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Impact of Teachers' Multitasking on the Academic Performance of Students with Hearing Impairment

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ABSTRACT

The objectives of the study were to explore teachers' views on multitasking in schools. Another objective was to highlight the impact of teachers' multitasking on students with hearing impairments' performance. This study was quantitative and descriptive. Data was collected from the teachers of students with hearing impairments using a simple random sample technique (N = 124). A Structured questionnaire was used as the study's instrument. Validity of the instrument was examined through the two fields' expert and reliability coefficients were 0.836. The study's findings revealed that most respondents, 63.5%, responded that teachers' multitasking impacts the academic performance of hearing-impaired students. This study recommends special education department provide direction on programs of regular activities to teachers from the field of hearing impairment to enhance the efficiency in the schools.

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1. Introduction

A teacher assists students in acquiring knowledge, competencies, or values. According to Kakar, Hayat and Naz (2024), a 'teacher' is responsible for providing educational programs, monitoring student involvement, and offering guidance and leadership. Multitasking means the act of participating in numerous tasks simultaneously, often involving the performance of various duties that may not be directly related to one's primary job responsibilities. When an individual achieves a high level of proficiency in two tasks, it becomes feasible to swiftly redirect their attention between these tasks, resulting in effective performance in both (Hamid, Ricopuerto, & Sanson, 2024). Multitasking reduces focus or restricts the amount of time a manager may give to their resources (Agarwal, Ma, & Mullally, 2023).

Multitasking in academic institutions has a big influence on teaching effectiveness, resulting in low educational outcomes that require extra efforts to improve (Pepito, Pepito, & Suson, 2024). Situations that call for quickly switching among at least two tasks or finishing two or more at once are referred to as multitasking (Wannagat et al., 2025). We often perform two different tasks simultaneously (dual-tasking) or alternately (task-switching) in many daily situations (Asuako et al., 2025).

This study's objective was to identify teachers' multitasking on hearing-impaired students' academic performance. In the previous studies, job dissatisfaction of teachers due to multitasking may also be discussed, while several studies explored that the research gap is present and did not identify the issue of how the multitasking of teachers impacts the educational success of individuals with hearing disorders. This research explains the reasons teachers multitask in special education schools for hearing impairment.

The objectives of the study were to explore the views of the teachers about multitasking in schools as per their demographics, including experience, designation, and gender, inquire about the multitasking effect on teachers' performance in classrooms, find the reasons for teachers multitasking in special education schools for hearing impairment and highlight teachers' multitasking on students with hearing impairment academic performance. The Research Questions are as under;

- What are the views of the teachers about multitasking in schools?
- Is there any significant difference in the views of teachers about multitasking as per demographics, including experience, designation, and gender?
- What is the effect of multitasking on teachers' performance in classrooms?
- What are the reasons for teachers' multitasking in special education schools for hearing impairment?
- What is teachers' multitasking in the education of hearing-impaired students?

Teachers' multitasking impacts students with hearing impairment's academic performance, but this study may be helpful for a variety of reasons. This study will help individuals with hearing problems and instructors of individuals having hearing impairment work better by reducing the number of tasks being done simultaneously, which negatively impacts the academic performance of individuals having hearing loss. By reducing the teachers' multitasking, students will be able to achieve their goals and perform better academically. This study will highlight teachers' multitasking on hearing-impaired students' educational performance. This research also contributes to exploring the pros and cons of multitasking.

2. Literature Review

The work of teachers is an issue of great concern, which is said to have a negative effect on attrition, job satisfaction, and the appeal of teaching as a career (Thompson, Mockler, & Hogan, 2022). In order to meet their demands, deaf students would need unique educational services. Sign language is an excellent communication tool (Dzulkifli et al., 2021). Around the world, parents are particularly concerned about children with disabilities (Puthu Vedu, Altulyan, & Singh, 2025).

If educational resources are not properly linked with the current dynamic and rapid job demand, work pressure will increase (Bakker & De Vries, 2021). Teachers who lack enthusiasm and neglect value-added tasks could have a detrimental effect on students' participation and overall educational experience (Ghafoor, Kanwal, & Bashir, 2022). One major barrier is the general lack of awareness and understanding among peers and teachers about the particular issues faced by students with hearing impairments (Ashraf, Iqbal, & Jahan, 2023). Hearing loss is a public health concern since it impairs communication, academic progress, and quality of life (Arju et al., 2025). The challenges faced by individuals with hearing impairments can significantly impact their academic performance (Ishrat, 2023).

Hearing loss affects listening and communication (Saqulain et al., 2024). The growth and development of children with hearing loss have been improved through early detection and intervention with appropriate amplification equipment, family-centered approaches, preschool therapy groups, and extra guidance in schools (Gunjawate, Ravi, & Kumar, 2025). Using inclusive methods, unique solutions are needed to address these academic challenges. As this analysis demonstrates, challenges can take many different forms and connect the intellectual, social, and affective portions of the learning process (Sarkar & Ghosh, 2024).

3. Research Methodology

3.1 Study Design

A quantitative research methodology was used to explore teachers' multitasking on students with hearing impairment educational performance, with a descriptive type.

3.2 Study Population

The study's population consisted of teachers of hearing-impaired students from several cities in Punjab.

3.3 Study Sample

The total sample size comprises 124 teachers, including males (37.3%) and females (62.7%). The age ranges of teachers were 21 years to above 41 years. Teachers of both genders (male and female) were included in the sample. A simple random sampling technique was used to choose a sample for the study. The details of the sample taken from various schools of special education have been discussed in Table 1 below.

Table 1: City-wise Demographics

Districts/City	Number of Teachers	Percentage
Jhang	13	10%
Faisalabad	11	9%
Sahiwal	9	7%
Khanewal	8	6%
Okara	11	9%
Vehari	6	5%
Lahore	6	5%
Layyah	4	3%
Multan	5	4%
Bahawalpur	5	4%
Sailkot	5	4%
Gujrat	3	2%
Mianwali	3	2%
Sarghoda	4	3%
Toba Tek Singh	8	4%
Bahawalnagar	2	2%
Fortabbas/Bahawalnagar	2	2%
Bhakkar	3	2%
Sheikhupura	2	2%
DG khan	7	6%
Kamalia	1	1%
Zafarwal	1	1%
Hasilpur	1	1%
M.B.Din	1	1%
Gujranwala	1	1%
Attock	1	1%
District	1	1%
Total	124	100%

3.4 Instrument of Study

Data was collected through a structured questionnaire. Researchers developed this questionnaire as part of the data collection process.

3.5 Validity & Reliability

The research instrument validity was guaranteed by ensured by the two field specialists' opinions. However, the validity of the instrument was examined through Cronbach's alpha. The number of items is listed in Table 2:

Table 2: Reliability of Instrument

Sr. No.	Cronbach's Alpha	Number of items
1	0.836	29

3.6 Data Collection

Before the beginning of the data collection procedure, the teachers with requirements were found from different districts/cities. It was guaranteed to get permission from the instructor for individuals with hearing disabilities. The questionnaire was filled out by the instructor for individuals with hearing disabilities. Researchers collected the responses of respondents through Google Forms and telephone calls to the respondents.

4. Data Analysis

Table 1: Multitasking of Teachers from the hearing impairment field develops Mental Stamina of the Teachers

Response	Frequency	Percent	Cumulative Percent
Strongly disagree	6	4.8	4.8
Disagree	10	7.9	12.9
Neutral	18	14.3	27.4
Agree	83	65.9	94.4
Strongly agree	7	5.6	100.0
Total	124	98.4	

Table 2: Practicing Multitasking in the Class Means That the Brain Handles Simultaneous Tasks More Efficiently

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	6	4.8	4.8
Disagree	15	11.9	16.9
Neutral	12	9.5	26.6
Agree	83	65.9	93.5
Strongly agree	8	6.3	100.0
Total	124	98.4	

Table 3: Multitasking of Teachers in Class to Maximize The Learning Outcome Of Students with Hearing Impairment

Responses	Frequency	Percent	Cumulative percent
Strongly disagree	6	4.8	4.8
Disagree	27	21.4	26.6
Neutral	13	10.3	37.1
Agree	65	51.6	89.5
Strongly agree	13	10.3	100.0
Total	124	98.4	

Table 4: Multitasking in Class Enhances Teaching Effectiveness for Students with Hearing Impairment

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	10	7.9	8.1
Disagree	24	19.0	27.4
Neutral	10	7.9	35.5
Agree	67	53.2	89.5
Strongly agree	13	10.3	100.0
Total	124	98.4	

Table 5: Multitasking of Teachers Increases Students' Engagement Level in Various Activities of the Class

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	8	6.3	6.5
Disagree	18	14.3	21.0
Neutral	9	7.1	28.2
Agree	75	59.5	88.7
Strongly agree	14	11.1	100.0
Total	124	98.4	

Table 6: Multitasking in Schools for Students with Hearing Impairment Makes the Job Difficult

Responses	Frequency	Percent	Cumulative percent
Strongly disagree	4	3.2	3.2
Disagree	37	29.4	33.1
Neutral	21	16.7	50.0
Agree	48	38.1	88.7
Strongly agree	14	11.1	100.0
Total	124	98.4	

Table 7: Teachers' Multitasking in Class Affects Negatively the Behavior of Students with Hearing Impairment

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	9	7.1	7.3
Disagree	48	38.1	46.0
Neutral	25	19.8	66.1
Agree	33	26.2	92.7
Strongly agree	9	7.1	100.0
Total	124	98.4	

Table 8: Specific Teaching Strategies Require Multitasking Skills in Special Education Classrooms for Students with Hearing Impairment

Responses	Frequency	Percent	Cumulative percent
Strongly disagree	4	3.2	3.2
Disagree	4	3.2	6.5
Neutral	25	19.8	26.6
Agree	73	57.9	85.5
Strongly agree	18	14.3	100.0
Total	124	98.4	

Table 9: Teachers' Multitasking Impact on the Academic Performance of Students with Hearing Impairment

Responses	Frequency	Percent	Cumulative percent
Strongly disagree	6	4.8	4.8
Disagree	8	6.33	11.3
Neutral	18	14.3	25.8
Agree	80	63.5	90.3
Strongly agree	12	9.5	100.0
Total	124	98.4	

Table 10*:* Multitasking Impacts Teachers' Ability to Manage a Class of Students with Hearing Impairment

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	5	4.0	4.0
Disagree	11	8.7	12.9
Neutral	14	11.1	24.2
Agree	83	65.9	91.1
Strongly agree	11	8.7	100.0
Total	124	98.4	

Table 11: Teachers' Faces Difficulties in Lesson Planning Due to Multitasking in Schools

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	4	3.2	3.2
Disagree	23	18.3	21.8
Neutral	22	17.5	39.5
Agree	58	46.0	86.3
Strongly agree	17	13.5	100.0
Total	124	98.4	

Table 12*:* Formative Assessment of the hearing-impaired students is Affected Due to Teachers' Multitasking

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	8	6.3	6.5
Disagree	28	22.2	29.0
Neutral	13	10.3	39.5
Agree	62	49.2	89.5
Strongly agree	13	10.3	100.0
Total	124	98.4	

Table 13: Multitasking Increases Teachers' Stress Level

Responses	Frequency	Percent	Cumulative percent
Strongly disagree	5	4.0	4.0
Disagree	29	23.0	27.4
Neutral	17	13.5	41.1
Agree	54	42.9	84.7
Strongly agree	19	15.1	100.0
Agree	124	98.4	

Table 14*:* Multitasking Influences Teachers' Job Satisfaction

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	5	4.0	4.0
Disagree	16	12.7	16.9
Neutral	21	16.7	33.9
Agree	68	54.0	88.7
Strongly agree	14	11.1	100.0
Total	124	98.4	

Table 15: Teachers' Multitasking Affects Teachers' Capacity to Provide Timely Feedback to Students with Hearing Impairment

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	2	1.6	1.6
Disagree	11	8.7	10.5
Neutral	20	15.9	26.6
Agree	82	65.1	92.7
Strongly agree	9	7.1	100.0
Total	124	98.4	

Table 16: Frequency Distribution of Respondents' Multitasking Impacts Overall Teachers' Performance in School

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	4	3.2	3.2
Disagree	8	6.3	9.7
Neutral	16	12.7	22.6
Agree	82	65.1	88.7
Strongly agree	14	11.1	100.0
Total	124	98.4	

Table 17: Teachers are Involved in Multitasking to Meet the Unique Needs of Their Students

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	6	4.8	4.8
Disagree	12	9.5	14.5
Neutral	23	18.3	33.1
Agree	69	54.8	88.7
Strongly agree	14	11.1	100.0
Total	124	98.4	

Table 18: Teachers are Forced by Their Heads to Multitask In Their Schools

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	5	4.0	4.0
Disagree	20	15.9	20.2
Neutral	32	25.4	46.0
Agree	50	39.7	86.3
Strongly agree	16	12.7	99.2
44.00	1	.8	100.0
Total	124	98.4	

Table 19: Teachers Are Involved in Multitasking Because They Need To Address Individuals' Learning Goals

Responses	Frequency	Percent	Cumulative Percent
Strongly agree	4	3.2	3.2
Disagree	20	15.9	19.4
Neutral	22	17.5	37.1
Agree	67	53.2	91.1
Strongly agree	11	8.7	100.0
Total	124	98.4	

Table 20: Teachers Are Engaged in Multitasking Due to Extensive Work Pressure in Class

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	7	5.6	5.6
disagree	18	14.3	20.2
neutral	27	21.4	41.9
Agree	65	51.6	94.4
Strongly agree	7	5.6	100.0
Total	124	98.4	

Table 21: Teachers' Multitasking Affects the Students with Hearing Impairment to Concentrate on Their Studies

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	2	1.6	1.6
Disagree	12	9.5	11.3
Neutral	22	17.5	29.0
Agree	80	63.5	93.5
Strongly agree	8	6.3	100.0
Total	124	98.4	

Table 22: Multitasking of the Teachers Disrupts the Communication Between Teachers and Students in the Teaching and Learning Process

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	2	1.6	1.6
Disagree	29	23.0	25.0
Neutral	20	15.9	41.1
Agree	62	49.2	91.1
Strongly agree	11	8.7	100.0
Total	124	98.4	

Table 23: Teachers' Multitasking is an Act of Avoidance from the Teaching Process

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	5	4.0	4.0
Disagree	42	33.3	37.9
Neutral	19	15.1	53.2
Agree	48	38.1	91.9
Strongly agree	10	7.9	100.0
Total	124	98.4	

Table 24: Teachers may miss Important Instructions for hearing-impaired students due to Multitasking

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	5	4.0	4.0
Disagree	28	22.2	26.6
Neutral	15	11.9	38.7
Agree	64	50.8	90.3
Strongly agree	12	9.5	100.0
Total	124	98.4	

Table 25: The Multitasking of Teachers Can Create a Distracting Environment for Students with Hearing Impairment

Responses	Frequency	Percent	Cumulative percent
Strongly disagree	3	2.4	2.4
Disagree	29	23.0	25.8
Neutral	17	13.5	39.5
Agree	64	50.8	91.1
Strongly agree	11	8.7	100.0
Total	124	98.4	

Table 26: Teachers' Multitasking Can Limit the Amount of Time to Support Students with Hearing Impairment

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	4	3.2	3.2
Disagree	14	11.1	14.5
Neutral	14	11.1	25.8
Agree	80	63.5	90.3
Strongly agree	12	9.5	100.0
Total	124	98.4	

Table 27: Multitasking Allows Teachers to Effectively Communicate the Career Goals of Students with Hearing Impairment during their Academic Activities

Responses	Frequency	Percent	Cumulative Percent
Strongly disagree	5	4.0	4.0
Disagree	16	12.7	16.9
Neutral	23	18.3	35.5
Agree	68	54.0	90.3
Strongly agree	12	9.5	100.0
Total	124	98.4	

Table 28: Teachers' Multitasking Influences the Quality of Individualized Attention and Support Provided to Students with Hearing Impairment

Responses	Frequency	Percent	Cumulative percent
Strongly disagree	3	2.4	2.4
Disagree	10	7.9	10.5
Neutral	16	12.7	23.4
Agree	82	65.1	89.5
Strongly agree	13	10.3	100.0
Total	124	98.4	

Table 29: Multitasking of Teachers Increases the Stress and Frustration Level of Students with Hearing Impairment

Responses	Frequency	Percent	Cumulative percent
Strongly disagree	8	6.3	6.5
Disagree	26	20.6	27.4
Neutral	26	20.6	48.4
Agree	52	41.3	90.3
Strongly agree	12	9.5	100.0
Total	124	98.4	

Table 30: Independent T-Test Application on Qualification of Teachers of Hearing-Impaired Students

Qualification of the respondent	N	Mean	Std. Deviation	T	df	Std. Error Mean	Sig.
B. S/ M. A/ M. ED	68	99.3824	13.11150	-1.793	122	1.59000	.051
M.S/M.Phil	56	104.1250	16.34966	-1.755	104.601	2.18482	

Table 31: Independent T-Test Application on Gender of Teachers of Students with Hearing Impairment

Gender of respondent	N	Mean	Std. Deviation	T	df	Std. Error Mean	Sig.
Male	45	99.222	15.20151	-1.312	122	2.26611	.476
Female	79	102.835	14.48645	-1.294	88.011	1.62985	

Table 32: Independent T-Test Application on the School of Teachers of Hearing-Impaired Students

School type of respondent	N	Mean	Std. Deviation	T	df	Std. Error Mean	Sig
Special Education Center	56	100.5000	14.20883	-.698	122	1.89874	.716
Schools for hearing-impaired students	68	102.3676	15.30769	-.703	120.224	1.85633	

Table 33: One-Way Analysis of Experience of Teachers of Students with Hearing Impairment

Experience	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	566.591	3	188.864	0.860	0.464
Within Groups	26344.337	120	219.536		
Total	26910.927	123			

Table 34: One-Way Analysis of Designation of Teachers of Students with Hearing Impairment

Designation	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	1415.370	2	707.685	3.359	.038
Within Groups	25495.558	121	210.707		
Total	26910.927	123			

Table 35: One-Way Analysis of Age of Teachers of Students with Hearing Impairment

Age	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	364.680	2	182.340	.831	.438
Within Groups	26546.247	121	219.390		
Total	26910.927	123			

5. Discussion

The majority 65.9%, agreed that multitasking of teachers of hearing-impaired students develops the mental stamina of the teachers. Mental fatigue might occur from multitasking since it raises cognitive burden. Multitasking can be restricted to the physical act of performing multiple duties at the same time and is generally described as the process of altering focus or switching between tasks (Marchewka et al., 2020). The majority 65.9%, agreed that practicing multitasking in class means that the brain handles simultaneous tasks more efficiently. Multitasking has been popular for several decades. Students and professionals are equally involved (Halim & Halim, 2023).

More than half 51.6% of respondents agreed that multitasking of teachers in class maximizes the learning outcomes of students with hearing impairment. There were

insufficient professionals, both within and outside the classroom (Safder et al., 2012). More than half 53.2% of respondents agreed that multitasking in class enhances teaching effectiveness for students with hearing impairment. Despite the immediate attraction of multitasking, there are worries about its negative effects on learning outcomes, cognitive functioning, and academic achievement (Nabung, 2024).

More than half 59.5% of respondents agreed that teachers' multitasking increase students' engagement level in various activities of the class. According to Pangsapa et al. (2023), student participation plays a vital role in influencing their academic performance, well-being, and educational outcomes during the learning process. A few of the respondents, 38.1% agreed that multitasking in schools for students with hearing impairment makes the job difficult. It may take more work and resources to create an inclusive environment that meets different learning requirements. The study focuses on how teachers might sometimes multitask in class to improve the learning results of students who have hearing problems (Nabung, 2024).

Few respondents, 38.1% disagreed with teachers that multitasking in class affects negatively the behavior of students with hearing impairment. Individual professionals must be able to multitask to perform technically demanding tasks (Karim et al., 2024). More than 57.9% of respondents agreed that specific teaching strategies require multitasking skills in special education classrooms for students with hearing impairment. Special education improves, supplements, and refines the traditional educational system by employing specially trained teachers and utilizing specialized equipment, resources, and methods (Ayvazo, Inbar-Furst, & Meadan, 2021). The majority 63.5% agreed that teacher multitasking impacts the academic performance of hearing-impaired students. Student academic performance is a significant measure of educational quality and nation growth (Ali et al., 2025). Multitasking may degrade instructional quality by making it harder for students to understand difficult ideas or get sufficient explanations. It is essential to examine multitasking and future research agenda on this topic (Franksiska & Yuniawan, 2023).

The majority 65.9% agreed that multitasking impacts teachers' ability to manage a class of students with hearing impairment. These professionals can give direction, training, and support to both teachers and students, assuring the application of appropriate solutions and adjustments (Sanchez et al., 2022). Less than half 46.0% of respondents agreed that teachers face difficulties in lesson planning due to multitasking in schools. Education aims to provide children and young people a chance to succeed in the future (Muijs, 2024). Almost half 49.2% of respondents agreed that formative assessment of hearing impaired students is affected due to teachers' multitasking. Although teaching can be a highly exciting and rewarding career, teachers face numerous demands that can negatively affect their professional wellness and capacity to establish a healthy learning environment for students (Zakaria, Don, & Yaakob, 2021). Less than half 42.9% of respondents agreed that multitasking increases teachers' stress levels. It may produce a demanding workplace that makes it hard for educators to give their best efforts and preserve their mental well-being. People do not work in an isolated framework (Adhikara et al., 2022).

Less than half 54.0% of respondents agreed that multitasking influences teachers' job satisfaction. This study revealed the personality traits of special education instructors concerning their degree of job satisfaction, work management, and burnout (Antoniou et al., 2024). The majority 65.1% agreed that teachers' multitasking affects teachers' capacity to provide timely feedback to students with hearing impairment. According to Lee and Kwon (2022), academic performance is a difficult and absolute term which is affected by a variety of individual, academic, familial, and social factors. The majority, 65.1% agreed that multitasking impact overall teachers' performance in school. As media multitasking involves quickly switching between many content streams, it goes to reason that it could also improve preparation procedures (Zhang et al., 2025). More than half 54.8% of respondents agreed that teachers are involved in multitasking to meet the unique needs of their students. Their incapacity to comprehend spoken words can provide major communication challenges, hindering their abilities to read, write, and communicate (Rienties et al., 2022).

A few of the respondents 39.7% agreed that teachers are forced by their heads to multitask in their schools. This could assist the government and other education stakeholders develop policies that promote equal opportunity for everybody, regardless of handicap (John,

2020). More than half 53.2% of respondents agreed that teachers are involved in multitasking because they need to address individuals learning goals. Multitasking frequently results in distractions, which can impair comprehension when reading (Al Seghayer, 2025). More than half 63.5% of respondents agreed that teachers are engaged in multitasking due to extensive work pressure in class. The suggested solutions aim to successfully solve workplace difficulties for teachers (Chavez et al., 2023). The majority 63.5% agreed that teachers' multitasking affects the students with hearing impairment to concentrate on their studies. To evaluate academic integrity activities and humanized teaching experiences among teachers and students (Chavez & LamoriÑas, 2023).

Less than half 49.2% of respondents agreed that multitasking teachers disrupt the communication between teachers and students during the teaching and learning process. A survey-based study found that off-task multitasking activities are extremely common among students attending lectures and relate to poor academic performance (Jamet et al., 2020). Fewer respondents 38.1% agreed that teachers multitasking is an act of avoidance from teaching activities in the class. Multitasking is deemed vital by many teachers, whose tasks are numerous, particularly when working with students (Jamian et al., 2020). A

Almost half 50.8% of respondents agreed that teachers may miss important instructions for hearing-impaired students due to multitasking. According to Wiradhany, Baumgartner and De Bruin (2021) when students' involvement with primary tasks, they may start to investigate alternative tasks. Almost half 50.8% of respondents agreed that teachers' multitasking can create a distracting environment for hearing-impaired students. One of biggest obstacles is that teachers must have a broad vocabulary and be fluent in sign language to ensure that all relevant information is communicated effectively throughout the process of learning (Gangrade & Bharti, 2023; Joy, Balakrishnan, & Madhavankutty, 2020).

The majority 63.5% agreed that teachers multitasking can limit the amount of time to support students with hearing impairment. A common problem in education is mobile phone distraction, which occurs when users divide and alter their focus between learning activities (like reading textbooks and attending lectures) and off-task activities (like texting and talking) (Chen et al., 2025). More than half 54.0% of respondents agreed that multitasking allows teachers to effectively communicate the career goals of students with hearing impairment during their academic activities. Academic assistance supplied by institutions has a major impact on student academic progress (Atteraya, 2021).

The majority 65.1% agreed that teachers' multitasking influences the quality of individualized attention and support provided to students with hearing impairment. Academic performance in students is a complicated field impacted by several elements (Arifin, Suryaningsih, & Arifudin, 2024). Less than half 41.3% of respondents agreed that teachers' multitasking increases the stress and frustration level of students with hearing impairment. Furthermore, the teachers claimed that their undergraduate education did not effectively equip them for inclusive practices, which hindered their professional competencies for students with hearing loss (Akay, 2023). The ANOVA test result indicated that there was a notable variance in teachers' multitasking and academic performance of hearing-impaired students with different teaching experiences (Table 33). The ANOVA test result showed that there were no major differences in teachers' multitasking and academic performance of hearing-impaired students across different designations (table 34). The result of the independent t-test indicated a crucial variance in the scores of Female teachers from hearing-impairment field and Male teachers from hearing-impairment field (Table 31).

6. Conclusion

To conclude the study, teachers' multitasking adversely affects the academic performance of hearing-impaired students. The multitasking of teachers affects the regular evaluation of students who have a hearing impairment. The multiple tasks in which teachers are mostly involved in the classroom include lesson planning, extra burdens assigned by the administration, and other tasks other than teaching. Multitasking by instructors may generate a distracting atmosphere for individuals with hearing impairment, which influences the educational performance of individuals who have hearing problems. Teachers' stress levels increase due to the burden of tasks in the classroom, and they do not properly deliver lectures to individuals with hearing loss. It may be concluded here that a proper program or plan can

be established to overcome the multitasking of teachers and enhance the educational performance of individuals with hearing loss. In other words, the academic achievement of individuals who have hearing loss may be improved when teachers use effective strategies while instructing students who have hearing impairment. Based on the study findings, the following recommendations for research are suitable:

- Teachers of hearing impairment should focus on Experiential learning of their students by keeping in mind the various dimensions of their job responsibilities.
- The special education department should develop particular directional programs of regular activities for the teachers in the hearing impairment field to enhance their teaching skills as part of the multitasking approach.
- School heads should deal with their school teachers with equity. School heads should utilize their teaching skills by providing them a comfort zone for their work in daily job activities.
- Govt in-service teachers training colleges should conduct such training programs that could enhance teachers' multitasking skills in their school while performing their job responsibilities.
- Future researchers should conduct research with different research designs to explore the same phenomenon.

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