



**A STUDY OF THE SKILL OF SSA TEACHERS' ON THE IDENTIFICATION OF THE COMPONENTS OF HEARING AIDS USED FOR THE CHILDREN WITH HEARING IMPAIRMENT.**

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(We all learn throughout our lives. Children suffering from hearing loss have the ability to live full and productive lives in the same way as other children. But they need additional support when learning. Because of the hearing loss, hearing-impaired children need to have things carefully explained on a one-to-one basis. Hearing-impaired children need extra help when learning new words and concepts. Physical objects normally do not pose problems, but abstract concepts such as time, feelings and thoughts are harder to explain. Teachers play an important role in a child's educational and social development. That's the reason for this study : To know teacher's skill on the Identification of the Components of Hearing Aids used for the Hearing Impaired children.)

There are many degrees of hearing impairment in children – from a partial hearing loss that occurs in 10-15 percent of newborns, to profound deafness the occurs in about 4,000 infants born each year .For some children, hearing aids provide the help needed . For others, alternate communication strategies are required. Students who are deaf or hearing impaired may be affected in different ways. Losses range from mild to profound and can be conductive. It is essential to communicate with the student to find out what his/her particular requirements are.

A hearing impairment is a decrease in one's ability to hear . Deafness is the second most common disability and is largely invisible. While some cases of hearing loss are reversible with medical treatment, many are permanent. Whether temporary or permanent, how severely hearing is compromised is not uniform. In some cases the hearing loss is only mild or moderate, and individuals may not even be aware they are affected. In other cases the degree of deafness is profound. Children may have different levels of hearing loss. Childhood hearing loss is a very common problem within our schools. Even a very mild loss can affect how a student learns. Every teacher in the early elementary school can expect to have one-fourth to one-third of his or her students without normal hearing on any given day.

Teacher education programs prepare teachers to plan and deliver the child's educational program, including the development of communicative competence within



a variety of social, linguistic and cognitive/academic contexts. Teachers provide educational programming to children in center schools for deaf or hard of hearing children as well as in schools and programs that serve hearing, deaf, and hard of hearing children.

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 86<sup>th</sup> 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. 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 the teacher had difficulty identifying the malfunctions. Norman and Lass et al (1987) conducted a survey in West Virginia. The result of this survey indicated a need for more knowledge on and exposure to hearing programme as well as in continuing education programme 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. 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 .

**Objective :** To study the Skill of Teachers’ under Sarva Shiksha Abhiyan (SSA) on the Identification of the Components of Hearing Aids used for the Children with Hearing Impairment .

**Hypothesis :** There is no significant difference on the skills of identification of different components of Individual hearing aids between the teachers working under



SSA.

**Methods :** 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 Kushelendra 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.

**Administration and Scored of the scale:**

The scale to be responding in 5 point rating ; 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.



**Chi square values for the Teachers Responses towards Identification of the components of individual hearing aids, with Frequencies and Percentage**

Statement	Type of Hearing Aid	Responses of the Samples					Chi-Square
		Excellent	Good	Average	Poor	Not performed at all	
On/Off switch	Pocket	12 (24%)	10 (20%)	11 (22%)	9 (18%)	8 (16%)	1.000
	BTE	9 (18%)	11 (22%)	14 (28%)	9 (18%)	7 (14%)	2.800
Microphone	Pocket	9 (18%)	8 (16%)	18 (36%)	10 (20%)	5 (10%)	9.400
	BTE	4 (8%)	4 (8%)	19 (36%)	15 (30%)	8 (16%)	18.200
Volume controls	Pocket Type	12 (24%)	15 (30%)	9 (18%)	11 (22%)	3 (6%)	8.000
	BTE	9 (18%)	6 (12%)	16 (32%)	12 (24%)	7 (14%)	6.600
Tone control switches	Pocket	5 (10%)	5 (10%)	18 (36%)	14 (28%)	8 (16%)	13.400
	BTE	4 (8%)	8 (16%)	20 (40%)	10 (20%)	8 (16%)	14.400
Battery compartment	Pocket	14 (28%)	17 (34%)	6 (12%)	9 (18%)	4 (8%)	11.800
	BTE	9 (18%)	11 (22%)	13 (26%)	10 (20%)	7 (14%)	2.000
Receiver	Pocket	15 (30%)	10 (20%)	5 (10%)	5 (10%)	5 (10%)	10.200
	BTE	12 (24%)	17 (34%)	9 (18%)	8 (16%)	4 (8%)	9.400
Cord/Tubes	Pocket	14 (28%)	18 (36%)	10 (20%)	5 (10%)	3 (6%)	15.400
	BTE	11 (22%)	9 (18%)	10 (20%)	15 (30%)	5 (10%)	5.200
Hearing aid cover	Pocket	22 (44%)	12 (24%)	9 (18%)	6 (12%)	1 (2%)	24.600
	BTE	17 (34%)	9 (18%)	19 (38%)	3 (6%)	2 (4%)	24.400
Ear mould	Pocket	18 (36%)	10 (20%)	6 (12%)	11 (22%)	5 (10%)	10.600
	BTE	17 (34%)	12 (24%)	8 (16%)	10 (20%)	3 (6%)	10.600

Significance at .01 level, Significance at .05 level



**Findings :** Analysis of the skills of teachers under Sarva Shiksha Abhiyan (SSA) on the identification of the component of hearing aids used for the children with hearing impairment.

The data was analyzed and the following findings were emerged out that :-

- There is a significant difference between the SSA teachers to identify 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. It was found that teachers working under SSA were somewhat identify different components of the hearing aids such as – Microphone, Tone control switches (N/T/MT/M). battery compartment, receiver, cord and tubes, hearing aid covers and ear moulds.
- Most of the teachers are well aware of the different components and identified them easily in case of the pocket type hearing aids. They were found difficulty to identify the different components in BTE. Since, it is due to the lack of the availability of BTE in rural areas. Most of aids from the government departments are of pocket types therefore, the teachers regularly keep in touch with these types of aids and they are able to get them identify easily.
- Surprisingly it was found that the teachers were unaware of the on/off switch of the aids. They might don't know where the on/off switch is ? This might be due to the variable on/off switch in different models' especially in the pocket type aids. Some of the pocket type aids are having consolidated switch for volume and power, but some of the aids are having different switches for them.
- Teachers working under SSA program were found difficulty to identify the volume switch too. It seems that they are hardly check the aids of the students and use them.

**Suggestion:** The following suggestion are given here for the betterment of the teacher's status towards the awareness of the maintenance of hearing aids-

- The teachers should be trained properly on each and every tentative problems and their solution which the hearing impaired children faces due to the improper functioning of hearing aids.
- Teachers should be provided a hearing aid identification and maintenance skill with a operating manual to resolve the basic functional problems of the hearing aids.
- Short term training programme must be conduct for the teachers providing the sufficient input on the proper maintenance skill training on the aids and appliances used for the children with disabilities.



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