

**IMPACT OF TEACHER'S DOUBLE SALARY ON
ACADEMIC ACHIEVEMENT OF STUDENTS
WITH HEARING IMPAIRMENT**

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CERTIFICATE

This is to certify that the research work described in this thesis is the original work of the author and has been carried out under my direct supervision. I have personally gone through the data, results; materials reported in the manuscript and certify their correctness and authenticity. I further certify that the material used in this thesis have not been used in part or full in a manuscript already submitted or in the process of submission in partial / complete fulfillment of the award of any other degree from any other institution. I also certify that the thesis has been prepared under my supervision according to prescribed format and I endorse its evaluation for the award of M.Phil degree through the official procedures of the university.

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Supervisor

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Q.A

IMPACT OF TEACHER'S DOUBLE SALARY ON ACADEMIC ACHIEVEMENT OF STUDENTS WITH HEARING IMPAIRMENT

Abstract

Government of the Punjab, Pakistan Department of Special Education is granting double salary incentive to its entire teaching staff since 2004. The purpose of this study is to investigate the impact of teachers' double salary on academic achievement of students with hearing impairment. This study was conducted to know specifically the impact of teachers double salary on academic achievement of students with hearing impairment who appeared in the secondary School certificate examination held under the Board of Intermediate and Secondary Education (B.I.S.E) Lahore. In this regard ten years results of students with hearing impairment were obtained from the B.I.S.E. This study was conducted to answer the following questions: 1. what is the difference in the S.S.C results of hearing impaired students held under the board of intermediate and secondary education Lahore in the annual examination from 2001 to 2010 before and after teacher's double salary motivation? 2. What is the effect of double salary on academic achievement of students with hearing impairment on the basis of B.I.S.E results? 3. What are special education teacher's perceptions towards double salary incentive? 4. What is association of teacher's perceptions and student's achievements in S.S.C results? 5. What is the perception of teacher trainers, administrators, Deputy Directors and Directors about the teacher's performance after double salary? 6. What is the difference of teachers and administrator's perceptions about the performance of special education teachers after double salary? To know the perception of the administrators, (Directors, Deputy Directors, Principals) teacher trainers and class teachers (Who teach class 10th) a questionnaire was prepared and obtained responses. This data was analyzed and conclusions were drawn.

Administrator's responses were compared with the teachers' responses by applying t-test. S.S.C results of the hearing impaired students were obtained from the B.I.S.E were compared with the results of students who appeared in the examination 2001 to 2003(Before double salary of the teachers) to the results who appeared in 2004 to 2010(after double salary) by applying t- test. This study revealed that double salary has positive impact on the academic achievement of students with hearing impairment. Administrators and teachers are also agreed that double salary has positive impact on the performance of the special education teachers.

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CHAPTER I

Introduction

Background of the study

Pakistan is facing serious challenges in the field of education, about half of the population is illiterate and drop out rate is very high at all levels because majority of the common people is poor or facing lack of basic necessities of life therefore education is not much important for them. Particularly, the disabled children are not considered educable. They were considered object of pity or charity. But during the last century, there have been enormous changes in the way society treats special children moving from the rejection and the charitable isolation of children with disabilities to accept them as contributing members of society. The current level of acceptance has few precedents, representing the much more view than was evident in the immediate past. The notion of educating every child to achieve his or her greatest

potential is a relatively new idea. The current use of the term 'exceptional' is itself a reflection of radical change in society's view of people who differ from the norm. The world has come a long way from the Spartans' practice of killing infants who did not meet their standard of normalcy, but the journey has been slow moving from neglect mistreatment to pity and overprotection and finally to acceptance and integration in society to the fullest extent possible. Even in the United States attitudes towards individuals with disabilities have followed a same pattern of development, before 1850 there were few public provisions for children and adults with special needs. They were stored away in poor houses and other charitable centers and left at homes and given no educational opportunities. Majority of the Pakistani people is living in the rural areas where educational necessities are not met even for the general education so that concept of special education is far off. In the rural areas ratio of special children is very high but these children or adults are neglected badly. In all over Pakistan particularly in the rural areas awareness about the education and rehabilitation of the special children is very low. Common people seldom think that special children are able to educate or rehabilitate to make them useful or successful citizens of the society. But now in the urban areas of Pakistan some special education institutes are working under Federal and Punjab Government to provide special education. In Pakistan Government of the Punjab is very active to provide services to special students.

Students with high incidence disabilities represent the vast majority of exceptional children and include students who have learning disabilities, emotional deficits, and mild to moderate mental retardation, behavior disorders, emotional disturbances, and communication problems. These students often have difficulties in learning and socializing, but are usually not seen to be too different from their non

disabled peers and benefit from structured environments in which direct instruction, collaborative learning experiences and learning strategies are provided (Andrews, & Lupart 2000).

Children with severe disabilities have extreme deficiencies in cognitive functioning. They tend to display poor language skills: have difficulty developing self help skills, lack social and vocational abilities and have limited physical mobility due to impaired physical and motor development. At the same time like many other children they can also be determined, likeable, and humorous (Forest & Lusthaus, 1990). Although many children have same disabilities have challenging learning and behavioral characteristics, every effort should be made to help these children develop their learning and thinking skills and function more independently (Bannerman, Sheldon, Sherman, Harchick, 1990). Children with hearing losses fall in to several categories: those with mild hearing loss, some residual hearing and severe hearing losses. With some amplification, the child who is hard of hearing can understand speech; the child with severe hearing losses cannot and must depend on sign language. Methods of teaching communication skills to students with severe hearing losses include the oral –aural method, the auditory method and manual methods. Approaches to teaching communication include the total communication method and bilingual approach. The total communication method combines oral and manual communication and is currently the most popular approach. The use of signs and auditory training during the child's early developmental years has a positive effect on the academic performance and adjustment. Technology is having an impact on children with mild to severe hearing loss. The electronic hearing aid is used extensively and computers give to students the individual attention which they need. Many of the problems facing adults with severe hearing losses in our society are job

related. Limited language skills, poor educational and vocational training and employer prejudice make finding appropriate jobs difficult. The underemployment and low level employment of adults with severe hearing losses gives them a financial handicap in addition to their physical disability (Kirk, Gallagher & Anastasiow 2000).

Special education teachers expert in sign language teach students with hearing impairment using total communication method but after getting ten years education students do not show required results. Their socialization is very poor and as a result they are not able to get employment to lead independent life as fruitful citizens. Teaching of special children is work of dedication, devotion and determination. Human motivation is the process to energize, sustain and direct human behavior in order to meet individual and organizational objectives (Ricks, Glin & Daughtrey, 1995) Motivation of teachers has been prime concern for quality education. Performance and human motivation are very complex issues affected by many factors. Motivation techniques can increase the performance of a person. If teachers are motivated they can fulfill their responsibilities adequately. In this way educational institutions achieve good standards. Responsibilities of the teachers are necessary factors in the instructional program for the teachers' performance. Motivational techniques are very important to achieve educational goals and objectives. So that the Government and the head of the institute must ensure that the teachers are well motivated. Motivation is one of the greatest gifts of our lives because motivation techniques can mean the difference between success and failure, without motivation enthusiasm would fade. The people who develop a vision control their own life and destiny, but without vision life and destiny are controlled by out side forces. The application of motivational techniques for employees and teachers can change this destiny (Stipek, 2002). Motivation in an internal state that serves to activate behavior

and it gives direction to the internal state of a person (Kleinginna and Kleinginna, 1981).

Motivation is an important tool used by the government to inspire the teachers to work both individually and in groups to produce the best results of education in the most efficient and effective manner. It was assumed that motivation had to be generated from the outside, but it is now understood that each individual had its own set of motivating forces. In fact motivation is a drive within a person to achieve some goal. Human resources are the most important and most expensive asset that any organization can possess. In educational organizations it is largely the work of the teacher that determines the degree of the success or failure in the institutional efforts to achieve its goals. It is the teacher who gives to the institution its credibility and determines its character. A motivated and committed teacher influences significantly the student in building the world view. Motivation is the willingness to exert high levels of efforts to achieve organizational goals conditioned by the efforts to satisfy the individual needs. There are many factors that determine people's behavior to motivate them. People have psychological needs, physiological needs, emotions, hurts, fears, threats, possessions, wishes, urges, intentions, interests, self satisfaction, ambitions, and values. So, the people who are motivated exert a greater effort to perform any task than those who are not motivated. Always well motivated are those people, whose goals are very clear in their mind.

Teacher's motivation is necessary because it has its natural effects on the teacher's attitude to work. It is related to teacher's desire to be involved in pedagogical processes within the school environment, like teacher's interest in students, discipline and control particularly in classroom. All teachers' have their own internal and external needs. So a teacher who is internally motivated may be observed

to undertake a task for its own sake for the feeling of self actualization. On the other hand externally motivated teacher may perform the duty in order to get some reward such as `salary; it plays an important role in teacher's life because salary is important and strong thing to influence a person's behavior or attitude. In the system of education motivation plays important part both for teachers and students. Education must transfer from generation to generation the core of our culture's accumulated body of knowledge. Teachers motivate learners through a variety of strategies based on understanding of learner's growth and development patterns, individual ability differences of internal and external factors that may arouse and sustain the desire to learn more. These general principles may be accepted to adult motivational strategies of the administrator working with teachers, supervisors and other adult workers. Recognition of the motivational value of intrinsic factors such as desire for achievement or self fulfillment is needed to balance what has been an over reliance, extrinsic motivation factors are external to the person and job satisfaction (Schunk, 2002). The knowledge about motivation will be helpful to educators who are commonly faced with a variety of problems in situation where students react differently in teaching learning activities (Arif, 1992).

Job characteristics describe how content an individual is with his or her job. It is relatively recent term since in previous centuries the jobs available to a particular person were often pre determined by the occupation of that person's parent. There are a variety of factors that can influence a person's level of job satisfaction; some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within an organization, the quality of the working conditions, leadership and the social leadership and the job itself. It means that the variety of tasks involved the interest and challenge the job generates at the clarity of the job

description / requirements (Bayers and Rue, 1996). Jobs are important factor in security of employment because performance of their components may provide each reward that meets employee's needs. Head needs to know that what aspects of the job provide motivation as well as how to compensate for routine tasks that have little inherent satisfaction. Job security is one of the most intense motives particularly in a past paced, highly technological society such as is found in modern America, where job insecurity has a great effect on organizational behavior. Job security is one of the top goals that motivate employees. Teachers can help to soften the blow of getting laid off by providing out placement services, counseling and assistance to lay off students so they can secure a new position elsewhere. By having such assistance, the negative aspect of job security is reduced. If teachers feel that the educational institution cares about the employment they are more likely to be committed to the educational institution and therefore be motivated to work harder (Luthans, 1995). A head of the educational institute should be provided an attractive workplace where teachers, students and authorities consider the working environment positive (Kreitner, 1995). Every one has its own status whether high or low. If in an organization due status is given to employees, then the employees will be satisfied and their loyalty towards the organization or institution will increase which will result in the better performance of the teachers (Luthans, 1995).

Educational administration is a constellation of functions that is important for the implementation of the policies, coordination of efforts, future planning, efficient use of limited resources, organizing to meet new challenges (Knezevich, 1984). According to Moorhead and Griffin (1995) teacher will exert effort when they perceive that such effort will lead to valued outcomes, they are fairly treated, they

would be involved in goal setting, their jobs are enriched and they enjoy authority and responsibility in performing their tasks.

Motivation is involved in the performance of all learned responses, a learned behavior will not occur unless it is energized (Morgan, 1986). According to Smith (1994) motivated employees are more productive. The rewards help to reinforce behaviors, fulfill needs and influence cognition about the linkages between behaviors and possible future rewards. Conversely lack of rewards may lead to unfulfilled needs, leave behaviors unreinforced and influence thinking about where to expend efforts in future (Bartol & Martin, 1998). In this materialistic world money is used as a good motivator it can be used effectively to motivate employees or teachers. In fact all the people can be motivated through money to some degree and most to a greatest degree when compensation is properly designed. It is called as a director of behavior. So there is a question money can be used as a tool to change employee's behavior in a desirable direction or not? In jobs where significant variability in pay occurs in compensation and where it is closely related to key performance factors than pay can be a good motivator. Most people are money motivated, when they perceive that target is achievable and rewards are also significant for target achievement (Din, 2008).

Special education teachers have very high stamina to teach special students, so they should be motivated to achieve desired and determined objectives and goals. For this purpose government of the Punjab is granting double salary to its entire teaching and non teaching staff to motivate them since 2004, after considering special education teachers' performance. So that they can be able to work wholeheartedly getting rid of their personal financial problems, as a result all teachers will produce desired educational results of all special students, particularly of all those special

students who appear in the board and university examinations. The main purpose of this study is to know that to what extent special education teachers' double salary has motivated them. And to what extent student's academic performance enhanced because of teachers' double salary

Statement of the problem

The topic of the study is "Impact of teacher's double salary on academic achievement of students with hearing impairment." In this study with reference to the above discussion it is desirable to investigate the impact of teacher's double salary on the academic achievement of students with hearing impairment in the Punjab (province) who appear in the annual examination held under the Board of Intermediate & Secondary Education (B.I.S.E).

Objectives of the study

This study was conducted to:

1. Study the Secondary School certificate (S.S.C) results of hearing impaired students held under the board of intermediate and secondary education Lahore in the annual examination from 2001 to 2010.
2. Study the effect of double salary on academic achievement of students with hearing impairment on the basis of B.I.S.E results.
3. Study the special education teacher's perceptions towards double salary incentive.
4. Find the association of teacher's perceptions and student's achievements in S.S.C results.

5. Collect the data from teacher trainers, administrators, Deputy Directors and Directors to know about the teacher's performance after double salary.
6. Know the difference of teachers and administrator's perceptions about the special education teacher's performance after double salary.

Research Questions

This study was conducted to know that what:

1. Is the difference in the S.S.C results of hearing impaired students held under the board of intermediate and secondary education Lahore in the annual examination from 2001 to 2010 before and after teacher's double salary motivation?
2. Is the effect of double salary on academic achievement of students with hearing impairment on the basis of B.I.S.E results?
3. Are special education teacher's perceptions towards double salary incentive?
4. Is association of teacher's perceptions and student's achievements in S.S.C results?
5. Is perception of teacher trainers, administrators, Deputy Directors and Directors about the teacher's performance after double salary?
6. Is the difference of teachers and administrator's perceptions about the performance of special education teachers after double salary?

Significance of the study

This study will be useful for special education teachers, educational administrators, policy makers and other educationists to be aware of the educational needs of special students. In the light of the results of this study a successful

educational system can be planned for students with hearing impairment. This study will help in changing parent's attitude toward the education of children with hearing impairment. This study will be helpful to improve the enrollment rate of special students in the government institutes. This study may also guide decision makers in finding the ways to improve the special education system in the Punjab (province) in order to meet the diverse needs of all the special students with hearing impairment in their institutes. In this way the problem of social exclusion of special children will be solved. This study will help to improve our ways to deal with students with disabilities and to create a supportive atmosphere of friendship and mutual respect for the students with hearing impairment. As a result they will feel confident and their personalities will groom in a better way.

In the light of this study the teachers and principals will be more sensitive to individual differences and will be more accommodating to students with hearing impairment. The need and importance of special education services will be better understood and specially trained teachers, curriculum adaptations and instructions would lead to more effective educational experiences for children with hearing impairment. The findings on the basis of this study will improve the teacher's attitude towards children with hearing impairment. Teachers will be more conscious about students pace of learning due to hearing impairment, learning styles, strengths and weaknesses. This world that is rapidly changing, the needs of children with hearing impairment also change with the change in cultural, scientific and technological fields. Therefore it is highly essential to fulfill the needs of the students with hearing impairment in the ever changing social, industrial, scientific and the labor market atmospheres as the World Bank (2005) advocated that the developing countries are facing too fold challenges to increase access to education. In most countries inequality

in access to education is a major barrier to human development, economic growth and poverty reduction. The task before today's societies is to transform educational institutes for students with hearing impairment to align them better with the needs and demands of a dense overloaded information environment. This study will also be helpful for special education teachers to improve the planning of the lessons and teaching methodologies for students with hearing impairment.

Procedure of the study

1. The study was conducted by descriptive method the information was gathered by Directors, Deputy Directors, Principals, Teacher Trainers and Class Teachers of secondary classes.
2. The research instrument of the study was Likert Rating Scale.
3. Quantitative data was gathered, analyzed and interpreted.
4. The conclusions were drawn and recommendations were made.

Delimitations of the study

Following were the delimitations of the study:

1. Study was delimited to the academic achievement of students' with hearing impairment who appeared in the annual examination held under the Lahore board of Intermediate and secondary from 2001 to 2010.
2. Only Directors, Deputy Directors, Principals and Teacher trainers were consulted to collect data.
3. Annual examination results were obtained of students with hearing impairment held from 2001 to 2010 under the Lahore board of intermediate & secondary education.

4. Only class teachers were consulted to collect data who teach students with hearing impairment of class 10th, only of those schools whose students appear in the B.I.S.E.