

AN EFFECTIVE TEACHING METHODS TO INCREASE DEAF STUDENT'S MOTIVATION IN HIGHER EDUCATION SETTING

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ABSTRACT

This study investigates efficient teaching strategies for improving deaf students' motivation in a higher education setting. In conventional educational environments, deaf students frequently encounter additional difficulties, especially in communication and engagement, which may have an effect on their academic performance. This study used a quantitative descriptive design to survey deaf students in a higher education setting to assess the effectiveness of different teaching strategies, such as lectures based on sign language, collaborative work, and visual aids, and to examine how these approaches differ in their effects among deaf students. The results indicate that lectures that integrate sign language and cooperative group activities greatly improve motivation and attentiveness in both genders. However, while female students responded more favorably, male students showed a preference for visual-spatial instructional methods that helped reduce external distractions. Furthermore, having qualified sign language interpreters on hand proved to be essential for helping the students stay focused and increase motivation. By highlighting the significance of gender-sensitive teaching strategies for deaf students, this study adds to the body of literature on inclusive education. According to the information acquired, educational institutions require to use adaptable, differentiated teaching methods that accommodate the various learning requirements and preferences of deaf students. Such specialized methods improve educational equity and inclusivity in addition to creating a positive learning environment. To build on these findings and investigate other motivating elements that can help deaf adolescents succeed academically, more research is needed.

Keywords: Deaf education, Inclusive teaching, Sign language, Motivation, Teaching methods.

INTRODUCTION

In formal education, deaf students encounter particular difficulties, particularly when instructional strategies are not modified to meet their communication requirements. As the main medium, sign language is essential to ensuring that learning is successful. According to studies, deaf students' comprehension levels considerably rise when they are provided with educational resources in fluent sign language (Clark et al., 2020). Even though a lot of institutions are becoming more inclusive, vocational education institutions still need to improve their teaching and learning strategies for deaf students.

Teaching deaf students requires specific approaches and techniques that consider their communication and learning needs. Among the main strategies used are a variety of communication methods such as the use of Malaysian Sign Language (BIM), Malay Hand Code (KTBM), finger spelling, cued speech, and lip reading techniques. Educators are even advised to slow down their speech to make it easier for students to read lip movements, thus improving their understanding in the learning session in addition to the use of teaching aids (Roslee, 2022).

It is also strongly advised to use visual teaching aids. Visual aids that are appropriate and prepared can improve deaf students' comprehension of the material being taught. When creating instructional aids for students with hearing impairments, it is advised to adhere to certain principles, including the use of color, movement, examples, procedures, clarity, simplicity, sign language, expression, and imagery.

Planning and executing successful teaching tactics also need cooperation from parents, teachers, and other professionals. By working together, educators can create more suitable lesson plans and give deaf students the extra help they require. Ultimately, the key to increasing the efficacy of teaching deaf kids is a comprehensive and inclusive approach that incorporates a variety of communication strategies, technology utilization, visual aids, and close cooperation between all stakeholders (Golos, D., & Wolbers, K. 2021).

The psychological process of motivation is what drives, directs, and maintains behavior in the direction of goals. "Motivation is the processes that account for an individual's intensity, direction, and persistence of effort toward attaining a goal (Robbins, S. P., & Judge, T. A., 2019) This includes self-determination, emotional motivation, intrinsic interest, and participation in educational settings for deaf students. Deaf students are motivated by more than just interest; they are also motivated by pleasant emotional experiences and meaningful, language-accessible learning environments. Deaf students can persevere, participate, and achieve academic success in higher education when their educational and emotional requirements are met. Academic motivation encompassed achievement and recognition, motivational factors, learning preferences and strategies, help seeking behaviour, and future aspirations (Bukhari, S., Anis, F., & Ahmed, F. (2023)

Objectives:

The objectives of this study include:

1. Identify teaching methods that increase motivation of deaf students;
2. Determine factors affecting student's distraction in teaching and learning; and
3. Identify differences in perceptions of male and female students towards teaching strategies that increase the motivation of deaf students in the classroom.

Research Aim

The purpose of this study was to determine the best instructional strategies for deaf students in higher education settings to increase motivation among them. This study only looks at teaching deaf students at Politeknik Ibrahim Sultan, a TVET institutions that focuses on currently enrolled students. In addition to identifying elements that boost student enthusiasm in the classroom, this study aims to determine what factors affect distraction in the teaching and learning process. It is anticipated that this study would give institutional directors suggestions on how to improve the academic performance of deaf students by identifying the most effective teaching strategies.

LITERATURE REVIEW

Deaf Education

According to recent research, in order to ensure more effective learning for deaf children, education must take a more interactive and visual approach. According to Chen et al. (2021), deaf students require instruction that incorporates visual components like films and learning aids in addition to sign language. According to Garcia et al. (2023), students' comprehension of instructional materials is also impacted by lecturers' proficiency in sign language, particularly in vocational education settings where particular technical abilities are necessary.

According to a 2019 study by Jones and Martin, using technology like tablets with visual instructional apps can boost deaf students' participation in inclusive classrooms. This is in line with modifications to instructional strategies that are more adaptable to the requirements of pupils who are deaf.

Inclusive Environment

A new study have focused more on inclusive education, particularly for deaf pupils. In inclusive classrooms, where deaf students frequently study alongside hearing students, Lytle and Johnson (2021) stress the value of employing visual teaching techniques. It has been demonstrated that using visual aids like graphics, movies, and interactive software can assist deaf pupils understand more. They also stress how deaf kids might gain confidence through a comprehensive teaching strategy that involves peers.

Additionally, Smith et al. (2022) stressed how crucial it is for hearing and deaf students to work together in group activities. Peer support improved deaf pupils' performance and increased their motivation to learn. This supports the idea that social contact and two-way communication should be the main emphasis of inclusive education. According to another study, creating a deaf-friendly learning environment is crucial. This includes minimizing loud distractions and strategically placing seats to lower stress levels and boost motivation among students (Silvestri, J. A., & Hartman, M. C., 2022).

Sign Language

Proficiency in sign language remains essential for instructing deaf students. A study by Garcia et al. (2023) found that educators or lecturers who are skilled in sign language can foster a more engaging and inclusive learning environment in the classroom, enabling deaf students to participate fully in the educational process. They stress that deaf students may get confused and uncomfortable if educators or lecturers are unable to utilize sign language appropriately.

Chen et al. (2021) also discovered that teaching teachers sign language enhanced both the confidence of deaf students in communicating with lecturers and the level of student engagement in the classroom. To guarantee that teaching given in sign language is precise and understandable, this training is crucial.

Deaf Student's Motivation

"Motivation is an internal state that arouses, directs, and maintains behavior (Woolfolk, A., 2016)" Relationships between educators or lecturers and peers have a big impact on deaf students' motivation and willingness to learn. Deaf students were more motivated while participating in group activities, particularly when their peers were encouraging, according to a Smith et al. (2022) study. Deaf students who have positive social connections can feel more confident and like they belong.

Based on Lytle and Johnson (2021), instructional strategies that stress visual aids and interactive elements might boost deaf students' motivation by giving them additional chances to comprehend and apply the material. According to Garcia et al. (2023), a deaf-friendly classroom setting, which includes instructors who are proficient in sign language, can inspire and empower pupils to learn more efficiently.

METHODOLOGY

The participants in this quantitative descriptive design study are deaf students from Politeknik Ibrahim Sultan. Students from semesters one through four of three distinct programs—the Special Certificate in Fashion Design, the Special Certificate in Graphic Design, and the Special Certificate in Catering Operations were chosen. Participants involved 55 deaf students (16 male deaf students and 39 female deaf students). Under the supervision of educator, questionnaires were distributed online to gather study feedback. The information obtained was then transformed into a ranking % in order to determine the results. The best teaching strategies, distraction-causing elements, and classroom motivation-boosting elements were all addressed in the questionnaire.

RESULTS AND FINDING

Effective Teaching and Learning Approach

The majority of respondents preferred interactive learning, with group activities and lecturers using sign language identified as the most effective methods. Eighty percent of students reported that lectures given by instructors who are fluent in sign language improved their comprehension. According to recent studies, deaf students are better able to absorb knowledge when they attend interactive, visual lectures in sign language (Lytle & Johnson, 2021). These findings also align with prior research suggesting that active learning environments improve knowledge retention among deaf students (Johnson et al., 2022).

Group activities: According to the students, one of the teaching strategies that improved their communication skills and enabled deeper comprehension through teamwork was group work (43.6%). It has been demonstrated that peer support is crucial for deaf students' motivation and self-esteem (Smith et al., 2022).

Table 1: Teaching Approach

Teaching Approach		
Item	N	Percentage (%)
Lectures	48	87.3
Group activities	24	43.6
Demonstration	23	41.8
Teaching Aids	23	41.8
Role Play	12	21.8
Games	12	21.8

Teaching and Learning Distraction

Common distractions include uncomfortable lecture halls and instructors lacking sign language proficiency. These barriers align with literature emphasizing the need for accessibility in learning spaces (Lee et al., 2023). In this study, the main distractions identified include lack of peer support in the classroom (42.6%). Students believe that peer support can reduce classroom stress and lead to better performance. Lieutenants who are not proficient in sign language (37%): Almost half of respondents cited lecturers' lack of sign language skills as the main factor that interferes with focus. A study by Garcia et al. (2023) found that lack of sign language proficiency among teaching staff can cause confusion and reduce motivation for deaf students. Uncomfortable classroom environment: Some students stated that physical comfort, such as lighting and room temperature, also negatively affected their focus. Physical environmental factors have also been identified as important factors that can influence the learning of students with special needs (Huang & Wu, 2020).

Table 2 : Teaching and Learning Distraction

Teaching and Learning Distraction		
Item	N	Percentage (%)
Peers not cooperated	23	42.6
Incompetence lecturers in sign language	20	37
Inattractive teaching and learning	16	29.6
Insufficient teaching and learning time allocation	11	20.4
Insufficient light	9	16.7
Uncomfortable classroom	9	16.7

Factors to Increase Motivation

Students reported higher motivation when lecturers were proficient in sign language (72.7%) and when peer collaboration (56.4%) was encouraged. This supports previous studies that highlight the role of inclusive teaching strategies in fostering student engagement (Garcia & Thomas, 2024). The following elements have been found to be motivating drivers: Lecturers who are fluent in sign language: Students reported feeling more confident in their ability to study when their lecturers are fluent in sign language. This is in line with a study by Chen et al. (2021) that demonstrated that students were more engaged in their education when instructors were proficient in sign language.

Cooperation among classmates: Positive peer relationships and cooperation were also mentioned as significant elements that raised student motivation. Deaf students may be inspired to participate more actively in their education by their peers' social influence in the classroom (Jones & Martin, 2019).

Table 3: Motivation Factors Among Deaf Students

Motivation Factors		
Item	N	Percentage (%)
Lecturer's proficiency in sign language	40	72.7
Peers cooperation	31	56.4
Attractive teaching and learning	26	47.3
Sufficient teaching and learning time allocation	23	41.8
Comfortable/conductive classroom	16	29.1
Sufficient light	10	18.2

DISCUSSIONS, RECOMMENDATIONS AND CONCLUSIONS

Discussion

The study's findings demonstrate that visual and interactive teaching strategies particularly lectures that include clear sign language and group activities are crucial for deaf students. These techniques not only improve students' comprehension of the material being taught, but they also boost their desire to engage in the learning process. According to a study by Martin et al. (2020), deaf students need more visual interaction than their hearing peers, and their engagement might be raised in a more collaborative learning setting.

Meanwhile, one of the biggest barriers to effective learning is still instructors' poor sign language skills. To improve their ability to communicate with deaf students, lecturers or educators urgently need to receive sign language training (Garcia et al., 2023). To optimize the learning capacity of deaf students classroom environmental variables including lighting and physical comfort must also be considered. Looking at the perception patterns of male and female students towards teaching methods in this classroom, the study found that there were slight differences in each item as stated as follows:

Effective methods: Sign language lectures and group activities show positive effects, especially for female students who value group interaction.

Focused Distraction: Male students show greater distraction from noisy classroom environments, while females are more affected by lecturers who are less proficient in sign language.

Motivation: The lecturer's ability in sign language greatly influences the motivation of both genders.

As the key to raising student interest and comprehension in the learning process, engaging instruction is one of the components that must be prioritized in order to increase student motivation. By concentrating on students' interests and implementing active learning in a reciprocal fashion, lecturers can employ student-centered teaching strategies. Educators or lecturers are actually strongly encouraged to use technology in the classroom in addition to giving deaf students experiential learning chances through games and interactive, also two-way learning in sufficient teaching and learning time allocation.

Recommendation

To improve educational experiences for deaf students, institutions should prioritize training lecturers in sign language, incorporate visual and interactive elements in teaching, and enhance classroom environments for better comfort. Future research could explore the integration of AI-driven sign language interpretation tools to bridge communication gaps. As members of the visual group, deaf students can benefit from the use of technology in conjunction with visual teaching aids to increase student motivation and engagement in the classroom.

Conclusion.

According to this study, the most successful teaching strategies for deaf students in vocational education institutes emphasize interactive communication and visual aids. Techniques like sign language lectures and group projects boost students' interest and knowledge gain. In order to guarantee the learning success of deaf students, educational institutions must improve the lecturers' sign language proficiency and create a more welcoming atmosphere. Priority should be given to ongoing training and enhancements to the classrooms' physical infrastructure. Eventually, the key to improving the efficacy of teaching deaf students is a comprehensive and inclusive approach that incorporates a variety of communication strategies, technology utilization, visual aids, and close cooperation between all stakeholders.

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