

# Effects of Pandemic on Special Education Teachers Teaching Hearing Impaired (HI) Students

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## Abstract

*The goal of this paper was to determine the effects of pandemic on Special Education teachers teaching the hearing impaired (HI) students. This qualitative-quantitative research was designed to see how the COVID-19 pandemic affected teachers who were educating hearing-impaired students during the mandated school closures in March 2020. A three-part standardized and customized questionnaire with open-ended interview questions was given to special education teachers from three selected schools in Cebu Province. Participant responses to the online questionnaire revealed that there is a lack of preparation in online teaching which contributes to their stress. In addition, assessing Hearing Impaired students during distance learning were very hard to establish due to lack of preparation and lack of exposure to online teaching before. Also, the results indicated that teachers find it extremely stressful teaching HI students online during COVID-19. With the findings of this study, school leaders may be able to develop protective factors that help to foster resilience in special education teachers during this time of pandemic. School administrators should facilitate in improving the teaching skills of teachers through assessment of their needs and weaknesses in the delivery of instruction online. This includes giving teachers relevant trainings regarding online tools for assessment and strategies that would help them effectively teach their lessons.*

**Keywords**— *Effects, pandemic, special education, teachers, teaching, hearing impaired students.*

## I. INTRODUCTION

With the birth of global pandemic, it has affected various aspects in people's life that changed the way of living. As covid-19 spread across the globe, countries have cautioned the public to take safety measures. This pandemic has slowed down the education of students across the world and brought a challenging consequence in all sectors of public education especially for students with disabilities particularly those with hearing impairment. The rapid transition to the virtual mode of instruction tests the abilities and preparedness of educators.

While distance learning for regular students is a challenging experience, it's even more difficult for Special Education (SpEd) teachers to figure out how best to teach students with hearing impairment (HI). Educators have learned that providing instruction in an online setting is different and far more challenging than in face-to-face instruction (Young and Donovan, 2020). One difficulty faced by special education teachers is the ability to adequately provide special education services for students

with disabilities especially those with multiple or more significant needs.

According to Dulce Goncalves, a teacher at the Willie Ross School for the Deaf in Massachusetts, teaching students with hearing impairment is tiresome and not easy in both remote and in-class learning. In in-class learning, she said that she needs to wear a clear mask while teaching the students which makes it difficult to breathe and talk. Remote Learning has also its challenges, her students would message her about having a slow internet connection and encountering trouble in connecting to Zoom. Aside from the academic needs of the students, extracurricular and social activities of the students are also greatly affected due to this pandemic. (Martin, C. 2021).

Other education institutions needed to suspend their remote learning activities because not everyone has access to the needed facilities, especially students from poor families. Furthermore, pushing through with classes has had adverse effects on the mental health of the students and teachers (Bernardo, 2020, Hernando-Malipot, 2020; Simbulan, 2020).

There is presently expanding proof that the pandemic seriously affects teachers' health and well-being. As per Huang and Zhao's exploration, 35.1 percent of educators and understudies in China had moderate uneasiness side effects and 21% had moderate melancholy side effects, though teachers in Germany were under medium-to-high pressure during the lockdown. Teachers in the United Kingdom (UK) communicated huge degrees of stress, and the scourge in Chile unfavorably affected educators' personal satisfaction, especially among woman and younger educators.

This conclusion has affected more than 1.2 billion students all around the world, remembering in excess of 28 million for the Philippines (UNESCO, 2020). Helene Dimaukom, a sped teacher in the Philippines stresses how her students

with hearing impairment can go on with their examinations. The modalities referred to by DepEd were not reasonable for students with additional needs (Dimaukom, H., 2020).

This study highlights certain points such as delivery methods of teachers in integrating complex topics to their Hearing Impaired students and how they can assess the level of learning and understanding, and effect/s of the sudden transition to their mental health. This article evaluates the points during covid-19 pandemic.

The aim for this study is to ascertain the impacts of teaching students with hearing impairment to Special Education teacher's health and well-being during pandemic.

## II. THEORETICAL/CONCEPTUAL FRAMEWORK OF THE STUDY

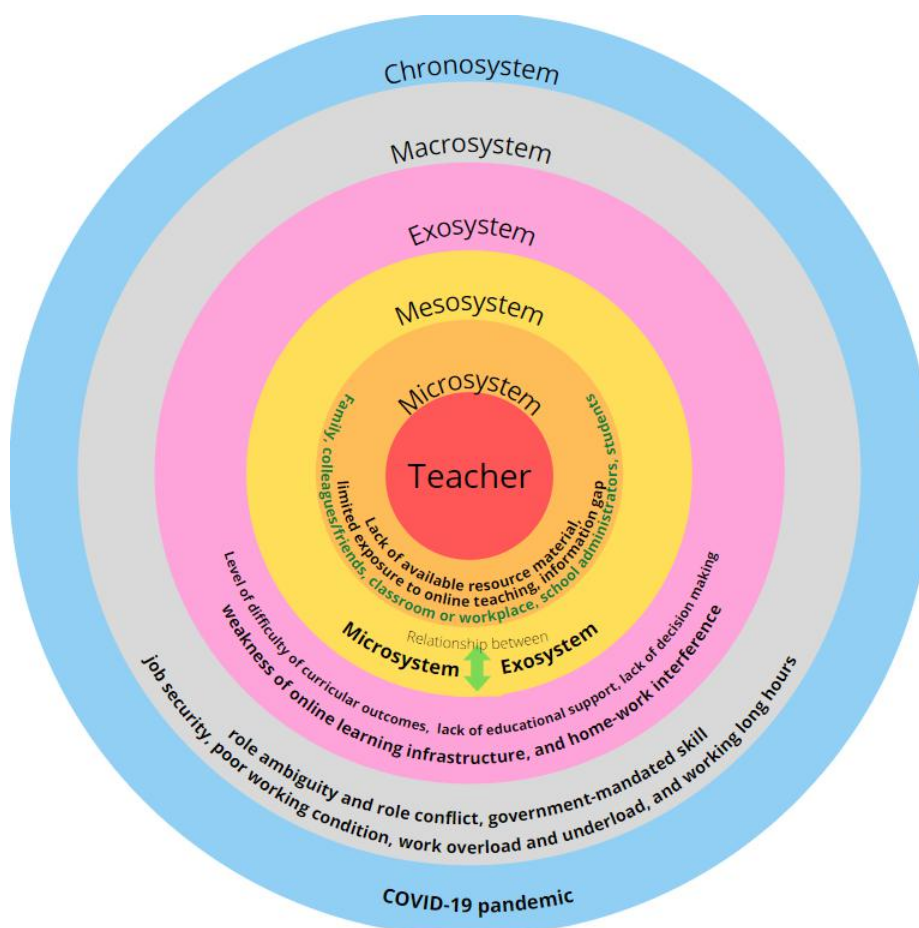


Fig.1. Schematic Diagram

This study is anchored on the Bronfenbrenner's Ecological Theory Model which defines "complex" layers of environment, each affecting a person's development. According to this philosophy, ones environment plays a significant role in how a person is shaped in every aspect

of life, including social elements that influence their way of thinking, emotions, and likes and dislikes.

This study is mostly based on Travers and Cooper's (1993) study on teacher mental health, work satisfaction, and occupational stress were they stated, "the main causes of

teacher stress can be divided into six factors: stressors intrinsic to the actual job (e.g. poor working condition, work overload and under load, and working long hours); role in the organization (e.g. role ambiguity and role conflicts); relationships at work (e.g. principals, colleagues, and students); career development (e.g. job security); organizational structure and climate (e.g. participation in decision making and performance appraisal); and home-work interference”

Workplace interactions, for example, are part of the microsystem (e.g. principals, colleagues, and students). This was where lack of available resource material, limited exposure to online teaching, and information gap are met. Mesosystem contains other variables that affect an educator’s behavior and development found in microsystem and exosystem. These factors were also recognized to apply pressure on educators in both from inside and outside the learning environment . The way the instructors react to the pressing factors is an outcome of their abstract prosperity, critical thinking abilities, proactive ways of dealing with stress, encouraging groups of people, and other one’s own resources (Rutter, Champion, Quinton, Maughan, and Pickles, 1995). The additional factors that by implication impact the instructor and assist with figuring out what happens at the level of mesosystem would then be able to be found in the exosystem. This includes home-work interference and the structure in organizing and climate such as participating in the decision making and the appraisal of performance. Additional elements that indirectly affect the instructor and aid in determining what occurs at the mesosystem level include role in organizing such as role ambiguity and its conflicts, government mandated skill and career development such as in job security, and stressors inherent to the real job like for example poor working condition, work overload and under load, and overworking. The major environmental event that occurred would then be found in the chronosystem which is the COVID-19 pandemic and how it influenced the teacher’s life.

### III. REVIEW OF RELATED LITERATURE

As stated by Dan Epstein, the spokesperson of the Pan American Health Organization, pandemic is a worldwide pandemic that escalated to more than one continent. The results of the pandemic are more massive compared to the epidemic. When the illness caused serious harm and spread rapidly over a large area, the World Health Organization (WHO) designated COVID-19 a complete pandemic. And this pandemic has brought so many challenges in the world particularly in the field of education especially for the special education teachers teaching students with hearing

impairment. The teaching and learning transition from classroom learning to distance learning has never been easy for both the teachers and the students with hearing impairment. Thus, this research study aimed to know the effects of this pandemic to the special education teachers teaching students with hearing impairment.

Online Learning is the use of online platforms that provides opportunity for gaining knowledge from any place, anytime and in any manner. As defined by Singh and Thurman, it is a learning experience that takes place in either synchronous or asynchronous environments through the internet, mobile phones, laptops, and other devices. In these new educational platforms, learning and interacting are still realized. Since the learning experiences of students have to continue amidst the pandemic, personalized teaching strategies and innovative solutions by educators and the school can only help us handle this situation (Liguori & Winkler, 2020).

Furthermore, the Covid-19 pandemic has abruptly changed the traditional setup to what we call Emergence Remote Learning - the use of different online platforms in the learning process (referred to by Hodges, Moore, Lockee, Trust and Bond, (2020). These people have said that the learning experiences in a physical setting are far too different from online learning where educators had to have quick solutions and improvise teaching strategies in dealing with these circumstances (Hodges et al. 2020). They also stated that it would take six to nine months for a teacher to be able to deliver courses online because it has never been possible for teachers to become sudden experts of technology (Hodges et al. 2020).

Hard of hearing pertains to the persons with hearing impairment varying from mild to severe. The persons that are almost deaf ordinarily impart through communication in language and can benefit from electronic listening devices, cochlear inserts, and other adaptive devices such as subtitling (World Health Organization, 2021). Deaf individuals are those who have little to extensive loss of hearing and benefit from sign language as their means of communication.

The pandemic caused by the COVID-19 Virus has been affecting the lives of people in all fields. As per the aftereffects of (Elham ALSADOON et al., (2020) study, one of the respondents had experience issue during the primary seven-day stretch of holding distance learning when there was no interpreter. She needed to speak with her two students with hearing impairment in writing, which was tedious. Some teachers expressed that associating with students with hearing impairment or posing inquiries consumed a lot of time of the day in the VC (virtual classroom). Students with hearing impairments

utilize communication through signing to get clarification on some pressing issues, which the interpreter then, at that point, translates to the teacher. Two separate education teachers expressed that some issues had kept their students with hearing impairments from seeing the sign interpreter who could not all the while interpret the lesson that is being introduced by the teacher. The interpreter recorded the VC session, and then translates it for review during a period that was advantageous for both the students and the teachers. However, impacts don't necessarily mean negativity. There are also positive outcomes that this pandemic brought to Special Education.

The sudden shift of education brought the schools and teachers closer together, as the abrupt change urges them to involve with other schools and colleagues and create plans for students with hearing impairment. There has been more collaboration of ideas and resources happening that the teachers consider as a benefit to this aspect of life.

Student-teacher relationships are one of the contributing factors of students' engagement in learning and activities, most particularly to students with disabilities (Romano & Weinstein, 2015). Distance Learning builds strong communication between the teachers and parents which in return, helps the parents to have a stronger idea/view of their child's strengths and weaknesses (T2, 2020).

Moreover, there are types of students with hearing impairment; the one who uses Sign Language and the one who relies on classroom amplification. This diversity gives challenges to the teachers as they need to seek more effective platforms that would cater to both types of students. Zoom doesn't have classroom amplification and captions that make it hard for some students with hearing impairment (Dunne, 2020) which, in return, gives anxiety and stress to many teachers.

#### IV. METHODS

Since the instant study attempts to bring out relevant information from the teachers in connection with the effects that the pandemic brings to them, a mixed method is deemed most appropriate for this study.

Qualitative research, to provide an in-depth view of the different strategies special education teachers use in teaching HI students, how they assess the response of their students, and how teaching HI students influences their mental wellbeing during the pandemic, the researchers gathered qualitative data to produce comprehensive details of the educational tools and learning setting.

The survey research design was the dominant quantitative method, which allowed the researchers to better understand how their environment and its changes

influenced their performance or affected them as a whole. Quantitative research is an "inquiry that is grounded in the assumption that features of the social environment constitute an objective reality that is relatively constant across time and settings".

Due to the pandemic, the conduct of this study was carried out in selected public or private schools in Cebu Province. The environment of this research was online due to the COVID cases in Cebu. The research participants are the Special Education teachers, specifically those teaching Hearing Impaired students.

There were no schools open for physical education classes at the start of this research. That is why anyone who was teaching Hearing Impaired students using online or modular learning was eligible for this study. Thus, this study's respondents came from the three nearest and most convenient schools in Cebu province. The respondents were selected through a purposive sampling technique of the non-probability sampling method. The researchers sent an online survey questionnaire to teachers that were eligible for the study, particularly to the teachers of students with hearing impairment. The researchers used this type of sampling as there were required specific experiences and attributes that should be met for the teachers to be qualified respondents.

To get the suitable data needed, the researchers used a standardized questionnaire and an adapted questionnaire. The researchers had three (3) parts of the questionnaire. Part I identified the preparation of special education teachers for online teaching and determined the preparedness of the teachers, the modalities, and methods they need in conducting online teaching. Part II of the questionnaires determined the factors that affected the psychological state of the teachers while teaching amidst the pandemic, including their relationship with their colleagues and friends, their teaching experience with students with hearing impairments, the support from their school and government amidst their teaching experience during the pandemic. The third part of the questionnaire was the stress profile for teachers. The Wilson Stress Profile for Teachers (WSPT; Luh, Olejnik, Greenwood, & Parkay, 1991) questionnaire consists of nine scales: 1) Student Behavior (SB), 2) Employee/Administrator Relationships (EAR), 3) Teacher/Teacher Relations (TTR), 4) Parent/Teacher Relationships (PTR), 5) Time Management (TM), 6) Intrapersonal Conflicts (IC), 7) Psychological/Emotional Symptoms of Stress (PES), and (Stress Management Techniques (SM). Each scale consists of four (4) questions. Each of the 36 items is scored on a 5-point Likert scale (1= never and 5= very often). The WSPT was found to be a psychometrically valid and

reliable measurement of teacher stress. Data Gathering Procedures Participants were asked to answer the questionnaire through Google form. The special education teachers were from the different provinces of Cebu. Each teacher, the research study was introduced and the link for the questionnaire was sent individually. There was no identifying information on the questionnaires, so complete confidentiality was assured to the participants. Participants were told that by completing the questionnaires, they were consenting to participate in the study. The two questionnaires included in the form were the preparation of teachers for online teaching, factors affecting teachers' mental health, and the Wilson Stress Profile for Teachers. After the collection of the forms, the respondents' answers were checked and interpreted and used for the conclusion of this study.

The gathered data will be subjected to thematic and causal analysis.

To begin, descriptive or thematic statistics were compiled to describe the demographics of the participants as well as their responses to the first section of the survey items. Second, the responses to sections 2 and 3 of the questionnaires were analyzed to see how the pandemic affected different areas of special educators' mental health. The percentages of participants who gave negative answers on these questions were calculated and sorted in order of decreasing unfavorable responses. Thematic analysis was used to analyze qualitative responses to stresses and coping techniques, comparable to the deductive coding step in the grounded theory method.

In determining the effects of the pandemic to the Special Education teachers teaching HI learners, the Likert Scale is to be utilized. It has a scale of five points wherein each point corresponds to a Likert item. Its scale is from 5 (Very Often), 4 (Often), 3 (Sometimes), 2 (Rarely), 1 (Never). The formula is  $\bar{X} = \frac{\sum WX}{N}$  where  $W$  = points,  $X$  = number of respondents per weight, and  $N$  = total number of respondents.

## V. ETHICAL CONSIDERATIONS

The fairness, reliability, and validity of this research were of utmost importance. This research was done with full honesty, transparency, and proper procedures were followed. Any types of actions with deception and violation of the ethical rules and standards were being avoided. The researchers appropriately provided a formal letter regarding this research that was submitted to the School Dean and research adviser to have properly performed the research study.

All possible research participants were provided informed consent for them to participate freely in the study. The researchers ensured written consent from the participants before conducting the survey. Providing informed consent was giving enough information on the roles of the participants in the study so they could freely decide whether to take part in the study. Their participation should be voluntary and not forced. In addition, it also aimed to ensure that all data that was gathered from them was protected. Moreover, participants had the right to fully withdraw from participating in the research study at any point if they would like to.

Research participants were provided with an online questionnaire for them to answer with honesty. Upon formulating the survey questionnaire, discriminatory and offensive choices of words were avoided to ensure fair and discrimination-free results. The researchers made sure that there would be no personal information to be disclosed in the survey, in line with the participants' confidentiality. Questions raised in the survey were all purely about the goal of the study and researchers refrained from asking unrelated questions. Furthermore, the participants were fully informed about the purpose of the survey and, so, where their answers were being used.

## VI. RESULTS AND DISCUSSIONS

In the current study, 80% of instructors assessed reported overall stress levels that ranged from moderate to high, while just 20% had low stress levels. Given the costs and repercussions of stress in terms of health, these findings are disturbing.

A number of themes emerged from the comments on the first questionnaire regarding preparations of teachers in online teaching. These included: exposure to online teaching prior to the pandemic, type of teaching set-up, type of modality students prefer, online strategies, tools or methods used for student assessment, and support from school.

Of the 5 special education teachers who answered on the first questionnaire, only 20% responded that they have an experience to online teaching before, while 80% of the participants have no prior experience. This reveals that there are a lot of teachers who are not familiar and does not have an experience in teaching online.

When asked about the type of the learning set-up of their school, 20% of sped teacher participant said their school have a blended learning approach, 40% of the respondents have a modular learning set-up, and the other 40% have an online learning set-up.

The figures revealed that 80% of sped teacher respondents said their students prefer activity worksheets or printed modules and only 20% of the participant said their students prefer USB-based lessons.

As borne by the figurative data, 40% of teacher respondents do not have any online strategies. When asked why, they said they just follow what is in the curriculum. Also 40% of the respondents said that they provide interactive activities during their online sessions. When asked why they think this strategy is effective, they said that students become bored when the screen time is too long. Thus, establishing interactive activities make them forget about the longevity of every session. Only 20% of the sped teacher participants uses teacher and student approach. She said that she focuses more on questioning and giving examples because it gives her feedback whether the student have understood the lesson.

When asked about how they assess the response or level of understanding of their HI students, 60% of the participants use formative assessments, 20% use YouTube videos or websites that fit to the subject matter, and 20% use

personal LMS. When asked why, the sped teachers share a common assertion that they find it difficult to assess their HI students' learning online because they are not familiar in using gadgets or online tools. This implies that there is a need for the schools to augment relevant trainings for there are inexperienced teachers. This further indicates that the pandemic brought a significant effect to sped teachers in assessing their HI students' level of understanding.

The sped teachers were asked to rate if their school provides everything that is needed for teaching such as orientation, trainings, support, etc. To analyze this particular data, a priority – 5-point scale was used. 5 means the school sees this as essential, 4 above average, 3 average, 2 below average, and 1 if the school perceives it as not a priority. 2 or 40% of the teachers rated 5 which mean their school puts teacher needs as essential. Also 40% teacher participants rated 4 which mean their school provides their needs with high priority, and 20% of the respondents rated 1 which is the lowest scale, meaning that the teacher perceived their school does not provide any orientation, training, support, etc.

To assess the effects of these factors on sped teachers teaching HI students, a 5 – point Likert type scale has been used as a tool. The range is derived by calculating (5 – 1 = 4) and dividing by five, which is the scale's highest value (4/5 = 0.80). Then, at that point, to decide the limit of this cell, the number one which is the lowest value on the scale, was added. Each point corresponds to a Likert item shown below:

Point	Scale	Verbal Interpretation
5	4.2 – 5	Extremely Stressful
4	3.4 – 4.19	Very Stressful
3	2.6 – 3.9	Moderately Stressful
2	1.8 – 2.59	Somewhat Stressful
1	1.0 – 1.79	Not at all Stressful

Formula:

$$\bar{X} = \frac{\sum WX}{N}$$

Where:

W = points

X = number of respondents per weight

N = total number of respondents

Of the 5 teacher respondents, the perception of teachers on the risk of contagion of COVID-19 shows (M = 4.6, SD = 4.1) and the perception of teachers on teaching HI students online in the midst of the COVID-19 pandemic shows (M= 4.8, SD= 4.3) both had the highest score which falls under the scale of point 5 which means that this factor is extremely stressful. The perception of teachers on the relationships with students in the midst of the COVID-19 pandemic shows (M= 3.8, SD= 3.3) and the perception of teachers on the support from the school in the midst of the COVID-19 pandemic shows (M= 4.2, SD= 3.7) which falls under the scale of point 4 which means that this factor is very stressful.

The third questionnaire also rose to several key themes for special education teachers' responses on the stress profile. To determine the different stressors affecting teachers with nine (9) key themes, to wit: (1) Behavior of Students, (2) Relations between employee and administrator, (3) Relations of Teachers, (4) Parent Relations with Teachers, (5) Management of Time, (6) Internal Conflicts, (7) Physical Stress, (8) Emotional Symptoms of stress, (9) Techniques in Managing Stress. A 5 – point Likert type scale has been used as a tool. The range is derived by calculating  $(5 - 1 = 4)$  and dividing by five, which is the scale's highest value ( $4/5 = 0.80$ ). Then, at that point, to decide the limit of this cell, the number one which is the lowest value on the scale, was added. Each point corresponds to a likert item shown below:

Point	Scale	Verbal Interpretation
5	4.2 – 5	Very Often
4	3.4 – 4.19	Often
3	2.6 – 3.9	Sometimes
2	1.8 – 2.59	Rarely
1	1.0 – 1.79	Never

The students' behavior stresses the teachers ( $M= 2.5$ ,  $SD= 2.2$ ) which falls under point 2 which means that they rarely worry about their students' behavior, such as having trouble directing the class, being impatient/angry when they don't do what they're supposed to do, a lack of student willingness to learn, or students making the job hard. The relations of teachers between employee and administrator ( $M= 2.2$ ,  $SD= 1.9$ ) which falls under point 2 which means that Teachers rarely worry about employee-administrator relationships, such as having a difficult working relationship with their administrator(s), having demands made of them that they cannot meet, not being themselves when interacting with their administrator, and having the feeling that their administrator is not satisfied with their job.

Discussing about the teacher/teacher's relation ( $M= 2.1$ ,  $SD= 1.7$ ) which falls under point 2 which shows that rarely have concerns about their relationships with their coworkers, such as feeling isolated in their job, believing their coworkers think they're not doing a good job, having disagreements with their coworkers, or receiving insufficient support from their coworkers. In line with the relation between parents ( $M= 2.15$   $SD= 2.0$ ) which falls under point 2 which shows that they rarely stress about their relationship with their students' parents, such as parent indifference in their child's school performance, parents' belief that they are not doing well in teaching the children, or my students' home environment. When asked about their time management, results were ( $M= 3.8$   $SD= 3.3$ ) which falls under point 3 which shows that they sometimes stress about their time management such as trouble arranging their time to complete work, bringing their documents home, and having a lot of tasks to complete in a short amount of time. For the teachers' intrapersonal conflicts ( $M= 3.0$   $SD= 2.5$ ) which falls under point 3 which shows that they sometimes stress on intrapersonal conflicts such as placing self-imposed deadlines on themselves, feeling guilty for not fulfilling job demands, being unable to convey my concern to people who set demands, and viewing teaching as a stressful profession. The teachers' result about their physical symptoms of stress ( $M= 3.1$   $SD= 2.7$ ) which falls under point 3 which means that they sometimes experience physical symptoms of stress such as stomach

aches, back pain, high blood pressure, stiffness on neck and shoulders. In the psychological or emotional symptoms of stress, the results ( $M= 3.0$   $SD= 2.6$ ) which falls under point 3 which means that they sometimes show psychological or emotional symptoms of stress like being frustrated, angry, depressed or even complaining about their job. On the result of teachers' stress management techniques ( $M= 3.5$   $SD= 3.1$ ) which falls under point 4 which means that they often show stress in using techniques for stress management for example using stress management techniques such as exercising or other relaxation activities.

The result concluded that the COVID-19 pandemic has greatly affected the mental health of the sped teachers as the factors affecting the mental health of the sped teachers gathered were mostly from moderately to extremely stressful responses from the teachers. This emphasizes the significance of customizing stress reduction programs tailored to teachers' needs Teachers need to feel as if their needs are being met, and that attending a program isn't just another thing on their "to-do" list. These also indicate the need for learning time management strategies.

## VII. LIMITATION OF THE STUDY

This study consisted of primarily special education teachers who are teaching hearing impaired students across three (3) selected schools in Cebu province. Other

teachers who have no experience in teaching students with hearing impairment do not belong to the scope of this research. Furthermore, the data used for this study were gathered through interviews held in an online meeting application and Google form questionnaire utilizing both adapted and modified questionnaires. The end view of this study was to determine the effects of pandemic on special education teachers teaching hearing impaired students.

### VIII. CONCLUSION

The goal of this study was to determine the impacts of the pandemic on instructors who teach HI students, as the researchers became increasingly concerned about the level of stress special education teachers are experiencing in their professions as a result of the COVID-19 outbreak.

The findings were in line with previous research, indicating that stress is a concern among special education teachers. Teachers' responsibilities are tough, and they will continue to be stressful, especially during this pandemic. Despite the fact that stress is common in other fields, it is particularly prominent in the education field. Due to the negative effects and the disability of hearing-impaired students, teachers are particularly problematic. The responsibility for hearing-impaired students' education is a demanding job that will almost certainly continue to be fraught with stressors; however, research suggests that stress management programs can help teachers reduce work pressure, boost feelings of personal accomplishment, and improve job satisfaction (Brown & Uehara, 1999).

Based on the data presented and collected through an online interview, the online strategies being utilized may vary from one teacher to another. However, 40% of the 5 teacher participants, who are also among those teachers that do not have any online teaching experience before, do not have any online strategies due to the reason that they are not familiar with the online platforms.

In spite of these fair reasons, assessing the level of understanding of their hearing-impaired students was relatively difficult. Formal pencil-paper assessment was used by 60% of the respondents with the same reason which is unfamiliarity with online platform. Thus, they find the traditional assessment as more convenient for them. These just imply that schools should implement relevant trainings about online teaching needed for teachers to effectively teach their lessons. This also includes training about different assessment strategies to help teachers assess the level of understanding of their hearing-impaired students in order to give the correct feedback and scaffolding.

After a thorough analysis of the data collected, among the 11 questionnaire items about the factors affecting their mental health, results reveal that their perception on teaching HI students online during this period of COVID-19 pandemic show the highest point on the scale which interprets extremely stressful. This only indicates that teaching special education in the time of pandemic causes extreme stress affecting their mental health. The researchers submit the following recommendations which would expectedly improve the mental health of Special Education teachers thus improving their teaching performance.

1. Schools should implement district-wide protective factors or activities that would help teachers cope up with their stress such as relaxation training and positive thinking.
2. Schools should hire psychologists to implement stress reduction programs.
3. School administrators who are directly involved in the supervision of teachers should facilitate in improving the teaching skills of teachers through assessment of their needs and weaknesses in the delivery of instruction online.
4. Schools should augment relevant trainings regarding online tools for assessment of hearing-impaired students and strategies that would help teachers effectively teach their lessons.

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