



# **Perspectives of Teachers on Challenges of Teaching in Deaf Schools, Afghanistan**

**Gul Dad Sanaï<sup>1\*</sup>, Murtaza Khavari<sup>2</sup> and Sayed Yasin Qanbari<sup>3</sup>**

<sup>1</sup>*Department of Psychology and Education of Deaf, Shaheed Rabbani Education University (SREU), Kabul, Afghanistan.*

<sup>2</sup>*Department of Education, Shaheed Rabbani Education University (SREU), Kabul, Afghanistan.*

<sup>3</sup>*Department of Pre-School and Primary Education, Shaheed Rabbani Education University (SREU), Kabul, Afghanistan.*

## **Authors' contributions**

*This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.*

## **Article Information**

DOI: 10.9734/JESBS/2021/v34i730340

### Editor(s):

(1) Dr. Redhwan Ahmed Mohammed Al-Naggar, Management and Science and University, Malaysia.

### Reviewers:

(1) Athanasios Bassounas, University of Ioannina, Greece.

(2) Kimete Canaj, University "Ukshin Hoti" Prizren, Kosovo.

Complete Peer review History: <https://www.sdiarticle4.com/review-history/71469>

**Original Research Article**

**Received 02 July 2021**  
**Accepted 28 July 2021**  
**Published 06 August 2021**

## **ABSTRACT**

**Aims:** this study aims to investigate teachers' perceptions about the challenges of teaching in deaf schools in Kabul city, Afghanistan.

**Study Design:** This study was describing the status of Deaf schools in Kabul. For gathering information used questionnaire.

**Place and Duration of Study:** Sample: teachers participated from three deaf schools across Kabul city. Between September 2020 and June 2021.

**Methodology:** We included 74 (33 men, 41 women). Data was collected through a questionnaire and analyzed with SPSS software. The reliability of the questionnaire was 0.83%. T-test and ANOVA tests were used to analyze data.

**Results:** Results showed there was a significant difference between male and female teachers with challenges of teaching. There were no significant differences among specialist and non-specialist teachers, and experience of teaching with challenges of teaching.

**Conclusion:** there were four factors (students, teachers, content, and physical environment) that influence challenges of teaching.

\*Corresponding author: E-mail: [guldad\\_sanaï@yahoo.com](mailto:guldad_sanaï@yahoo.com) ;

*Keywords: Challenges of teaching; special needs education; deaf teachers; Afghanistan.*

## 1. INTRODUCTION

Hearing is one of the main senses. Hearing leads to better education and communication. Teaching as a career is complex and needs specialization, art, and experience. Nowadays, teaching methods are based on scientific researches. It is obvious to achieve educational objectives through new insights. Applying new knowledge requires some conditions (peace, acceptance, and agreement between students and teacher [1]. abnormal behaviors of students lead to disrupting the process of teaching, so they cannot learn well [2]. There are two educational approaches in deaf education in Afghanistan. First, Inclusive education means students with disabilities and normal students' study together in one classroom with an interpreter teacher [3]. Second, a special system means just Deaf students' study in one classroom and they learn through sign language.

### 1.1 Education of Deaf Children in Afghanistan

Education of deaf children in Afghanistan started late in other countries. There were many factors to postpone it. Four decades of war have affected so many deaf children. UNESCO survey has shown there are approximately 352000 children with hearing impairment in Afghanistan. For the first time, the Institute of Family Wellbeing started education of deaf children in 1994, Kabul. This institute began its activity with one class, one student, one teacher, and one chair. In the same year, another center for deaf children was established in one of the main cities of Afghanistan, Jalalabad. Besides the Ministry of Education, other national and international organizations work in the field of deaf education across Afghanistan.

The first dictionary of Afghan sign language was published by Family Welfare Focus (FWF), Serving Emergency Relive and Vocational Enterprises (SERVE). This dictionary has 2000 vocabulary. The Second dictionary of Afghan sign language was published by Afghanistan National Association of the Deaf (ANAD), Family Welfare Focus (FWF), Serving Emergency Relive and Vocational Enterprises (SERVE), Swedish Committee for Afghanistan, Handicap International (HI), and Union National Develop Program (UNDP) in 2009 in which there is 4000 vocabulary [4].

16 out of 34 provinces of Afghanistan have access to deaf education. There are 2738 deaf students, 1675 male, and 1063 female. There are 1331 deaf students in inclusive and special schools in Kabul. Ministry of Education provides education for deaf students like normal students. Deaf students are a special group in society so they need special needs and attention. Unfortunately, government support is very weak. In general, the situation of education of deaf students is so bad. Attiq [5] there are a lot of challenges for deaf education included lack of special schools, no free transportation, no dormitory for deaf students, lack of accessories in deaf schools, lack of professional teachers in sign language in schools, and high content of lessons. The other challenge is related to parents of deaf children, they do not have enough attention to their children because they have low knowledge about children with special needs.

The aim of this study is to investigate teachers' perceptions about the challenges of teaching in deaf schools in Kabul city, Afghanistan. In this research, we have three hypotheses.

H1: there has a significant difference between genders with teachers' perception about the challenges of teaching in deaf schools.

H2: there has significant difference between fields of study (specialization and non-specialization in special education) of teachers with teachers' perception about challenges of teaching in deaf schools.

H3: there has a significant difference between the experience of teaching with teachers' perception of the challenges of teaching in deaf schools.

### 1.2 Literature Review

Udoba [6] explored "Challenges faced by teachers when teaching learners with a developmental disability" results showed problems with content, lack of specialists in special education, lack of educational environment, curriculum, social acceptance, low salary for teachers, expectations of parents, and how to deal with challenges. Allam and Martin [7] Conducted qualitative research and determining issues and challenges of special education teachers from the perspectives of teachers. They presented five factors including, choosing

appropriate strategy and motivation; identifying individual needs; challenging but fulfilling; acceptance and patience; and respect one's rights. The research showed there was not enough special needs education training for teachers; they feel they are not qualified for teaching. The educational environment was poor and there were not enough instructional materials. Owusu-Bempah [8] studied the teaching of special needs children in Ghana. They found challenges of teaching and categorize them into four sections included the children, colleagues, parents, and the institutions. They presented some coping strategies for each challenge. They suggested that to reduce burnout of the teachers, school administration should provide strategies that will enhance teamwork. Rasmussen and Kis [9] studied qualifications of subject teachers in special education schools, they found a lack in requirements can be categorized into three areas a) teacher knowledge, b) tools, equipment, classroom materials, and c) training, management and peer support. Ignoring each area can affect teaching negatively and disturb the subject teachers from doing their job efficiently. Deku and Vanderpuye [10] Considered perspectives of teachers in inclusive education, their findings showed that there was no difference between male and female 'perceptions on the physical environment, type of curriculum, and teacher preparation for inclusive education. Also, there were relationships between age, teaching experience, and professional qualification with teachers' perceptions in inclusive schools. They suggested that acquiring the skills of teaching children with special needs was the main part of inclusive education.

Hankeb [11] explored the experiences of deaf teachers in inclusive classrooms. In the study, deaf teachers applied sign language as a communication tool for whole students of class but their students were weak in sign language skills. They found teachers have a good attitude to their jobs but they are not master on

pedagogical skills. They cannot use technology appropriately [12] discovered the effects of sign language barriers among Deaf learners in special schools. The results of the study show there is not enough in-service training for teachers. There were poor physical resources affected learners' performance.

## 2. MATERIAL AND METHODS

### 2.1 Participants

This study conducts a survey for identifying teachers 'perceptions of the challenges of teaching in deaf schools. The survey was distributed to 74 teachers from one public deaf school and two private deaf schools in Kabul city. Participants were volunteers and this was announced to them that their information will be confidential. 77 questionnaires were distributed among teachers and 74 back to researchers. The study group was 41 female and 33 male teachers.

### 2.2 Measurement

Data of this study were collected by means of a paper-pencil survey. Reliability (Cronbach'Alpha:0/83) and for the validity of the questionnaire, we delivered the questionnaire to three special education professors and we received their feedback and suggestions. The questionnaire had two parts: (a) demographic information, (b) teachers' perception about challenges of teaching in deaf schools. (a) Demographic information: the demographic part included gender, specialist and non-specialist in special education, and experience of teaching that have five categories included 1-5, 6-10, 11-15,16-20, and more than 20 years, and(b) Teachers' perception about challenges of teaching part was 35 questions and using a 5-point Liker scale (from (1) strongly disagree to (5) strongly agree). The challenges of teaching are divided into 4 constructs (students, teachers, content, and physical environment).

**Table 1. Constructs of challenges of teaching**

Construct	Some questions
Student	.Age difference of students leads to problems of classroom management.
	. Students have high expectations.
	. Students have week interactions.
	. More students are isolated.
	. Students make noise in the classroom.
	. More students have lack of treasury of "sign language" vocabulary.

Construct	Some questions
	<ul style="list-style-type: none"> <li>. Students do not pay attention to lessons in the classroom.</li> <li>. Students are hyperactive.</li> <li>. Students are so sensitive.</li> </ul>
Teacher	<ul style="list-style-type: none"> <li>. Announcing regulations and laws of school to students at the beginning of the academic year is good.</li> <li>. Our classroom is friendly.</li> <li>. Lack of sign language words causes disorder in the classroom.</li> <li>. Communication with deaf students is hard.</li> <li>. I do not enjoy teaching with deaf students.</li> <li>. I explain lessons by myself</li> </ul>
Content	<ul style="list-style-type: none"> <li>. The content of lessons is not aligned with market needs.</li> <li>. Content of the lessons is not updated and modern.</li> <li>. Content of the lessons is so much.</li> <li>.Lack of Afghani sign language to teach.</li> <li>.There are insufficient educational aid tools</li> </ul>
Physical environment	<ul style="list-style-type: none"> <li>.Darkness of classroom causes the disorder.</li> <li>. Students sit in the classroom behind each other.</li> <li>. The classroom has not interesting color.</li> <li>. There is not enough space between students.</li> <li>.Students 'chairs are not comfortable.</li> <li>.The air of the classroom is not fresh.</li> </ul>

### 3. RESULTS

Table 1 shows the answers of teachers. Male respondents were 33(44.6%) and female respondents were 41 (55.4%); in terms of the experience of teaching 15 (20.3%) respondents were 1 to 5 years, 38(51.4%) respondents were

6 to 10 years, 16(21.6%) respondents were 11 to 15 years, 2 (2.7%) respondents were 16 to 20 years, and 3 (4.1%) respondents were more than 20 years, and 44 (59.5%) respondents were teachers who specialist in exceptional children, and 30 (40.5%) respondents were teachers who non-specialist in exceptional children.

**Table 2. Demographic characteristics of respondents**

Demographic		Frequency	Percent
Gender	male	33	44.6
	female	41	55.4
Total		74	100.0
Experience of teaching	1 to 5 year	15	20.3
	6 to 10 year	38	51.4
	11 to 15 year	16	21.6
	16 to 20 year	2	2.7
	More than 20 year	3	4.1
Total		74	100.0
Field of study (teacher)	Specialist in exceptional children	44	59.5
	Non-specialist in exceptional children	30	40.5
Total		74	100.0

**Table 3. Teachers' perception about the variables of challenges of teaching**

Variables	N	Range	Minimum	Maximum	Mean	Std. Error	Std. Deviation
student	74	2.56	2.44	5.00	3.7237	.06965	.59913
teacher	74	2.38	2.63	5.00	3.7804	.04755	.40902
Content	74	2.25	2.50	4.75	3.7956	.06078	.52284
Environment	74	2.40	2.00	4.40	3.3946	.06238	.53658

**Table 4. Result of t-test presenting differences in perception between male and female**

	Gender	Frequency	Mean	SD	t	df	sig
Perception	male	33	3.5492	.41242	-2.556	72	.013
	Female	41	3.7737	.34337			

**Table 5. Result of t-test presenting differences in perception between specialist and non-specialist**

	Genders	Frequency	Mean	SD	t	df	sig
Perception	Specialist in exceptional children	44	3.6608	.44601	-.339	72	.735
	Non-specialist in exceptional children	30	3.6923	.29418			

**Table 6. Result of ANOVA test presenting differences in perception among experience of teaching**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.101	4	.025	.158	.959
Within Groups	10.980	69	.1594		
Total	11.081	73			

Table 2 shows the statistical description of the challenges of teaching in deaf schools. The first factor is related to students which means score is 3.7237. The mean of other factors is the teacher (3.7804), content (3.7956), and environment (3.3956).

T-test showed a significant difference between teachers who participated in the study from different deaf schools in terms of gender ( $P=0.013$ ).

T-test indicates no significant difference between teachers who participated in the study from different deaf schools in terms of specialist or non-specialist in exceptional children ( $P=0.735$ ).

ANOVA test shows no significant difference among the teaching of experience with teacher' perception about challenges of teaching ( $P=0.959$ ).

#### 4. DISCUSSION AND CONCLUSION

Regarding hypothesis H1, the results showed that there is a significant difference between gender and teachers' perception about challenges of teaching. The result supports another research [10]. Female teachers are more flexible and patient than male teachers in dealing with deaf students. According to hypothesis H2, the study demonstrates that there is no significant difference between fields of the study with teachers' perception about challenges of

teaching. This result is not in line with the previous study [9,11]. Respecting H3, the result illustrated that there is no significant difference between experiences of teaching with teachers' perception about challenges of teaching. The result does not support the previous study [10]. All in all the results of main variables (students, teachers, and educational content, and physical environment) are aligned with the other studies [9,13-15,6]. This study has some limitations included lack of scientific resources, difficulties with the deaf teachers for answering questions, and hard access to schools due to security issues. For improving the process of teaching in these schools, they should establish workshops on modern methods of teaching for their teachers. Equip deaf schools with educational tools. Reform curriculum based on needs and abilities of students. Hire graduated students from the field of special needs education, especially the field of deaf children.

#### COMPETING INTERESTS

Authors have declared that no competing interests exist.

#### REFERENCES

1. Germine Y. An investigation into the influences of teachers is classroom management beliefs and practices on classroom procedure. RMIT Unniversity; 2002.

2. Lovegrove MN, Lewis R. Classroom-control procedures used by relational-centred teacher. *British Journal of Teacher Education*. 1982;8(1):55-56.
3. Gilhool T. The right to an effective education: From Brown to PL 94-142 and Beyond separate Education: Quality Education for all. 1989;243-290.
4. Afghan sign language dictionary. Afghanistan National Association of the Deaf. Kabul; 2009.
5. Attiq A. Problems of enrollment and academic achievement in deaf schools, Kabul city. Thesis of Master Degree. Shaheed Rabbani Education University; 2019.
6. Udoba HA. Challenges Faced by teachers when teaching developmental disability. thesis of Master degree. Tanzania: Humphrey Alexander Udoba; 2014.
7. Allam FC, Martin MM. Issues and challenges in special education: A qualitative analysis from teacher's perspective. *Southeast Asia Early Childhood Journal*. 2021;10(1):37-49.  
DOI:<https://doi.org/10.37134/saecj.10.1.4>
8. Owusu-Bempah J, Maham S, Gadegbeku, Owusu-Bempah A, Brobbey VW, Andam A. Heart and mind in conflict: Teaching special needs children in a developing nation. *Insights into Learning Disabilities*. 2018;15(1):29-48.
9. Rasmussen MU, Kis A. Qualifications of subject teachers in Special Education schools. *Journal of Education and Training Studies*. 2018;4:48-57.  
DOI:<https://doi.org/10.11114/jets.v6i4.2093>
10. Deku P, Vanderpuye I. Perspectives of teachers regarding inclusive education in Ghana. *International Journal of Whole Schooling*. 2017;13(3):39-54.
11. Hankebo TA. Being a deaf and a teacher: exploring the experiences of deaf teachers in inclusive classrooms. *International Journal of Instruction*. 2018;11(3):477-490.  
DOI:<https://doi.org/10.12973/iji.2018.11333a>
12. Ngobeni W P, Maimane JR, Rankhumise MP. The effect of limited sign language as barrier to teaching and learning among deaf learners in South Africa. *South African Journal of Education*. 2020;40(2):1-7.
13. Herring TJ, WoolseyML. Three suggested teaching strategies for students who are deaf or hard of hearing. *Support for Learning*. 2020;3.
14. Jones L. Developing deaf children's conceptual understanding and scientific argumentation skills: A literature review. *Deafness & Education International*. 2014;16(3):146-160.
15. Susan L, Recchia, Victoria I. Puig. Challenges and inspirations: Student teachers' experiences in early childhood special education classrooms teacher education and special education. 2015; 34(2):133-151.

© 2021 Sanaiy et al.; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

*Peer-review history:*  
*The peer review history for this paper can be accessed here:*  
<https://www.sdiarticle4.com/review-history/71469>