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**RESEARCH PAPER****Perception of Teachers about the Vocational Training Facilities and Services for Students with Hearing Impairment in Lahore**

Umera Iftikhar<sup>1</sup> Iram Razaqat\*<sup>2</sup> Asma Kanwal<sup>3</sup>

1. Principal, Rangers Institute of Special Education, Lahore, Punjab, Pakistan
2. Senior Special Education Teacher, Department of Special Education, Punjab, Pakistan
3. Lecturer, Department of Special Education, Division of Education, University of Education, Township Campus Lahore, Punjab, Pakistan

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\*Corresponding Author      [ubukhari9@gmail.com](mailto:ubukhari9@gmail.com)

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**ABSTRACT**

The purpose of this study is to know about the perception of teachers about vocational training facilities and services for students with hearing impairment. Vocational trainings are essential component for students with hearing impairment. Students can use these vocational trainings programs to explore various career options and prepare for industry specific work or additional study. Different institutes provide different facilities and services in vocational trainings. It is important to find out the perception of teachers about the facilities and services provided by their institute. In this quantitative research, the descriptive methodology was used. A self-made questionnaire was developed to find out the perception of teachers about the vocational training facilities and services for students with hearing impairment. Population of this research was all the teachers of students with hearing impairment. 150 teachers from institutes for students with hearing impairment were selected by using convenient sampling technique. Then collected data was analyzed by using statistical and inferential data analysis techniques. Majority of the teacher's has good perception towards the vocational trainings for the students with hearing impairment offered by their institute.

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**KEYWORDS**      Hearing Impairment, Services and Vocational Teachers, Vocational Training

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**Introduction**

Any loss and aberration of psychological, physiological or anatomical structure or function is classified as impairment. Hearing impairment is a word that can be used to denote a reduction in sound sensitivity (Hickson, 1997).

IDEA defined the "Hearing Impairment" as an impairment in hearing. It defines as an Impairment that adversely affects the child's educational performance whether it is permanent or fluctuating.

In the recent era new study evolved the relationship between deafness and literate the fact that the deaf people have equivalent cognitive capacity to their learning colleagues, there is a significant gap in reading and writing achievement around the world. The majority of youngsters with hearing impairments attend classrooms with their hearing peers, they require therapies to optimize their residual hearing and decrease the secondary impacts of hearing loss, such as communication difficulties and academic delays, because their hearing loss range from mild to profound (Farooq & Iftikhar, 2015).

Mostly schools can provide the full services to the students with hearing impairment with a rich support. In these schools many specialists, such as remedial reading instructor, guidance counselor, or speech language pathologist might be used to complement classroom instruction. Some schools also give vocational training as part of their normal education program. Vocational training is an important tool for integrating persons with disabilities into society and making them productive members of society (Hameed, 2009).

It has been noted that several vocational training centers provide very good training and market preparation for special people. Persons with disabilities have been utilizing assistive technology for many years and its application in educational vocational and recreational activities are enhancing. Professionals are offering a variety of assistive devices and services to people with disabilities following a thorough examination of their individual needs and technology requirements (Cook & Hussey, 1995). Individuals with assistive technologies can live more freely (Hameed & Bano, 2009).

Children with disabilities have limited approach to education. They can't easily access to education. They face many hurdles. Education is the basic need for everyone but this need is poorly met to the person with disabilities. Due to this inadequacy, this results the higher rates of unemployment among the students with disabilities (Aman, et al., 2021).

Economic development necessitates the availability a workforce with vocational skills. The vocational education and training system are essential for the students with hearing impairment. Vocational trainings play a vital role for the students with disabilities in educating and training skills. That can support them to enter in the labor market for their career (Jorgensen 2018).

Vocational education training providers, school management teams and teachers all bear a significant amount of responsibility for ensuring that teaching and learning environments are appropriate for all students, regardless of whether they require additional assistance temporarily or over a long period of time (Aman, et al., 2021).

Vocational Training is special education process that increases a person's competence for their professional area through specialized instruction and training. Vocational training opens the door for gainful employment for the students with hearing impairment. It enhances the skills for their professional life (Roy, 2020).

Through the vocational training, person with hearing impairment become independent in their workplace and able to achieve their goals. Vocational training is meant to facilitate the students with hearing impairment for better job (Gakurii, 2009).

The Problem statement of this study is to find out the facilities and services of vocational training. Vocational training is beneficial option for every student who wants to develop the new skills. Students with hearing impairment also learned new skills through these vocational training. Most of the institutes provide them vocational training. To prepare them for the gainful employment. After these training, it becomes easiest for the students with hearing impairment to find out a job. But researcher wants to identify the different facilities and services that are available in vocational training.

## **Literature Review**

### **Hearing Impairment**

Deafness is a complicated condition. It has been described into four different categories. Mild, Moderate, Severe, Profound. (Furth, 1966). Hearing loss and deafness are worldwide problems that impact at least 278 million people. Globally two third of people with hearing impairment live in undeveloped nations (Tucci, 2010).

Hearing impairment is a common problem that affects everyone. It is more than just a matter of "not hearing well". Because of the hearing impairment, communication and social relationships also bound. And a person become isolated (Shukla, et al., 2020).

People with hearing impairment constitutes a disability group that is highly distinct from other disability group. The reason is that they used sign language to convey their messages which is different from the spoken language (Cavender & Ladner, 2018).

### **Causes of Hearing Impairment**

Hearing impairment can be caused by environmental or genetic factors and in many cases, specific cause can't be determined. (James, et al., 2018). In low- and middle-income countries, environmental factors like meningitis, measles and ototoxicity are the most common causes of hearing impairment. Whereas their burden is low in high income countries (Moctar, et al., 2016).

The main causes of hearing impairment are Aging, heredity, noise exposure and drug induced ototoxic side effects (Nyberg, 2019).

### **Effects of Hearing Impairment:**

Some studies show that hearing loss has commonly effects on cognitive functions. Some current evidences do not support that there is any relationship between hearing loss and cognitive functioning. But it is clear that in the older age, hearing loss impacts on the cognitive functioning (Panza, et al., 2015). A person with hearing impairment has higher risk of decreasing in dementia and cognitive performances. That person has problems in thinking and remembering (Gates, et al., 2017). It is also showed that auditory-verbal memory is also affected in hearing impairment (Shahidipour, et al., 2013).

Dementia is a cognitive function where the thinking, remembering and information process is reduced due to the hearing impairment (Nebes and Madden, 1988). It is proofed that hearing impairment is associated with dementia. It effects mostly in older age (Cooper, et al., 1976). Now a days, the prevalence of effectiveness in dementia due to hearing impairment increases than expected (weinstein and Gerontologist, 1986). Hearing impairment affects the person's psychological status. A person with hearing impairment become low self-esteem power. Low- self efficacy, mastery and social skills (Palinkas, et al., 1990). Hearing impairment also associated with behavioural problems. Due to this, person with hearing impairment face mood swings and anxiety (Pakzad, et al., 2014).

Aggression is a condition that creates a problem for a person with hearing impairment. Studies shows that children with hearing loss shows more aggression than other people with the other disabilities (Eldik, et al., 2004). Children with hearing impairment can't accomplished their goals due to the poor communication skills. They have poor interpersonal and social interactions. That's why they seem more aggressive. Not only aggressive but also exhibit the improper behaviour (Amini, et al., 2013). Such behavioural tendency may disturb peer interaction, social development and it also effects on the learning ability (Lochman & Lenhart, 1993).

## **Education and Reading characteristics**

Just like the normal peers, hearing students also have rights to get the best education. They have the same level of mental capability as compare to the normal peers in studying. Even they are more creative in creativity (Hashim, et al., 2013). Reading is one of the important skills of every student's education for their everyday life. Reading skill is the ability through a person can comprehend the written text (Sharif, et al., 2010).

Student's with hearing impaired are equal to the hearing students in the case of reading. They can understand the stories and text. They can also understand that which words are important and unimportant in readings. But reading is still difficult for them because they can't comprehend the words and sentences. They can read easily but can't comprehend (Razalli, et al., 2018).

## **Issues faced by Person with Hearing Impairment**

Persons with hearing Impairment face issues in different stages of life.

### **Social Adjustment**

Social adjustment is crucial part of everyone's life. It's a person's ability to fulfil his psychological needs. A person wants to take a part in every social activity and wants to enjoy the social life without any conflict. But for this, communication is the important factor. Without communication, a person doesn't interact with anyone. A person with hearing impairment face issues in society (Banoo, et al., 2017).

Hearing impairment person face many issues in society and education settings. Social adjustment is the ability for the individual to move freely and interact with anyone without any hesitation. People with hearing impairment has to face many communication barriers due to the loss of preserving verbal language. That's why they feel hesitation in communication. (Abednego & Dafap, 2019).

The one who are with hearing impairment may face problems at workplace also. At jobs, minimum salaries offered and also face early retirements. They become self-doubt and concern about life partners (Tyler, et al., 1991).

Hearing impairment have negative impact on the people of every age group. It can negatively affect the oral communication. Due to this, children become less-confident and don't want to attend the school. It affects the children education performance. Adult people with hearing impairment become depressed because of the communication skills. They faced embarrassment at workplace. More adults likely to be unemployed or offered to work at low-grade occupation (Ferrite, et al., 2017).

### **At Workplace**

The major goal of everyone to participate actively in working area. But the individual with disabilities have to work at low grade employment lifetime as compared to others. There is negative connection between the degree of hearing impairment and workability (Svinndal, et al., 2018).

Barriers occur at workplace due to hearing impairment. Person with hearing impairment have to face it. They faced negatively at workplace. Due to the hearing impairment, people are less educated. So, they offered less income according to their abilities. They were less likely to have paid work that lasted more than 12 hours. Even they thought that person with hearing impairment are unfit for their job. They face many

obstacles at their workplace such as restrictions in group interactions. They can't interact easily with normal peers (Kramer, et al., 2006).

### **Barriers for Person with Hearing Impairment**

Government has the responsibility to take the steps to make barrier free environment. Barrier free facilities are defined as physical environment that don't interfere with the lives of people with hearing impaired in public places such as schools, colleges, hospitals, shops, bus stops, railways stations, post offices, banks and places of worships and thus improve their quality of life. Private and Government institutes also provide the vocational training and facilities to the person with hearing impairment (Logan, 1988).

### **Vocational Trainings for Hearing Impairment**

Persons with hearing impairments receive vocational training as part of their continuing rehabilitation. Vocational training is aimed to prepare a disabled person for a suitable career that matches his vocational potential and allows him to grow quickly. Vocational education and training focus on people with disabilities talents in order to make them useful/ productive workers in various jobs based on their abilities (Majid & Razzak, 2015). Vocational training is one of the targeted services to every school because special students want to expertise and then be able to enter the world of work directly (haricahyo et al., 2020).

Previous researcher says that, "Vocational training means preparing people with physical, sensory or emotional disabilities for employment and helping them cope effectively with the environment". In vocational trainings there are different trainings and services like Plumbing, Graphic Designing, Fashion Designing, Welding, Photography, Carpentry, Computer Programming, Culinary Arts, Beauty Therapy, Knitting beading, Masonry

### **Career for Hearing Impairment Students**

Vocational trainings and skills are important for students with the hearing impairment. After the graduation students need to know that what type of job and career pathway that they do in their future. But to learn the different skills, the interest of students is most important. Interest plays a major role in learning skills (Minghat, 2015).

A person who is interested in what he wants to learn will show more satisfying and high level of performance in that field (Hamdan et al., 2006).

Researchers stated that interest is the main factor to ensure the degree of success of people who took technical and vocational education. The most important component is that there is no significant difference in genders with regards to the student's interest in vocational education. Like every student either male or female will learn any skill according to their interest in vocational education (Abdullah, et al., 2015).

### **Employment and Financial Issues for Hearing Impairment Students**

It's very hard and difficult task for the students with hearing impairment to find out jobs. Because the hearing loss is a significant impact on the person when they entered their professional life. They offered the low employment or under employment. Person with hearing loss offered the typical employment with the middle even low income. They faced many problems in their career pathway (Helvik, 2009).

They faced earliest retirement, reduced income and even the stressed in their jobs just because of hearing loss (Krokstad, 2016). It is assumed that people with hearing loss are less productive than their hearing peers due to their less communication skills. They are not accommodated at work place according to their needs. They are not facilitated by their basic rights such as quality education, strong legislative, skilled training and needs according to the job requirements (Noor, et al., 2018).

That's why some institutes and centers provide vocational trainings to special students. Vocational training is aimed to prepare a disabled person for a suitable career that matches his vocational potential and allows him to grow quickly. Vocational education and training focus on people with disabilities talents in order to make them useful/productive workers in various jobs based on their abilities (Ahmed, 2011).

Training and skills development play a vital role in an individual life. Vocational education and training are essential tools for increasing labor productivity, flexibility and mobility (Cailods, 1994).

### **Importance of Vocational Training at Pakistan**

As compared to other countries situation of vocational training is not impressive. Youth of Pakistan become unemployed, lack of skills and are not academically qualified due to the vocational training. Government must develop plans to fulfill the gaps between the populations currently education level and skills. And prepare the new strategies for new training and education. Vocational training raises workers' productivity through which the economic growth increases. Through vocational training youth become able to work with new skills. They become able to learn the usage of new equipment's and techniques. Through vocational training everyone will become aware about their career pathway (Mustafa, et al., 2005).

### **Material and Methods**

All the teachers of students with hearing impairment were selected as population of this study. The sample of the study was of 150 teachers from the different private and public institutes to collect data from Lahore. Due to the limited time non-probability convenient sampling technique was used to select sample for the study.

The study was descriptive and quantitative in nature. This descriptive method was used to explore and investigate about the topic of the study. For this study, Self-developed questionnaire was used to collect data from teachers. Through the surveys, researchers find out the data about this study. Population of this study will be all the teachers who teaches students with hearing impairment. The sample size of the study was 150 teachers of different schools and centres in Lahore who teach the students with hearing impairment. The researchers have used self-developed instrument to collect the data for this research. Collected data was analysed on software of Statistical Package for Social Sciences and results were presented for report writing.

This research is quantitative and descriptive. The quantitative research was used to find out the facilities and services provided by vocational centers. The aim of our research to identify the services and facilities by vocational training to the students with hearing impairment.

### **Results and Discussion**

#### **Data Analysis**

**Table 1**  
**Frequency of vocational teachers of different institutes**

| Sr.no        | Statement                         | f          | %          |
|--------------|-----------------------------------|------------|------------|
| 1            | Hamza Foundation Academy for Deaf | 39         | 26         |
| 2            | Innayat Foundation Academy        | 33         | 22         |
| 3            | Deaf reach School                 | 15         | 10         |
| 4            | Nasheman home for disables        | 15         | 10         |
| 5            | Vocational Training Lahore        | 18         | 12         |
| 6            | National Special Education Centre | 6          | 4          |
| 7            | Government Central High School    | 24         | 16         |
| <b>Total</b> |                                   | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 39 (26%) respondents were from Hamza Foundation Academy Deaf, 33(22%) respondents were from Inayat Foundation Academy, 15(10%) respondents were from Deaf Reach School, 15(10%) respondents were from Nasheman home for disables, 18(12%) respondents were from Vocational Training Lahore, 6(4%) respondents were from National Special Education Centre, 24(16%) respondents were from Government Central High School.

**Table 2**  
**Frequency table of age of respondents**

| Sr.no        | Age                | f          | %          |
|--------------|--------------------|------------|------------|
| 1            | 25 to 30 years     | 81         | 54         |
| 2            | 31 to 40 years     | 39         | 26         |
| 3            | 41 to 50 years     | 9          | 6          |
| 4            | More than 50 years | 21         | 14         |
| <b>Total</b> |                    | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 81(54%) were of age 25 to 30 years, 39(26%) respondents were of age 31 to 40 years, 9(6%) teachers were of age 41 to 50 years, 21(14%) were of age above than 50 years.

**Table 3**  
**Frequency table of qualification of respondents**

| Sr.no        | Qualification      | f          | %          |
|--------------|--------------------|------------|------------|
| 1            | Graduation/Masters | 135        | 90         |
| 2            | M.Phil.            | 15         | 10         |
| <b>Total</b> |                    | <b>150</b> | <b>100</b> |

Table shows that out 150 total respondents 135(90%) teachers were having Graduate/Master's degree, 15(10%) teachers were having M.Phil. degree.

**Table 4**  
**Frequency table of title of respondents**

| Sr.no        | Title              | f          | %          |
|--------------|--------------------|------------|------------|
| 1            | Academic teacher   | 57         | 38         |
| 2            | Vocational teacher | 93         | 62         |
| <b>Total</b> |                    | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 57(38%) respondents were academic teachers and 93(62%) respondents were vocational teachers.

**Table 5**  
**Frequency table of sector of respondents**

| Sr.no | Sector  | f   | %  |
|-------|---------|-----|----|
| 1     | Private | 106 | 71 |
| 2     | Public  | 44  | 29 |

|              |                 |            |            |
|--------------|-----------------|------------|------------|
| 3            | Semi Government | 0          | 0          |
| <b>Total</b> |                 | <b>150</b> | <b>100</b> |

Table 4.5 shows that out of 150 total respondents' 106(71%) respondents were from private institutes, 44(29%) respondents were from public institutes, No one was from Semi Government Institutes.

**Table 6**  
**Frequency table of course duration of respondents**

| Sr.no        | Course Duration | f          | %          |
|--------------|-----------------|------------|------------|
| 1            | 1-3 months      | 30         | 20         |
| 2            | 4-6 months      | 30         | 20         |
| 3            | 7-12 months     | 18         | 12         |
| 4            | More than1 year | 72         | 48         |
| <b>Total</b> |                 | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 30(20%) respondents reported that their institutes were offering 1-3 months vocational courses, 30(20%) respondents reported that their institutes were offering 4-6 months vocational courses, 18(12%) respondents reported that their institutes were offering 7-12 months vocational courses, 72(48%) respondents reported that their institutes were offering more than 1 year vocational courses.

**Table 7**  
**Frequency table of "In which class/ grade your institute give vocational training to the students with hearing impairment"**

| Sr.no        | Grade         | f          | %          |
|--------------|---------------|------------|------------|
| 1            | 1 to 5 class  | 15         | 10         |
| 2            | 6 to 8 class  | 48         | 32         |
| 3            | 9 to 10 class | 87         | 58         |
| <b>Total</b> |               | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 15(10%) respondents reported that their institutes were offering vocational trainings form class 1 to 5, 48(32%) respondents reported that their institutes were offering vocational trainings from class 6 to 8, 87(58%) respondents reported that their institutes were offering vocational trainings from class 9 to 10.

**Table 8**  
**Frequency table of "Which trainings were offered at your institutes for the students with hearing impairment"**

| Sr.no | Trainings                   | Yes | %  | No  | %  | Total |
|-------|-----------------------------|-----|----|-----|----|-------|
| 1     | Plumbing                    | 12  | 8  | 138 | 92 | 150   |
| 2     | Motor Mechanic              | 12  | 8  | 138 | 92 | 150   |
| 3     | Mobile Repairing            | 60  | 40 | 90  | 60 | 150   |
| 4     | Computer Hardware Repairing | 57  | 38 | 93  | 62 | 150   |
| 5     | Stitching                   | 129 | 86 | 21  | 14 | 150   |
| 6     | Fashion Designing           | 117 | 78 | 33  | 22 | 150   |
| 7     | Beautician                  | 114 | 76 | 36  | 24 | 150   |
| 8     | Computer training           | 120 | 80 | 30  | 20 | 150   |
| 9     | Graphic Designing           | 54  | 36 | 96  | 64 | 150   |
| 10    | Web Designing               | 30  | 20 | 120 | 80 | 150   |
| 11    | Carpentry                   | 15  | 10 | 135 | 90 | 150   |
| 12    | Embroidery                  | 123 | 82 | 27  | 18 | 150   |
| 13    | Pottery                     | 18  | 12 | 132 | 88 | 150   |



|           |                    |           |          |            |           |            |
|-----------|--------------------|-----------|----------|------------|-----------|------------|
| 14        | Candle Making      | 111       | 74       | 39         | 26        | 150        |
| 15        | Glass Painting     | 24        | 16       | 126        | 84        | 150        |
| 16        | Cooking and Baking | 6         | 4        | 144        | 96        | 150        |
| 17        | Photography        | 114       | 76       | 36         | 24        | 150        |
| <b>18</b> | <b>Others</b>      | <b>18</b> | <b>4</b> | <b>132</b> | <b>96</b> | <b>150</b> |

Table shows that out of 50 respondents reported that Plumbing: 12(8%) were offering and 138 (92%) were not offering. Motor Mechanic: 12(8%) were offering and 138(92%) were not offering. Mobile Repairing: 60(40%) were offering and 90(60%) were not offering. Computer Hardware Repairing: 57(38%) were offering and 93(62%) were not offering. Stitching: 129(86%) were offering and 21(14%) were not offering. Fashion Designing: 117(78%) were offering and 33(22%) were not offering. Beautician: 114(76%) were offering and 36(24%) were not offering. Computer Training: 120(80%) were offering and 30(20%) were not. Graphic Designing: 54(36%) were offering and 96(64%) were not offering. Web Designing: 30(20%) were offering and 120(80%) were not offering. Carpentry: 15(10%) were offering and 135(90%) were not offering. Embroidery: 123(82%) were offering and 27(18%) were not offering. Pottery: 18(12%) were offered and 132(88%) were not offering. Candle Making: 111(74%) were offering and 39(26%) were not offering. Glass Painting: 24(16%) were offering and 126(84%) were not offering. Cooking and Baking: 6(4%) were offering and 144(96%) were not offering. Photography: 114(76%) were offering and 36(24%) were not offering. Other Training: 6(4%) were offering and 144(96%) were not offering.

**Table 9**  
Frequency table of "Were the instructors qualified"

| Sr.no | Response     | f          | %          |
|-------|--------------|------------|------------|
| 1     | No           | 12         | 4          |
| 2     | Yes          | 138        | 96         |
|       | <b>Total</b> | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 138(96%) instructors were qualified and 12(4%) instructors were not having proper qualifications according to the vocational training.

**Table 10**  
Frequency table of "Is there any sign language interpreter available in the vocational courses"

| Sr.no | Response     | f          | %          |
|-------|--------------|------------|------------|
| 1     | No           | 24         | 16         |
| 2     | Yes          | 126        | 84         |
|       | <b>Total</b> | <b>150</b> | <b>100</b> |

Table shows that out of 50 total respondents 162(84%) respondents reported that sign language interpreters were available in vocational courses and 24(16%) respondents reported that sign language interpreter were not available in vocational courses.

**Table 11**  
Frequency table of "Does vocational training support students to get job based on given skills"

| Sr.no | Response     | f          | %          |
|-------|--------------|------------|------------|
| 1     | No           | 15         | 10         |
| 2     | Yes          | 135        | 90         |
|       | <b>Total</b> | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 135(90%) respondents reported that hearing impaired students get job on the basis of vocational training and 15(10%)

respondents reported that hearing impaired students can't get job on the basis of vocational training.

**Table 12**  
Frequency table of "Were there modern technologies available and being use for vocational training in your institute"

| Sr.no        | Response | f          | %          |
|--------------|----------|------------|------------|
| 1            | No       | 15         | 10         |
| 2            | Yes      | 135        | 90         |
| <b>Total</b> |          | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 135(90%) respondents reported that modern technologies were available and being use for vocational training, 15(10%) respondents reported that modern technologies were not available and were not being used for vocational training.

**Table 13**  
Frequency table of "Does your institute provide proper equipment used in vocational training"

| Sr.no        | Response | f          | %          |
|--------------|----------|------------|------------|
| 1            | No       | 6          | 4          |
| 2            | Yes      | 144        | 96         |
| <b>Total</b> |          | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 144(96%) respondents reported that institute provide proper equipment used in vocational training and 6(4%) respondents reported that institute can't provide proper equipment used in vocational training.

**Table 14**  
Frequency table of "Is there any transport facility available for the students of vocational course"

| Sr.no        | Response | f          | %          |
|--------------|----------|------------|------------|
| 1            | No       | 24         | 16         |
| 2            | Yes      | 126        | 84         |
| <b>Total</b> |          | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 126(84%) respondents reported that transport facility was available for the students of vocational course and 24(16%) respondents reported that transport facility was not available for the students of vocational course.

**Table 15**  
Frequency table of "Is the transport facility free?"

| Sr.no        | Response | f          | %          |
|--------------|----------|------------|------------|
| 1            | No       | 60         | 40         |
| 2            | Yes      | 90         | 60         |
| <b>Total</b> |          | <b>150</b> | <b>100</b> |

Table shows that out of 50 total respondents 90(60%) respondents reported that transport was free of cost and 60(40%) respondents reported that transport facility was paid.

**Table 16**  
Frequency table of "Does your institute provide career counselling to the students?"

| Sr.no | Response | f  | % |
|-------|----------|----|---|
| 1     | No       | 12 | 8 |

|              |     |            |            |
|--------------|-----|------------|------------|
| 2            | Yes | 138        | 92         |
| <b>Total</b> |     | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 138(92%) respondents reported that institutes provide career counselling to the students and 12(8%) respondents reported that institutes does not provide career counselling to the students.

**Table 17**  
Frequency table of “Do the students have opportunities to choose vocational training according to their interest”

| Sr.no        | Response | f          | %          |
|--------------|----------|------------|------------|
| 1            | No       | 18         | 12         |
| 2            | Yes      | 132        | 88         |
| <b>Total</b> |          | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 132(88%) respondents reported that students had opportunities to choose vocational training according to their interest and 18(12%) respondents reported that students don't have opportunities to choose vocational training according to their interest.

**Table 18**  
Frequency table of “Do the parents have opportunities to choose vocational training according to their expectations”

| Sr.no        | Response | f          | %          |
|--------------|----------|------------|------------|
| 1            | No       | 135        | 90         |
| 2            | Yes      | 15         | 10         |
| <b>Total</b> |          | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 135(90%) respondents reported that parents had no opportunities to choose vocational training according to their expectations and 15(10%) respondents reported that parents don't have opportunities to choose vocational training according to their expectations.

**Table 19**  
Frequency table of “Does your institute provide the sufficient practice time for getting mastery skills”

| Sr.no        | Responses | f          | %          |
|--------------|-----------|------------|------------|
| 1            | No        | 6          | 4          |
| 2            | Yes       | 144        | 96         |
| <b>Total</b> |           | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 144(96%) respondents reported that institute provided the sufficient practice time for getting mastery skills and 6(4%) respondents reported that institute does not provided the sufficient practice time for getting mastery skills.

**Table 20**  
Frequency table of “Does your institute provide industrial tours during training”

| Sr.no        | Response | f          | %          |
|--------------|----------|------------|------------|
| 1            | No       | 54         | 36         |
| 2            | Yes      | 96         | 64         |
| <b>Total</b> |          | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 96(64%) respondents reported that institute provide industrial tours during training and 54(36%) respondents reported that institute does not provide industrial tours during training.

**Table 21**  
**Frequency table of “Does your institute have collaboration or affiliate with any company/organization for job placement”**

| Sr.no | Response     | f          | %          |
|-------|--------------|------------|------------|
| 1     | No           | 48         | 32         |
| 2     | Yes          | 102        | 68         |
|       | <b>Total</b> | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondent's 102(68%) respondents reported that institute had collaboration or affiliate with any company/organization for job placement and 48(32%) respondents reported that institute doesn't have collaboration or affiliate with any company/organization for job placement.

**Table 22**  
**Frequency table of “Do you have followed up system after job placement”**

| Sr.no | Response     | f          | %          |
|-------|--------------|------------|------------|
| 1     | No           | 33         | 22         |
| 2     | Yes          | 117        | 78         |
|       | <b>Total</b> | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondents 117 (78%) respondents reported that institutes had followed up system after job placement and 33(22%) respondents reported that institutes don't have followed up system after job placement.

**Table 23**  
**Frequency table of “Is your institute providing safety measurements during training for students with hearing impairment”**

| Sr.no | Response     | f          | %          |
|-------|--------------|------------|------------|
| 1     | No           | 15         | 10         |
| 2     | Yes          | 135        | 90         |
|       | <b>Total</b> | <b>150</b> | <b>100</b> |

Table shows that out of 150 total respondent's 135(90%) respondents reported that institute had providing safety measurements during training for students with hearing impairment and 15(10%) respondents reported that institute does not providing safety measurements during training for students with hearing impairment.

## Conclusion

This research was conducted in Lahore, city. The majority institutes for students with hearing impairment were private who were offering vocational trainings for students with hearing impairment. Mostly respondents were female having master's degree in special education, between the age of 25 to 40 years. These institutes were offering vocational training courses from class 1 to 10. But most courses were not of market demand according to the needs of this digital time period. Vocational teachers were having enough qualification and skills to teach properly to students with hearing impairment. These courses were not enough to trained students with hearing impairment to help them to get the job in market. Parents have not enough options to select courses according to their choices. Most of the institutes were well equipped with new technologies, some institutes were having sign language interpreters to communicate with students having hearing impairment. Majority of the institutes were offering Mobile Repairing, Stitching, Fashion Designing, Beautician, Computer Training, Embroidery, Candle Making and Photography for them. Majority of the respondents reported that their institute provided the sufficient practice time for getting mastery skills. But some respondents reported that institute does not provide industrial

tours during training and do not have collaboration or affiliate with any company/organization for job placement and follow up system after job placement.

### **Recommendations**

On the basis of current research researcher have made the following recommendations:

1. Institutes must provide the opportunity to parents of students with hearing impairment to choose vocational training courses according to the interest for their children.
2. Institute does have collaboration or affiliation to facilitate the students with hearing impairment with any company or organization for job placement of persons with hearing impairment.
3. Many of the Institutes have not follow up systems after entering in professional education of persons with hearing impairment to economic empowerment of persons with hearing impairment.
4. Institutes must have plan industrial tours to provide practical learning to students with hearing impairment.
5. Institutes should offer updated and marketable courses so that students with hearing impairment can easily get job or bases of these trainings.

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