the hearing aids, teachers performed well with the pocket type hearing aid but averagely. The same performance was exhibit with the BTE type of aids. Most of the teachers show some problem when operating this task. It proves that the teachers having not much experience with reducing squealing sound of the aid. Actually most of the hearing impaired children are using the aids with minimum level of sound output.
(f) Opening of the battery compartment is another task on which most of the teachers performed well on good level in pocket type hearing aids and show average skills in the case of BTE. Most of the teachers don't know where the battery compartment in BTE is. They were tried more than 5 times to locate.
(g) Polarity of the battery is another issue in which teachers responds poorly in BTE than the pocket type aids. When the task was given to the teachers for placing the battery in the battery compartment of the aid with correct polarity, teachers performed as average in pocket type aids but poorly in the case of BTE. Most of the teachers ask to the researcher how they identify the polarity. It shown, they were not given such training input towards the polarity of the battery.
(h) In fixing of the mould with receiver in the ear , teacher exhibited their performance as good in the case of Pocket type hearing aid but again in the case of BTE, they performed as poor. Teachers were tried more than 3-5 times to perform the job . This shows they are having difficulty to fit the receiver correctly when the mould is in the ear.
(i) On fixing of the cover on the aid, most of the teacher performed well. And the overall performance of the teachers in pocket type was shown as Excellent . But in the case of BTE, teacher failed to fir cover on the aid . Most of the teachers were found unaware of the cover of the hearing aid and their use. Many teachers reported that they are exposing to the covers first time.

REFERENCES

[1] Council of Chief State School Officers. (1989). Family support, education, and involvement: A guide for state action. Washington, DC: Author.

[2] National Commission on Children. (1991). Beyond rhetoric: A new American agenda for children and families. Washington DC: Author.

[3] Rigsby, L. C., Reynolds, M. C., & Wang, M. C. (Eds.). (1995). School-community connections: Exploring issues for research and practice. San Francisco: Jossey-Bass.

[4] Sharma Kaushal (2005). *Introduction to disabilities* in A rural Rehabilitation of the Hearing Impaired Children, Sarup and Sons, New Delhi, India [ISBN-81-7625-652-8].

[5] Sharma Kaushal (2003). *"Role of Inclusion and adaptations in curriculum for improving Performance of Children with Specula Needs"*, International Conference AIAER,Rajkot,Gujtrat,India.

[6] Sharma Kaushal (2005). *"Training for sustainable development"*, Swarup and Sons, New Delhi, India [ISBN-81-7625-652-8].