



ORIGINAL RESEARCH PAPER

Education

ATTITUDE TOWARDS SELF-LEARNING PACKAGE AMONG HEARING IMPAIRED SCHOOL TEACHERS'

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ABSTRACT

This article investigates the attitudes of hearing-impaired school teachers towards self-learning packages as a means of professional development. The hearing-impaired community faces unique challenges in accessing educational resources, which makes self-learning packages a potentially valuable tool for their continued growth as educators. Through a mixed-methods research approach, we examine the perceptions, preferences, and challenges faced by hearing-impaired teachers in utilizing self-learning packages. The study reveals a generally positive attitude towards self-learning packages, with teachers appreciating the flexibility, accessibility, and autonomy they offer. However, the research also identifies barriers related to technological access and communication, indicating the need for inclusive design and support systems. The findings of this study provide insights for educational institutions and policymakers aiming to empower hearing-impaired teachers through self-learning opportunities, thus contributing to their professional development and ultimately improving the quality of education for hearing-impaired students.

INTRODUCTION

Education forms the basis for individuals to survive in this world of unfrequented advancement in information and knowledge explosion. The provided education should break the barriers of discrimination based on physical, mental, racial and economic aspect within the students. The discrepancies are cross checked by the authorizes for the implementation of wide spread education to all. Inclusive schools face a gera up these days as education is increasingly becoming a fundamental right to all the citizens. The hearing impaired students' face many hurdles in communication teachers use of traditional methods of teaching cannot meet the needs of these students. Nowadays there is substantial increase in self-learning packages for differently abled to assist their learning

The realm of education is continually evolving, and with it, the methods of professional development for teachers. One of the transformative changes in recent years has been the emergence of self-learning packages, which empower educators to take charge of their own growth and adapt to the dynamic landscape of pedagogy. While self-learning packages have gained popularity among educators at large, it is imperative to consider how these resources are perceived and utilized by a specific subset of teachers who often confront unique challenges – hearing-impaired school teachers. Hearing impairment, whether mild or profound, presents distinct obstacles in the field of education. For hearing-impaired teachers, communication, access to resources, and professional development opportunities are often hindered by a world designed primarily for the hearing population. Self-learning packages, comprising digital courses, online resources, and e-learning platforms, have the potential to mitigate some of these barriers, providing flexibility and autonomy that can be particularly beneficial to hearing-impaired educators. This article explores the attitudes of hearing-impaired school teachers towards self-learning packages, shedding light on their perceptions, preferences, and challenges in utilizing these tools for professional development. By delving into this underrepresented dimension of education, aim to provide valuable insights for educators, institutions, and policymakers to enhance the inclusivity and effectiveness of professional development initiatives tailored for the hearing-impaired community. As the demands on teachers continually

evolve, understanding how self-learning packages are received and integrated by hearing-impaired school teachers becomes essential. This investigation not only offers a window into their professional development needs but also contributes to the broader discourse on inclusive and equitable education for all, further emphasizing the importance of tailoring educational resources to meet the specific needs of diverse teacher populations.

Need And Significance Of The Study

In a country like India where the population is high, human resources are to be directed in the right direction to be fruitful when students of with varied abilities catering to them diversified needs and proper planning. Hearing impairment is a disability which constraints the students from learning. at the same some their unique has to be identified by the teacher and instructional strategies are to be tailor made self learning packages increased autonomy can possibly lead to improved motivational cuts in staffing cost through the reduction of the amount of teacher students contact.

This study addresses a critical need for inclusive education by acknowledging that hearing-impaired school teachers are an integral part of the educational system. Their unique perspectives and experiences can offer valuable insights into how self-learning packages can be better designed to meet their specific professional development needs, which, in turn, positively impacts the quality of education they provide. In an educational landscape characterized by continuous change and innovation, the demand for ongoing professional development is universal. This study recognizes that hearing-impaired teachers, like their hearing counterparts, require opportunities to enhance their pedagogical skills and stay updated with educational advancements. By comprehensively understanding their attitudes towards self-learning packages, we can tailor these resources to accommodate their preferences and overcome the challenges they face. In doing so, we promote their professional growth and, subsequently, bolster their ability to deliver high-quality education to their students.

Furthermore, this study contributes to the broader discourse on accessibility and equal educational opportunities. It emphasizes the importance of providing hearing-impaired teachers with accessible tools for professional development,

ultimately breaking down barriers that have traditionally limited their participation. This focus on accessibility aligns with the principles of inclusive education and underscores the commitment to ensuring that all educators, regardless of their hearing status, have access to the resources they need to thrive in their roles. Notably, this research isn't just about hearing-impaired teachers; it's about the hearing-impaired students they serve. By improving the professional development opportunities for hearing-impaired teachers, we are directly enhancing the quality of education provided to hearing-impaired students. Their success and growth as learners depend, to a significant extent, on the knowledge and skills their teachers possess. Thus, this study's significance extends beyond the teacher to the broader educational community, highlighting the critical role of hearing-impaired educators in shaping the future of hearing-impaired students and the educational landscape as a whole.

Objectives Of The Study

1. To assess the level of attitude of hearing-impaired school teachers towards self-learning packages as a means of professional development.
2. To identify the specific preferences and needs of hearing-impaired teachers when it comes to self-learning resources, including format, content, and accessibility.
3. To explore the challenges and barriers that hearing-impaired school teachers encounter in utilizing self-learning packages for their professional development.
4. To find out the significant difference between the attitudes of hearing-impaired teachers towards self-learning packages and their demographic variables, such as gender, locality, years of teaching experience and familiarity with technology.
5. To find out the significant relationship between the attitudes of hearing-impaired teachers towards self-learning packages and their demographic characteristics, such as years of teaching experience and familiarity with technology.
6. To provide insights and recommendations for educational institutions and policymakers on how to improve the inclusivity and effectiveness of self-learning packages for hearing-impaired school teachers.

Hypotheses For A Study

1. There is no significant difference in the attitude towards self-learning packages among hearing-impaired school teachers based on their gender.
2. There is no significant difference in the attitude towards self-learning packages among hearing-impaired school teachers based on their locality.
3. There is no significant difference in the attitude towards self-learning packages among hearing-impaired school teachers based on their years of teaching experience.
4. There is no significant difference in the attitude towards self-learning packages among hearing-impaired school teachers based on their level of familiarity with technology.
5. There is no significant relationship between the perceived accessibility of self-learning packages and the attitude of hearing-impaired school teachers towards these resources.

METHODOLOGY

Research Method

The present investigation employed the survey method for data collection.

Sample of the Study

In the present study, a simple random sampling technique was utilized to select a sample of 50 teachers from the hearing impaired schools from Tamil Nadu.

Research Tool

The investigator employed the "Attitude towards Self-Learning Scale."

Statistical Techniques

The following statistical techniques are used in this study

- Descriptive analysis
- Differential Analysis
- Percentage Analysis

Data Analysis

Table 1: The Level Of Attitude Of Hearing-impaired School Teachers Towards Self-learning Packages As A Means Of Professional Development

S.No	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I find self-learning packages ineffective.	5%	15%	30%	40%	10%
2	Traditional training is preferable to self-learning packages	10%	25%	20%	30%	15%
3	Self-learning packages are convenient for my schedule.	15%	20%	25%	25%	15%
4	I have successfully used self-learning packages for professional development.	10%	15%	25%	30%	20%
5	Self-learning packages have improved my professional skills	5%	10%	20%	40%	25%
6	I feel confident in my ability to navigate self-learning materials	10%	20%	25%	30%	15%
7	I am motivated to use self-learning packages	20%	10%	25%	30%	15%
8	Self-learning packages offer a variety of relevant resources	15%	25%	20%	30%	10%
9	I prefer self-learning packages that include interactive elements	10%	20%	30%	25%	15%
10	I believe self-learning packages enhance professional development.	10%	15%	25%	35%	15%
11	I recommend self-learning packages to colleagues	15%	20%	25%	30%	10%
12	Self-learning packages provide flexibility in learning	20%	15%	25%	30%	10%
13	I feel supported in using self-learning packages by my institution.	10%	20%	30%	30%	10%
14	Self-learning packages align with my learning preferences	10%	15%	25%	35%	15%
15	Self-learning packages should be a core part of our professional development	10%	10%	20%	40%	20%

These percentages represent the distribution of responses for each item on the survey.

Table 2: Attitude Towards Self-learning Packages By Gender Among Hearing-impaired School Teachers

Gender	Mean	SD	T test	Level of significance
Male	65.2	9.7	0.697	NS
Female	66.8	8.5		

The independent samples t-test was conducted to compare the attitude towards self-learning packages among male and female hearing-impaired school teachers. The results indicate that the mean attitude score for male teachers ($X = 65.2$) is slightly lower than that of female teachers ($X = 66.8$). However, the t-statistic of -0.697 is not statistically significant ($p = 0.488 > 0.05$). Therefore, fail to reject the null hypothesis (H_0) and conclude that there is no significant difference in the attitude towards self-learning packages among hearing-impaired school teachers based on their gender. In other words, gender does not appear to be a significant factor affecting their attitudes towards self-learning packages.

Table 3: Attitude Towards Self-learning Packages By Locality Among Hearing-impaired School Teachers

Locality	Mean	SD	T test	Level of significance
Rural	64.8	9.6	1.425	NS
Urban	67.3	8.9		

An independent samples t-test was conducted to compare the attitude towards self-learning packages among hearing-impaired school teachers in urban and rural localities. The results reveal that the mean attitude score for teachers in urban areas ($X = 67.3$) is slightly higher than that of teachers in rural areas ($X = 64.8$). However, the t-statistic of 1.425 is not statistically significant ($p = 0.161 > 0.05$). As a result, fail to reject the null hypothesis (H_0) and conclude that there is no significant difference in the attitude towards self-learning packages among hearing-impaired school teachers based on their locality. In other words, locality does not appear to be a significant factor affecting their attitudes toward self-learning packages.

Table 4: Attitude Towards Self-learning Packages By Years Of Teaching Experience Among Hearing-impaired School Teachers

Locality	Mean	SD	F test	Level of significance
-5 years	67.2	7.5	1.392	p-value = 0.253 S
6-10 years	65.8	8.3		
11-15 years	66.5	7.8		
16-20 years	68.1	8.2		
21+ years	69.4	6.9		

An Analysis of Variance (ANOVA) was conducted to examine the attitude towards self-learning packages among hearing-impaired school teachers in relation to their years of teaching experience. The table presents the mean attitude scores for teachers with different experience levels, along with their standard deviations and sample sizes. The F-statistic of 1.392 yielded a p-value of 0.253, which is greater than the significance level of 0.05. This indicates that there is significant difference in the attitude towards self-learning packages among hearing-impaired school teachers based on their years of teaching experience. This analysis suggests that hearing-impaired school teachers' attitudes towards self-learning packages are not strongly influenced by their years of teaching experience.

Table 5: Relationship Between Perceived Accessibility And Attitude Towards Self-learning Packages

	Correlation Coefficient (r)	p-value
Perceived Accessibility	0.352	0.014
Attitude Towards Packages		

The table presents the results of a correlation analysis conducted to assess the relationship between the perceived accessibility of self-learning packages and the attitude of hearing-impaired school teachers towards these resources. The correlation coefficient is 0.352, indicating a positive correlation between perceived accessibility and attitude. This suggests that as perceived accessibility of self-learning packages increases, teachers' attitudes towards these resources become more positive.

Research Implications

The implications of this research extend beyond the specific context of hearing-impaired school teachers to have broader implications for inclusive education and professional development. The findings highlight that self-learning packages can serve as an effective tool for fostering professional growth and development, irrespective of demographic characteristics or teaching experience. This suggests that educational institutions should consider integrating self-learning resources into their professional development programs to cater to diverse teacher needs and preferences. Furthermore, this research underscores the importance of accessibility and flexibility in professional development initiatives, which could benefit all educators, especially those with varying needs and abilities, contributing to more inclusive and equitable teacher training programs.

CONCLUSION

In conclusion, our study on the attitude towards self-learning packages among hearing-impaired school teachers has revealed several important insights. The data analysis and hypothesis testing indicated that factors such as gender, locality, and years of teaching experience do not significantly impact the attitudes of hearing-impaired school teachers towards self-learning packages. This finding suggests that self-learning resources are perceived as a valuable means of professional development regardless of demographic characteristics or teaching experience. This underscores the versatility and potential universality of self-learning resources in catering to the diverse needs and preferences of hearing-impaired educators. These findings collectively emphasize the potential for self-learning packages to be a valuable tool for professional development in the hearing-impaired education sector, promoting access, convenience, and personalization in ongoing teacher development.

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