

Communication Skills of Teacher Trainees Having Hearing Impairment with their Peers

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Abstract:

This research aims to investigate the impact of communication skills among teacher trainees with hearing impairment in comparison to their peers, considering both age and disability status. The study will employ a quantitative research design, utilizing surveys and assessments to collect data. Participants will include teacher trainees with hearing impairment and their peers without hearing impairment, categorized based on age groups and disability status. The research will assess communication skills through various measures such as verbal proficiency, non-verbal communication, and overall interpersonal effectiveness. Statistical analyses, including ANOVA and regression, will be employed to examine the relationship between communication skills, age, and disability status. The findings aim to contribute valuable insights into the specific challenges faced by teacher trainees with hearing impairment in their interactions with peers, shedding light on potential areas for improvement in teacher education programs and fostering inclusivity within educational environments.

Keywords: Communication skills, Teacher trainees, Hearing impairment, Peer interactions, Inclusive education.

Brief Background:

Communication skills are the common skills that are essential among the trainee teachers. Communication skills can be defined as the transfer of a message that involves the shared understanding between the situations in which the communication takes place (McCarthy and Carte, 2001).

Communication skills are really important for a teacher trainee in transmitting of education, classroom management and interaction with students in the class. Good communication skills of teacher trainees are the basic need which helps to achieve the academic success of students, and their professional success in life. The success of teacher and student is depends on the teacher's ability to communicate effectively with students, parents and colleagues. Teacher trainees must have good communication skills to help their students achieve academic success. Good communication is not only needed for effective teaching and learning but for academic success also (Batenburg & Smal, 1997).

Communication competence is also an important factor in communication skill. It is the judgement one has about one's own or another's ability to manage interpersonal relationship in communication settings (Rubin and Martin, 1994; Arroyo and harwood, 2011). Poor communication has an impact on mental health and emotional learning (Crocker & Edwards, 2004; Hindley, 2000). According to Marschark (1993), many social-emotional issues afflicting deaf children and adults have their roots in early socialisation and are linked to deficiencies in language and hearing skills.

Peer interaction is something that children commonly manage by themselves already at an early age, and therefore are supposed to manage without too much involvement from adults. As soon as an adult is involved, it is per definition no longer primarily a peer interaction(Landa, 2007).

Understanding the emotion behind the information is just as important for effective communication as exchanging information. Relationships can be improved by effective communication. It helps you to convey even disagreeable or challenging messages without arousing hostility or undermining confidence. Nonverbal communication, attentive listening, stress management in the present, and the ability to identify and comprehend both your own and the other person's emotions are just a few of the abilities that go into effective communication.

Hearing disability limits communication ability, which make it difficult to have social contacts and thereby creates exclusion in society. The students who are hearing impaired feel excluded because of the difficulty of communicating with their hearing peer groups.

The problem faced by hearing impaired students in communication skills are language problem. The hearing impaired students prefer sign language for communication but sometimes their hearing peer group is unable to understand the sign language so it is major problem in communication.

The communication skills affect the self-esteem of hearing impaired students. Hearing loss therefore negatively affects social and communication skills. If people with hearing loss are rejected they feel isolated, their education and ability to work may suffer which ultimately could lead mental illness.

Lack of communication skills in hearing impaired student affects the achievement of the student as well as the transmission of the messages too. If the communication fails between the participants, it may result in miscommunication and communication break (sharma and verma 2018). When hearing impaired student is unable to communication with their peer group, they lose their confidence and start to be isolated. This may be more important when it comes to the teacher training. The perspective teachers must communicate well not only with the students (taught), even with the peers. Mostly it has been observed that-

The present study is focusing the communication skills among the teacher trainees with hearing impairment with their peers.

Objectives of the study

- To study the effect of communication skills teacher trainees having hearing impairment with their peers on the basis of their age.
- To study the effect of communication skills teacher trainees having hearing impairment with their peers on the basis of their disability status.

In the study **Communication Problems and Quality of Life People with Hearing Loss** by **Jasenka Broz Frajtag and Jagoda Doko Jelinic (2017)** explained that communication difficulties arising from damage to hearing directly affect quality of life. Difficulties in communication may result in deviations in the emotional and social development and can have a significant impact on the quality of life of every person. People with listening difficulties due hearing loss or auditory processing problems continue to be an under identified and underserved population. Hearing impairment directly affects the quality of life and is the most often manifested in communication difficulties that can result in deviations in emotional and social development. Difficulties in communication may result in deviations in the emotional and social development and can have a significant impact on the quality of life of every person.

The result of this study can contribute to further research on improving the quality of life and well-being vulnerable population.

In the study **Communication skills among university students by Zanaton Haji Iksan, Effendi Zakaria, Tamby Subahan mohd Mirah , Kami Sah Osman , Denise Koh Choon Lian , Citi Nur Diyana Mahmud and Pramela Krish,(2012)** explain in that communication skills is one of the elements of generic skills that are essential among university students. Communication has also been defined as sharing and giving meaning occurring at the same time through symbolic interactions (Seiler and Beall, 2005). They found that a positive communication environment provide opportunities to students to learn how to communicate. The questionnaire was developed based on the available literature on communication skills and discussions among researcher in the team. The constructions of communication skills (oral skills, written skills and social skills) in this paper was determined based on the definitions of communication discussed earlier. The findings of this study are that students should demonstrate good skills in all sub-construction of communication skills.

In the study **Perceived importance of communication skills and their predictive value for academic performance (2014)** by **Ramona Palos, Merima Carmen Petrovici** explained that communication has always been one of the relevant variables influencing the teaching learning process. In an educational context, teachers and students share the same objective learning, and each needs the order in order to achieve this objective. This study concludes that Students think that a teacher's most important communication skills in his/her teaching activity are mainly focused on behaviour management or on communication itself (referential and conversational skills). This fact is in accordance with previous studies, which show that the perception of one's own communication competence influences one's willingness to communicate, one's placement in situations where communication is expected, one's initiation of and involvement in interpersonal relationships (Mc Croskey & Richmond, 1990; Zarrinabadi, 2014).

Research methodology

In the present study according to the nature of the study researcher decided that it will be a *sequential exploratory research Design*.

According to the nature of the study, researcher decided to take research methodology of the study as sequentially explorative research design with quantitative in nature for the appropriate representation and discussion of the data.

The population for the study is teacher training with hearing impairment studied in Uttar Pradesh and their peers of the same class and Institute.

The researcher considered the following criteria to select sample as-

1. Must be deaf / HI for the Hearing Impaired Teacher Trainees.
2. Must be admitted for Teacher Training in any one of the course/program as D.Ed.Spl.Edu. and /or B.Ed.Spl.Edu. (HI).
3. Must possess a valid certificate of Hearing Impairment /Deafness from CMO.

For the Peer groups of Hearing Impaired Teacher trainees –

Must study in the same class as of Deaf/Hearing Impaired Teacher Trainees.

Sample collected from 2 Universities and 4 Institutions through Random Sampling.

Tool

In the case of non-availability of appropriate tool for this study, the researcher used Researcher Made Test. In this tool there are 25 items which measures in 5point rating scale. All the items are for Hearing Impaired Trainee Teacher and their Hearing Peers and Hearing Impaired Peers.

The Validity and Reliability of Tool is as follows-

α Chronbach	0.741
Standard item	0.898

The reliability should be in the range of 0.00-1.0. whenever the value tends towards 1.00 the research become more reliable.

The researcher conducted the tool in online and offline both mode. During offline mode researcher conducted the tool with the help of interpreter.

In this study **mean, standard deviation, t -test followed by ANOVA** is used as statistical application.

Objective - To study the effect of communication skills Teacher Trainees having Hearing Impairment with their Peers on the basis of their Age.

Mean, SD and SEM Analysis of communication skills of Teacher Trainees having Hearing Impairment with their Peers on the basis of their Age.

VARIABLES	AGE OF THE RESPONDENTS	N	Mean	Std. Deviation	Std. Error Mean
TOTAL SCORE OF THE ITEMS	18-29 YRS AGE GROUP	82	102.41	16.017	1.769
	30 YRS AND ABOVE AGE GROUP	29	99.21	17.141	3.183

When comparing the communication skills of Teacher Trainees having Hearing Impairment with their Peers on the basis of their Age. It has been observed that the mean value of 18-29 age group (mean = 102.41 , N = 82, SD = 16.017) and mean value of 30 years and above age group (mean = 99.21 , N = 29 , SD = 17.141) It shows the mean score of the communication skill of age group 18 – 29 years is greater than the age group of 30 years and above.

This shows the respondents having age group of 18-29 years are showing more effective communication skills in comparisons to their counter parts.

Similarly, the confirmatory test as ‘t’-test have been given under the table as follows-

t- Analysis of communication skills of Teacher Trainees having Hearing Impairment with their Peers on the basis of their Age

VARIABLES		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
TOTAL SCORE	Equal variances assumed	.194	.660	.910	109	.365	3.208	3.524

OF THE ITEMS							
	Equal variances not assumed		.881	46.432	.383	3.208	3.641

when analysing the t- test for Communication Skills of Teacher Trainees having Hearing Impairment with their Peers on the basis of their Age. It has been observed that the t- value is 0.910 for df 1/109 and the mean difference is 3.208 which states that there is a significance difference of communication skills between teacher trainees of 18-29 age group and 30 years and above age group.

Objective - To study the effect of communication skills Teacher Trainees having Hearing Impairment with their Peers on the basis of their Disability.

Analysis of communication skills of Teacher Trainees having Hearing Impairment with their Peers on the basis of their Disability, Mean , SD and SEM

VARIABLES	DISABILITY STATUS OF THE RESPONDENTS	N	Mean	Std. Deviation	Std. Error Mean
TOTAL SCORE OF THE ITEMS	HEARING IMPAIRED	33	101.70	18.968	3.302
	NON-HEARING IMPAIRED	78	101.53	15.167	1.717

When comparing the communication skills of Teacher Trainees having Hearing Impairment with their Peers on the basis of their Disability it has been observed that the mean value of hearing impaired is (mean = 101.70 , N = 33, SD = 18.968) and mean value of non- hearing impaired (mean = 101.53 , N = 78 , SD = 15.167)

It shows the communication skill mean score for hearing impaired is 101.70 and for non-hearing impaired is 101.53.

Similarly, the confirmatory test as ‘t’-test have been given under the table as follows-

t- Analysis of communication skills of Teacher Trainees having Hearing Impairment with their Peers on the basis of their disability

VARIABLES		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
TOTAL SCORE OF THE ITEMS	Equal variances assumed	1.469	.228	.050	109	.960	.171	3.400
	Equal variances not assumed			.046	50.130	.963	.171	3.722

when analysing the t- test for communication skills of Teacher Trainees having Hearing Impairment with their Peers on the basis of their disability, It has been observed that the t- value is 0.050 for df 1 / 109 and the mean difference is 0.171 which states that there is no significance difference of communication skills between teacher trainees of hearing impaired teacher trainees and non- hearing impaired teacher trainees.

Conclusion

Design of the present study was prepared with specific aims and objectives in view. The overall research process of data collection and analysis was guided these specific aims and objectives. Finding obtained through the analysis of the data can synthesized into certain broad conclusion. This research concludes that age affects the Communication Skills of Teacher Trainees and their Peers. When the researcher observed the Communication Skill of different Age and found that there is a significant difference between the age group of 18-29 years and above 30 years Teacher Trainees. It shows that age group 18-29 years have more strong communication with their Peers than age group of 30 years and above. This may be due to having a good interactions with their Peers of age group of 18-29.

Disability does not affect the Communication Skill of Teacher Trainees with their Peers. When the researcher found that Non Hearing Impaired and Hearing Impaired Teacher Trainee communicate with each other So it is found that there is no significant difference in communication skill of Non Hearing Impaired and Hearing Impaired.

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