



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

INCLUSIVE LEARNING AND DEVELOPMENT OF LEARNING GUIDELINES FOR HEARING-IMPAIRED STUDENT



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

JOSE M. OCAMPO, Jr.

UNIVERSITI PENDIDIKAN SULTAN IDRIS
2021



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

**INCLUSIVE LEARNING AND DEVELOPMENT OF LEARNING GUIDELINES FOR
HEARING-IMPAIRED
STUDENTS**

JOSE M. OCAMPO, Jr.



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

**THESIS SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY**

**FACULTY OF HUMAN DEVELOPMENT
UNIVERSITI PENDIDIKAN SULTAN IDRIS**

2021



05-4506832



pustaka.upsi.edu.my



Perpustakaan Tuanku Bainun
Kampus Sultan Abdul Jalil Shah



PustakaTBainun



ptbupsi

**Please tick (✓)**

Project Paper

Masters by Research

Master by Mixed Mode

PhD

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input checked="" type="checkbox"/>

INSTITUTE OF GRADUATE STUDIES**DECLARATION OF ORIGINAL WORK**

This declaration is made on the 16th day of February 2021.

i. Student's Declaration:

I, JOSE M. OCAMPO, Jr., 20161000127, FACULTY OF HUMAN DEVELOPMENT, hereby declare that the work entitled INCLUSIVE LEARNING AND DEVELOPMENT OF LEARNING GUIDELINES FOR HEARING-IMPAIRED STUDENTS is my original work. I have not copied from any other students' work or from any other sources except where due reference or acknowledgement is made explicitly in the text, nor has any part been written for me by another person.



Signature of the student

ii. Supervisor's Declaration:

I, ABDUL RAHIM BIN RAZALLI, hereby certifies that the work entitled INCLUSIVE LEARNING AND DEVELOPMENT OF LEARNING GUIDELINES FOR HEARING-IMPAIRED STUDENTS was prepared by the above named student, and was submitted to the Institute of Graduate Studies as a * partial/full fulfillment for the conferment of Doctor of Philosophy in Special Education, and the aforementioned work, to the best of my knowledge, is the said student's work.

Date

Signature of the Supervisor





SULTAN IDRIS EDUCATION UNIVERSITY

INSTITUT PENGAJIAN SISWAZAH /
INSTITUTE OF GRADUATE STUDIES**BORANG PENGESAHAN PENYERAHAN TESIS/DISERTASI/LAPORAN KERTAS PROJEK *DECLARATION OF THESIS/DISSERTATION/PROJECT PAPER FORM***

Tajuk / Title:

**Inclusive Learning and Development of Learning Guidelines for
Hearing-Impaired Students**

No. Matrik / Matric No.:

20161000127

Saya / I :

Jose M. Ocampo, Jr.

(Nama pelajar / Student's Name)

mengaku membenarkan Tesis/Disertasi/Laporan Kertas Projek (Kedoktoran/Sarjana)* ini disimpan di Universiti Pendidikan Sultan Idris (Perpustakaan Tuanku Bainun) dengan syarat-syarat kegunaan seperti berikut:-

acknowledged that Universiti Pendidikan Sultan Idris (Tuanku Bainun Library) reserves the right as follows:-

1. Tesis/Disertasi/Laporan Kertas Projek ini adalah hak milik UPSI.
The thesis is the property of Universiti Pendidikan Sultan Idris
2. Perpustakaan Tuanku Bainun dibenarkan membuat salinan untuk tujuan rujukan dan penyelidikan.
Tuanku Bainun Library has the right to make copies for the purpose of reference and research.
3. Perpustakaan dibenarkan membuat salinan Tesis/Disertasi ini sebagai bahan pertukaran antara Institusi Pengajian Tinggi.
The Library has the right to make copies of the thesis for academic exchange.
4. Sila tandakan (✓) bagi pilihan kategori di bawah / *Please tick (✓) from the categories below :-*

**SULIT/CONFIDENTIAL**

Mengandungi maklumat yang berdarjah keselamatan atau kepentingan Malaysia seperti yang termaktub dalam Akta Rahsia Rasmi 1972. / *Contains confidential information under the Official Secret Act 1972*

**TERHAD/RESTRICTED**

Mengandungi maklumat terhad yang telah ditentukan oleh organisasi/badan di mana penyelidikan ini dijalankan. / *Contains restricted information as specified by the organization where research was done.*

**TIDAK TERHAD / OPEN ACCESS**

(Tandatangan Pelajar / Signature)

(Tandatangan Penyella / *Signature of Supervisor*)
& (Nama & Cop Rasmi / *Name & Official Stamp*)

Tarikh: _____

Catatan: Jika Tesis/Disertasi ini **SULIT** @ **TERHAD**, sila lampirkan surat daripada pihak berkuasa/organisasi berkenaan dengan menyatakan sekali sebab dan tempoh laporan ini perlu dikelaskan sebagai **SULIT** dan **TERHAD**.

Notes: If the thesis is CONFIDENTIAL or RESTRICTED, please attach with the letter from the related authority/organization mentioning the period of confidentiality and reasons for the said confidentiality or restric





ACKNOWLEDGMENT

The completion of this study comes with whole hearted gratitude and sincere appreciation to the following:

Prof. Madya Dr. Abdul Rahim Razalli, my supervisor, for his patience in mentoring, his words of encouragement, and for facilitating the completion of this thesis. He was considered as father-mentor for offering invaluable input, and hence, made this work of scholarship a reality;

Prof. Madya Dr. Noor Aini Ahmad, my co-supervisor, for her support and encouragement since the start of this journey in thesis writing. She provided precious academic expertise and feedback that contributed to the completion of this work. She was considered a mother, a friend, a mentor, a co-researcher, and an inspiration for excellence and hard work;

my viva panel of examiners, Prof. Madya Dr. Aznan Che Ahmad, Prof. Madya Dr. Mohd Hanafi Mohd Yasin, and Prof. Madya Dr. Nasir Masran; for their profound and invaluable knowledge in research and special education;

Dr. Rene Belecina and Dr. Teresita Rungduin for their expertise in SPSS and NVivo;

Teacher Jun Jun Sevilla and Prof. Febe Sevilla, for their time and effort providing immeasurable support for this research;

friends, Mike Nael, Richmond Maguigad, Maria Cecilia Villegas, and a host of other friends who became personal cheering squad to keep me going;

my long distance friend, Ahmad Yazid Yahya, whose peer advice was sustaining and uplifting;

the Philippines' Department of Education superintendents, university presidents, school principals, teachers, interpreters, parents, children, and members of the Hearing-impaired community whose participation and generosity made everything happen;

the Philippine Normal University and Universiti Pendidikan Sultan Idris for serving as living reminders that education is always the best intervention for ignorance;

my wife, Laura, and my children, Jolau, Sejra, and Mejvl, for their love, support and understanding during the roughest and toughest times of this journey; and

above all, to God Almighty, for His tremendous blessings and graces, and for making all things possible.





ABSTRACT

This study aims to explore inclusive learning and the development of learning guidelines for hearing-impaired students. A total of 48 participants were selected using purposive sampling whereby 24 of them were involved in the interview session among the hearing-impaired students, parents, teachers and supervisors. The other 24 participants were involved in the evaluation of guidelines. The instrument for this study consisted of a set of open-ended questions for the interview sessions and a usability evaluation form for the guidelines. Data were analyzed using NVivo version-12 and descriptive statistics through calculations of mean scores (\bar{x}) and standard deviations (SD). In the interviews, five themes were mainly focused as the essential aspect of the discussion, namely hearing disability, socio-cultural perspective, the establishment of programmes for hearing-impaired students, the stipulation of uniqueness, and assistance and services. The findings of the study found that the learning of hearing-impaired students (a) should focus, at an early stage, on the essential communication skills that enable them to express themselves without having to rely too much on others, (b) need specific instructions so as not to be limited to basic skills to familiarize them with the general environment and enable them to enhance their learning to a higher level, (c) need school administrators to provide full support in addition to having continuous teaching spirit in modifying the learning needs to be more effective, in line with the needs of hearing-impaired students and (d) require the stakeholders' attitudes to be re-evaluated to ensure that hearing-impaired students are accepted as a part of society. The evaluation of the guidelines found that the usability was at a high level, with the mean value of ($\bar{x}=4.258$ with $SD=.5176$). Its implication indicates that sign language learning and communication skills are essential elements in academic improvement and social skills. The developed guidelines can serve as a reference in improving the hearing-impaired students' quality of life mainly among the teachers or the community.





PEMBELAJARAN INKLUSIF DAN PEMBINAAN GARIS PANDUAN PEMBELAJARAN PELAJAR PEKAK

ABSTRAK

Kajian ini bertujuan untuk meneroka pembelajaran inklusif dan membina garis panduan pembelajaran pelajar pekak. Seramai 48 orang peserta dipilih menggunakan persampelan bertujuan dengan 24 daripadanya terlibat dalam sesi temubual iaitu dalam kalangan pelajar pekak, ibu bapa, guru dan penyelia manakala 24 orang peserta terlibat dalam penilaian garis panduan. Instrumen kajian terdiri daripada set soalan terbuka bagi sesi temubual dan borang penilaian kebolegunaan garis panduan. Data dianalisis menggunakan NVivo versi 12 dan statistik deskriptif melalui skor min dan sisihan piawai. Lima tema difokuskan bagi perbincangan pihak berkepentingan dalam temubual iaitu ketidakupayaan pekak, perspektif sosial budaya, penubuhan program bagi pelajar pekak, penetapan keunikan, dan bantuan dan perkhidmatan. Dapatan kajian mendapati pembelajaran pelajar pekak (a) pada peringkat awal perlu menumpukan kepada asas kemahiran komunikasi bagi membolehkan mereka mengekspresikan kehendak diri tanpa perlu terlalu bergantung pada orang lain, (b) memerlukan arahan khusus agar tidak hanya terbatas kepada kemahiran asas untuk membiasakan mereka dengan persekitaran umum dan membolehkan mereka meningkatkan pembelajaran ke peringkat lebih tinggi. (c) pentadbir sekolah perlu memberi sokongan penuh di samping semangat guru yang berterusan dalam memodifikasi keperluan pembelajaran untuk menjadi pembelajaran lebih berkesan sejajar dengan keperluan pelajar pekak dan (d) sikap pihak berkepentingan perlu dinilai semula bagi memastikan pelajar pekak diterima sebagai sebahagian daripada masyarakat. Penilaian terhadap garis panduan mendapati kebolegunaan berada pada tahap yang tinggi iaitu nilai min (\bar{x} =4.258 dengan $SD=0.5176$). Implikasinya, pembelajaran bahasa isyarat dan kemahiran komunikasi merupakan elemen penting dalam peningkatan akademik dan kemahiran sosial dan garis panduan yang dibina mampu menjadi panduan terutamanya dalam kalangan guru atau masyarakat dalam meningkatkan kualiti hidup pelajar pekak.





TABLE OF CONTENTS

	Page
DECLARATION OF ORIGINAL WORK	ii
DECLARATION OF THESIS	iii
ACKNOWLEDGMENT	iv
ABSTRACT	v
ABSTRAK	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	xiii
LIST OF FIGURES	xv
LIST OF ABBREVIATIONS	xvi
LIST OF APPENDIX	xx
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Background of the Study	2
1.2.1 Development and issues of hearing-impaired Education in the Philippines	3
1.3 Problem Statement	6
1.4 Theoretical Framework	10
1.5 Conceptual Framework	13
1.6 Purpose of the Study	15





1.7	Research objectives	15
1.8	Research Questions	16
1.9	Significance of the Study	16
1.10	Limitation of the Study	18
1.11	Operational Definition	19
1.12	Summary	28

CHAPTER 2 RELATED LITERATURE 29

2.1	Introduction	29
2.2	Theory of Mind of David Premack and Guy Woodruff	30
2.3	Social Interaction Theory of Lev Vygotsky	35
2.4	Social Capital Theory of Robert Putnam	40
2.5	Brief History of Special Education in the Philippines	45
2.6	Disability and Hearing disability	48
2.7	Current School Systems	51
2.8	Inclusive Education	59
2.9	Language Development and Reading skills	71
2.10	Sign Language and Sign Bilingualism	78
2.11	Support and Resources	87
2.12	Guidelines	92
2.13	Summary	95

CHAPTER 3 METHODOLOGY 98

3.1	Introduction	98
3.2	Research Design	99
3.3	Participants	102
3.4	Instruments	112



3.4.1 Open-ended questions on stakeholders' perceptions on hearing-impaired students and their inclusion	112
3.4.2 Focus group interview on stakeholders' perceptions on hearing-impaired students and their inclusion	116
3.4.3 Unstructured Observation	118
3.4.4 Document Analysis	118
3.4.5 Likert Scale for the Usability of a Guideline	120
3.4.5.1 Relevance of the Items Used in the Likert Scale	120
3.5 Data Collection Procedures	122
3.5.1 Qualitative Data Collection	122
3.5.1.1 Open-ended questions on stakeholders' perceptions on hearing-impaired students and their inclusion through focus group interview	123
3.5.1.2 Unstructured Observation	125
3.5.1.3 Document Analysis	126
3.5.2 Quantitative Data Collection	126
3.5.2.1 Likert Scale for the Usability of a Guideline	127
3.6 Methods/Techniques of Analyzing Data	127
3.6.1 Data Analysis Procedures for Qualitative Data	128
3.6.1.1 Data Analysis for Open-ended Questions	128
3.6.1.2 Data Analysis for Unstructured Observation	136
3.6.1.3 Data Analysis for Document	136
3.6.1.4 Data Analysis for Likert Scale	137
3.6.2 The Researcher's Role	137
3.6.3 Data Management	138
3.6.4 Ethical Considerations	139

3.7	Summary	140
-----	---------	-----

CHAPTER 4 PRESENTATION AND ANALYSIS OF DATA 141

4.1	Introduction	141
-----	--------------	-----

4.2	Demography of the Participants	142
-----	--------------------------------	-----

4.2.1	Participants of the Study	142
-------	---------------------------	-----

4.2.2	Participants for Qualitative Stage	144
-------	------------------------------------	-----

4.2.3	Participants for Quantitative Stage	149
-------	-------------------------------------	-----

4.3	Stakeholders' Perceptions on Hearing-Impaired Students	152
-----	--	-----

4.3.1	Theme 1: Hearing Disability	154
-------	-----------------------------	-----

4.3.1.1	Label and Classification	156
---------	--------------------------	-----

4.3.1.2	Awareness of Hearing disability	161
---------	---------------------------------	-----

4.3.1.3	Problems in Understanding Information	165
---------	---------------------------------------	-----

4.3.1.4	Advice for Others	167
---------	-------------------	-----

4.3.1.5	Understanding Hearing disability	169
---------	----------------------------------	-----

4.3.1.6	Importance of Sign Language	172
---------	-----------------------------	-----

4.3.2	Theme 2: Socio-cultural Perspective	176
-------	-------------------------------------	-----

4.3.2.1	Characteristics of Hearing-Impaired Students	179
---------	--	-----

4.3.2.2	Connecting with others	183
---------	------------------------	-----

4.3.2.3	Perspectives of inclusive education	186
---------	-------------------------------------	-----

4.4	Stakeholders' perceptions on handling hearing-impaired students in an inclusive environment	189
-----	--	-----

4.4.1	Theme 3: Establishment of Programmes for Hearing-impaired Students	190
-------	---	-----

4.4.1.1	Community Integration	193
---------	-----------------------	-----

4.4.1.2	Access to Resources	195
---------	---------------------	-----

4.4.1.3	Curriculum and Instructional Support	200
---------	--------------------------------------	-----

4.4.2	Theme 4: Stipulation of Uniqueness	203
-------	------------------------------------	-----

4.4.2.1	Mainstreaming	205
---------	---------------	-----



4.4.2.2 Physical Arrangement	211
4.4.2.3 Instructional and Communication Mode	214
4.4.3 Theme 5: Assistance and Services	216
4.4.3.1 Positive mixed hearing/hearing-impaired students	223
4.4.3.2 Barriers of mixed hearing/hearing-impaired students	230
4.4.3.3 Availability of Support Services	238
4.5 Developing a Guideline for Understanding and Supporting Hearing-Impaired Students in an Inclusive Environment	243
4.5.1 Introduction	243
4.5.1.1 The CQUniversity Australia Guideline Template	244
4.5.1.2 The BBC GEL Guideline	244
4.5.2 Guideline in Understanding and Supporting Hearing-Impaired Students in an Inclusive Environment	245
4.6 Evaluation of the guideline based on the usability evaluation results	274
4.6.1 Items of General Objectives	275
4.6.1.1 Items with low scores in General Objectives	276
4.6.2 Items of Guideline Contents	279
4.6.2.1 Items with low scores in Guideline Contents	282
4.6.2.2 Items with high scores Guideline Content	284
4.6.3 On Suggestions and Recommendations	286
4.7 Summary	289
CHAPTER 5 DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS	291
5.1 Introduction	291
5.2 Discussion	292
5.2.1 Stakeholders' perceptions on hearing-impaired students	293



5.2.2 Stakeholders' perceptions on handling hearing-impaired students in an inclusive environment	312
5.2.3 Developing a Guideline for Understanding and Supporting Hearing-Impaired Students in an Inclusive Environment	345
5.2.4 Evaluation of the guideline based on the usability evaluation results	347
5.3 Conclusion	360
5.4 Implications	364
5.4.1 Public Knowledge on Hearing-Impaired Students	364
5.4.2 Hearing-impaired Education Planners and Various Agencies	365
5.4.3 Continuing Education for Teachers	366
5.5 Research Direction	367

REFERENCES

APPENDICES

LIST OF TABLES

Table No.		Page
3.1	Participants of the Study	104
3.2	Kappa Coefficient for Raters' Agreement of Open-ended Questions	114
3.3	Related Guidelines for Handling Hearing-Impaired Students	119
3.4	Five Main Themes, Sub-themes, and Codes of Interview Questions	133
4.1	Participants of the Study	143
4.2	Demography of Hearing-Impaired Students	144
4.3	Demography of Parents	145
4.4	Demography of Teachers for Qualitative Phase	146
4.5	Demography of Supervisors	148
4.6	Demography of Teachers for Quantitative Phase	149
4.7	Two Main Themes, Sub-themes, and Codes of Interview Questions	152
4.8	Summary of Interviewees' Responses on the Concept of Hearing Disability	155
4.9	Summary of Interviewees' Responses on the Concept of Socio-cultural Perspective	177
4.10	Three Main Themes, Sub-themes, and Codes of Interview Questions	189
4.11	Summary of Interviewees' Responses on Establishment of Programmes for Hearing-Impaired Students	191
4.12	Summary of Interviewees' Responses on Stipulation of Uniqueness	204

4.13	Summary of Interviewees’ Responses on Assistance and Services	217
4.14	Items, Mean, Standard Deviation, and Descriptive Rating for General Objectives of Guideline Usability	276
4.15	Items, Mean, Standard Deviation, and Descriptive Rating for Contents of Guideline Usability	279

LIST OF FIGURES

Figure No.		Page
1.1	Theoretical Framework	10
1.2	Conceptual Framework	13
3.1	Exploratory Sequential Design of the Study	101
3.2	Phases of Thematic Analysis	129

LIST OF ABBREVIATIONS

A3DM	Supervisor 3 Hearing-impaired Male
A4DF	Supervisor 4 Hearing-impaired Female
A6M	Supervisor 6 Male
A9DM	Supervisor 9 Hearing-impaired Male
ASL	American Sign Language
CWD	Children with Disabilities
DHH	Deaf and Hard of Hearing
BSNeD	Bachelor of Special Needs Education
D1G	Hearing-impaired 1 Girl
D2G	Hearing-impaired 2 Girl
D3G	Hearing-impaired 3 Girl
D4B	Hearing-impaired 4 Boy
D5B	Hearing-impaired 5 Boy
D6B	Hearing-impaired 6 Boy
D7B	Hearing-impaired 7 Boy
D8G	Hearing-impaired 8 Girl
DepEd	Department of Education
EF1	Evaluator Female 1
EF2	Evaluator Female 2
EF3	Evaluator Female 3
EF4	Evaluator Female 4

EF5	Evaluator Female 5
EM6	Evaluator Male 6
EF7	Evaluator Female 7
EF8	Evaluator Female 8
EM9	Evaluator Male 9
EF10	Evaluator Female 10
EF11	Evaluator Female 11
EF12	Evaluator Female 12
EF13	Evaluator Female 13
EF14	Evaluator Female 14
EF15	Evaluator Female 15
EF16	Evaluator Female 16
EM17	Evaluator Male 17
EM18	Evaluator Male 18
EM19	Evaluator Male 19

EM20	Evaluator Male 20
EM21	Evaluator Male 21
EF22	Evaluator Female 22
EF23	Evaluator Female 23
EF24	Evaluator Female 24
F1F	Teacher 1 Female
F2M	Teacher 2 Male
F3F	Teacher 3 Female
F4HHF	Teacher 4 Hard of Hearing Female
F5HHF	Teacher 5 Hard of Hearing Female
F6HHM	Teacher 6 Hard of Hearing Male
F7F	Teacher 7 Female
F8F	Teacher 8 Female
FSL	Filipino Sign Language
MSL	Manila Sign Language
NCR	National Capital Region
P1F	Parent 1 Female
P1M	Parent 1 Male
P2F	Parent 2 Female
P2M	Parent 2 Male

PAM	Passion, Accommodation, and Modification
PWDs	Persons with Disability
PNASLI	Philippine National Association of Sign Language Interpreters
PSD	Philippine School for the Deaf
SDB	School for the Deaf and Blind
SPED	Special Education
SWD	Students with Disabilities
ToM	Theory of Mind
UN	United Nations
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization
WHO	World Health Organization
ZPD	Zone of Proximal Development

LIST OF APPENDICES

- A-1 Letter of Permission and Indorsement for Public Schools (Qualitative Data)
- A-2 Letter of Permission and Indorsement for Private Learning Institution (Qualitative Data)
- A-3 Letter for Principal's Permission (Qualitative Data)
- B-1 Letter of Permission and Indorsement for Public Schools (Quantitative Data)
- B-2 Letter For Principal's Permission (Quantitative Data)
- C-1 Final Copy Of Open-Ended Questions On Perceptions On Hearing-Impaired Students (For Students)
- C-2 Final Copy Of Open-Ended Questions On Stakeholders' Perception On Hearing-Impaired Students (For Parents)
- C-3 Final Copy Of Open-Ended Questions On Perception On Hearing-Impaired Students (For Teachers/Supervisors)
- C-4 Final Copy Of Open-Ended Questions On Stakeholders' Perception On Hearing-Impaired Students In Inclusion (For Students)
- C-5 Final Copy Of Open-Ended Questions On Stakeholders' Perception On Hearing-Impaired Students In Inclusion (For Parents)
- C-6 Final Copy Of Open-Ended Questions On Stakeholders' Perception On Hearing-Impaired Students In Inclusion (For Teachers/Supervisors)
- D-1 Hearing-Impairment Questionnaire Analysis for Students (Open-ended)

- D-2 Hearing-Impairment Questionnaire Analysis for Parents
(Open-ended)
- D-3 Hearing-Impairment Questionnaire Analysis for Teachers and
Supervisors (Open-ended)
- D-4 Hearing-Impairment In Inclusion Questionnaire Analysis for
Students
- D-5 Hearing-Impairment in Inclusion Questionnaire Analysis
- D-6 Hearing-Impairment In Inclusion Questionnaire Analysis for
Parents
- E-1 Hearing-Impairment Questionnaire for Students (Open-ended)
for Cohen Kappa
- E-2 Hearing-Impairment In Inclusion Questionnaire For Students for
Cohen Kappa
- E-3 Hearing-Impairment Questionnaire for Parents (Open-ended) for
Cohen Kappa
- E-4 Hearing-Impairment in Inclusion Questionnaire for Cohen Kappa
- F Letter of Invitation as Expert Panel
- G-1 Guideline Suitability Questionnaire Analysis
- G-2 Guideline Item Relevance for Experts
- G-3 Printout Item Relevance for Guideline Evaluation Form
(Demography and Content)
- G-4 Evaluation Form for Guideline on Understanding and Supporting
Hearing-Impaired Students in Inclusive Environment



H	Consent Form For Participants (Qualitative Phase)
I	Printout Usability of the Guideline SPSS Result
J	Sample Guideline Suggestions and Recommendations of Teachers





CHAPTER 1

INTRODUCTION



1.1 Introduction

This chapter contains the background of the study; problem statement; objectives of the study; research questions; limitations of the study; significance of the study; conceptual framework; and operational definitions. The background of the study provides a brief discussion of hearing-impaired students and their inclusion with reference to the broader picture critically looking at the global overview. The discourse on occurring matters with hearing-impaired students concerning their disability and education is based on the





Philippine context. The development and issues of hearing-impaired education in the Philippines are also discussed.

The chapter further expounds issues under study where knowledge and understanding or orientation as a whole on hearing-impaired students and their inclusion as expressed by various stakeholders especially from the school setting. Furthermore, the problem statement tries to extract the existing conditions of hearing-impaired students and their learning characteristics and how they are handled in the Philippine setting. It tries to reveal the gaps in most studies conducted about hearing-impaired students and the lack of it, thus, the need for a guideline is herein included.



1.2 Background of the study

In a study conducted in National Capital Region (NCR), there were different persons with disability as participants whose ages ranged from 15 to 69. Among those who were in special education classes, about 75% are hearing-impaired. But compared with people who have mobility, visual, and multiple impairments, those hearing-impaired persons have the lowest average number of years of schooling (Yap, Reyes, Albert & Tabuga, 2009). At present, basic education schools, colleges or universities whether public or private are yet to shoulder expenses for sign interpreting. A few private colleges have teacher education programs for hearing-impaired students and the graduates try their best to pass the





government licensure examinations to obtain the eligibility to teach. Research and documentation on sign language have been initiated by hearing-impaired organizations despite little support from the government.

In the midst of technical, human and financial resource constraints, local government units are being called to come up with various interventions such as materials and guidelines to address the rights and well-being of hearing-impaired persons. Monitoring and evaluation of compliance with the established standards and practices have to be optimized (Council for the Welfare of Children, 2017). Hence, this study aims to determine the stakeholders' perception on hearing-impaired individuals as learners as well as the perception on how they can be handled in an inclusive environment. To develop a guideline on handling hearing-impaired students in an inclusive environment and to determine its usability are also included in the study.

1.2.1 Development and issues of hearing-impaired education in the Philippines

As discussed above, in 1907 at School for the Deaf and Blind, now Philippine School for the Deaf (PSD), three students-two hearing-impaired and one blind- were handled by an American missionary, Delia Delight Rice. The first batch of students to have finished the elementary level took place in 1916, while the first batch of high school graduates was recorded in 1950. The major interruption of its services, for about six years, was due to the





Second World War In 1963, PSD became a separate school for hearing-impaired students (Philippine School for the Deaf-Students' Handbook, 2019).

The National Capital Region (NCR) or Metro Manila is located in the southwestern part of Luzon, Philippines where most people in the country converge for economic, political, social and cultural purposes (Escartin, 2012). A study conducted in the National Capital Region (NCR) revealed that around 5% have no grade completed, 25% did not finish grade 6, around 22% were able to finish high school, and only 4% were college graduates. Among the participants, about 81% of them can use Filipino Sign language (FSL), but 55% of those who participated in the study never experienced asking or receiving assistance from a sign language interpreter (Yap, Reyes, Albert & Tabuga, 2009). It is important to note that the said region has around 44,360 households with functional difficulty in hearing even if with the use of a hearing aid (Census of Population and Housing-2010, 2013) or 12, 074 elementary students with hearing-impaired and speech or language impairment combined who were enrolled for the school year 2012-2013 (Garcia, 2014). If there are teachers who act as interpreters in classrooms, they are also pulled away from their duties to interpret in police stations, trial courts, and the like. There are some public school teachers assigned to handle hearing-impaired students even without any skill for signing. Along with their passion, these teachers are provided pre-service training for a few weeks, or, an annual in-service training or upgrading of signing skills. Besides, except for only a few, teacher education institutions do not have sign language programs (Deaf Education Council-Philippines, 2014). The advancement of inclusive education is inevitable despite glaring loopholes in implementation wherein hearing-





impaired students are placed in classes with hearing students with no signing teachers, or sign language interpreters.

Hence, these data could have something to do with people's expectations towards hearing-impaired individuals. They easily get attracted to attend schooling but only a handful of them have the motivation to finish it. Existing data indicate that there is a limited number of qualified teachers who can handle hearing-impaired classes. The Philippines may not be similarly situated compared to other countries and funding related to the operation especially personnel services may be an administrative problem. Though it is a factor for the future of hearing-impaired education, what can be considered important at present is to elicit the stakeholders' awareness on learning characteristics of hearing-impaired students. Hence, this study supports the notion that placing hearing-impaired students in an inclusive environment could make a difference especially in developing skills for acquiring language and facility for social interactions. Considering further the lack of information, the study proposes a guideline which can be used as a reference to facilitate accessibility, accommodation, and participation of hearing-impaired students in an inclusive environment.





1.3 Problem Statement

During the last survey of Persons with Disability in the Philippines (PWDs) in 2010, among 92.1 million households in the country, there were 1.4 million or 1.57% Filipinos who have disability. The disability was highest among persons aged 5 to 19 years which is around 291, 200 (Census of Population and Housing-2010, 2013). It should be noted that the aforementioned ages are expected for youth who are in schools, that is, from kindergarten at age 5 up to college at age 19 or 20. At this time, the Philippines had not implemented the K-12 curriculum yet. Based on the World Health Organization (WHO) formulation, in 2010, the 5-14 years old children with disability (CWD) estimate alone is 2 million (Garcia, 2014).



Despite the discrepancy of the data on disability prevalence rate, it is hoped that this could help address the issues that surround PWDs. Government agencies that are responsible to do something in alleviating disability concerns shall not have any reason for their inaction because of the absence of any information about disabled people. It is enormously encouraging that different sectors also feed some sort of statistics to remind their governments to respond to disability rights commitments, even if these governments have signed and ratified the Convention on Rights of Persons with Disabilities or CRPD (Groce, Bailey, Lang, Trani & Kett, 2011).

In the Parallel Report 2013 United Nations Convention on the Rights of Persons with Disabilities, UNCRPD, the Zero Rejection Policy was well recognized. It requires all





schools and educational institutions not to reject enrollees, including those with disabilities. It was meant to pave the way to encourage Filipino families to give their own share to the policy by at least sending their children with disabilities direct from their house to the nearest school (Philippine Coalition on the UNCRPD, 2013). It is worthy to recall that the Philippines is a signatory to the Salamanca Statement which promoted the inclusive education approach in order to address those who have special educational needs (UNESCO, 1994). It adheres to Article 24, 2d of the United Nations Convention on the Rights of Persons with Disabilities or UNCPRD (Fucion, 2017). It also responds to United Nation's "Framework on Education for All" when it established a global monitoring team, and hence, inclusive education and special education were brought together to achieve a common purpose at the global level.



Inclusive education is a safe phrase that contradicts its internal controversy. Across policy, legislation, and jurisdictions on what should constitute inclusive education varies. Inclusion's contestable nature across time, space, and contexts entails its characteristic that frequently changes (Byrne, 2019). In the Philippines, inclusion is conceptually defined as the school's process of responding to all learners. Through inclusive education, children, including those who have special educational needs, shall be provided with flexible and individualized support mechanisms. It forms part of the regular schools that emphasize their commitment to recognize and respond to diverse needs and abilities of school children as well as the differences in their ways and paces of learning. The Philippines therefore ensures that learners with exceptionalities shall enjoy quality education by responding to their individual and unique learning needs (Department of Education-Philippines, 2017).





There remains a paucity of research on hearing-impaired children (Mann, Roy & Marshall, 2013) as well as their learning in light of changing patterns in the school placement (Holstrom & Schonstrom, 2017). In the midst of Zero Rejection policy to make the entire school system inclusive (Philippine Coalition on the UNCRPD, 2013) many do not provide an education on par with that of non-hearing-impaired students even though there is a broad range of hearing-impaired schools, and therefore do not meet the criteria for inclusive education (Murray, Snoddon, De Mueller & Underwood, 2018). On placement guidelines of hearing-impaired children, there should be offerings that facilitate communication opportunities and instruction purposes. It should also include the regular evaluation of the placement capacity in order to harmonize the academic and socio-emotional services (Abbate, 2015). It therefore highlights the role of social support which provides every individual the fortitude to endure personal and psychological limitations (Cherry, 2019).

To promote the need for an inclusive environment, the accessibility and usability of twenty-one public parks and playgrounds were evaluated and compared by park type (neighborhood or destination) and deprivation level (high and low) among three metropolitan cities in New Zealand. The study revealed that none of the parks evaluated met the national standards or international guidelines for park and playground design. The accessibility and usability concerns were identified in relation to path surfaces, car parking spaces, and play equipment. There was also lack of fences and lighting facilities (Perry, Devan, Fitzgerald, Han, Liu & Rouse, 2017).





Despite efforts of utilizing inclusive education, its implementation was not done satisfactorily (Ahmad & May, 2018). To have a better inclusive education, positive endeavors shall be initiated to engage learners in inclusive classes (Ahmad, 2018). Likewise, there is a need for inclusive practices research (Robinson, 2017), and more comprehensive studies on teaching the hearing-impaired students can be conducted in order to address their limitations towards language learning (Razalli, Anal, Mamat & Hashim, 2018). This is especially true since documentation or written outputs concerning inclusive education in the Philippines remain scarce. If there were instructional materials, books, teaching aids on inclusive education, most of them were written by American or Asian authors (Macaranas, 2018).



However, the previous studies in the Philippines about hearing-impaired students and their teachers are mostly focused on census or their prevalence in urban city schools. Hence this research emphasizes interest on stakeholders' perceptions on hearing-impaired students especially on their learning characteristics as well as on what happens when hearing-impaired students are handled in an inclusive environment. The perceptions were used to develop a guideline and its usability was analyzed.



1.4 Theoretical Framework

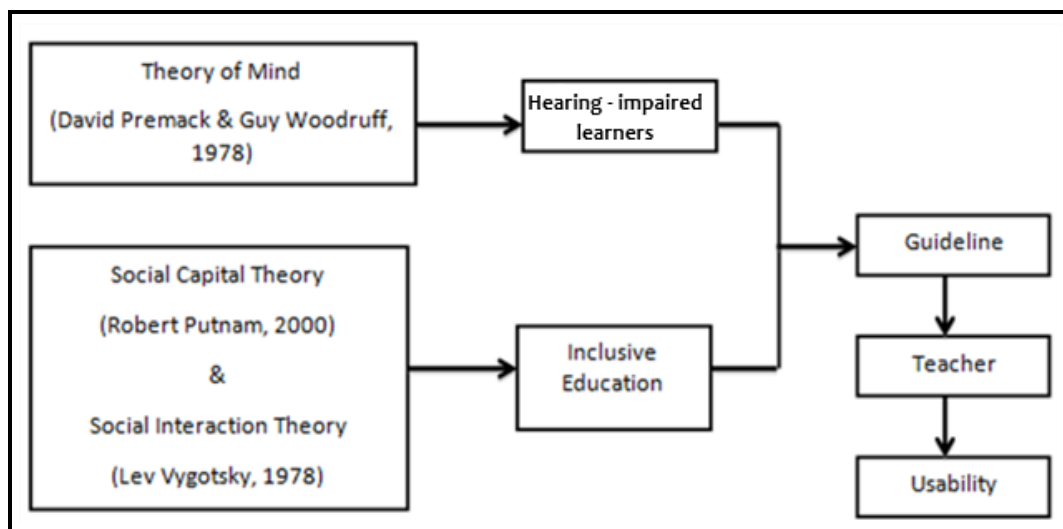


Figure 1.1. Theoretical Framework

The theoretical framework posited in this study frames the concept and basic assumptions in order to direct and suggest ways for the researcher to gather and interpret data.

Inevitably, the theoretical framework enables the researcher to relate the study to the knowledge base to which other researchers have contributed before, as well as increasing their awareness of the interconnection of the broader significance of data. Apart from that, it tends to assist the researcher to refine concepts, evaluate assumptions of the models, and indirectly answer the research questions posited. Most importantly, the theoretical framework does not remain fixed over time, for it is open to revision (Neuman, 1997).

There are a number of different cognitive and sociological theories that have been used in the study of hearing-impaired students. This study describes various stakeholders' orientations of hearing-impaired students as well as their inclusion using three underpinning theories as a guide such as: the Theory of Mind of Premack & Woodruff



(1978); Social Interaction Theory of Vygotsky (1978) and; Social Capital Theory of Putnam (2000).

The Theory of Mind (ToM) emphasizes that it is better to understand that hearing-impaired students, like other people, tend to believe and interpret among others, and make inferences of some states of covert behaviors. They use these states in anticipation leading to making predictions of others' behavior including their own behavior. Young children likewise have the potential to engage in an explanatory structure in which they recognize the role of mental states in guiding and shaping a person's behavior, aside from being able to make inferences that another person will act on the basis of what they think or believe. The discussion of the potential of these children gives prominence to the features of the belief-desire structure. It characterizes their sense-making of other's predispositions and actions throughout the stages of life development and their experience of exchanging information with others. A critical aspect of one's social existence is represented by the information people have about others' desires, emotions, convictions, judgments, among others. This instance of one's ability to make inferences in order to ask, utilize, and share this information best exemplifies the theory of mind as proposed by Premack and Woodruff.

Concerning theories on handling hearing-impaired students in an inclusive environment, a lot of things can be learned when mechanics are provided by the environment, the most significant of which are parents, teachers, and even peers and a person who can serve as a more knowledgeable other. The supervision may also take a





while until a task can be mastered. Any more knowledgeable other can assign tasks that children cannot do on their own without supervision or assistance. The zone of proximal development plays a notable role in this scenario. The provision of supervision or assistance could just be enough to enable the child to learn to complete the task in his/her own way. This is the type of Vygotsky's social interaction which involves cooperative and collaborative dialogue that actually promotes cognitive development. Another theory that is related to inclusion of hearing-impaired students is the Social Capital Theory by Robert Putnam. He defines social capital as the networks of relationships among people who live and work in the particular society. The social capital enables hearing-impaired students being part of any society to function effectively.



It is in this context that stakeholders provided their perceptions on learning characteristics of hearing-impaired students as exemplified using the Theory of Mind as a basis. On the other hand, the stakeholders expressed their perceptions on handling hearing-impaired students in an inclusive environment using the Social Interaction Theory and the Social Capital Theory. These perceptions were used in the study to propose a guideline to better understand and support hearing-impaired students in an inclusive environment.



1.5 Conceptual Framework

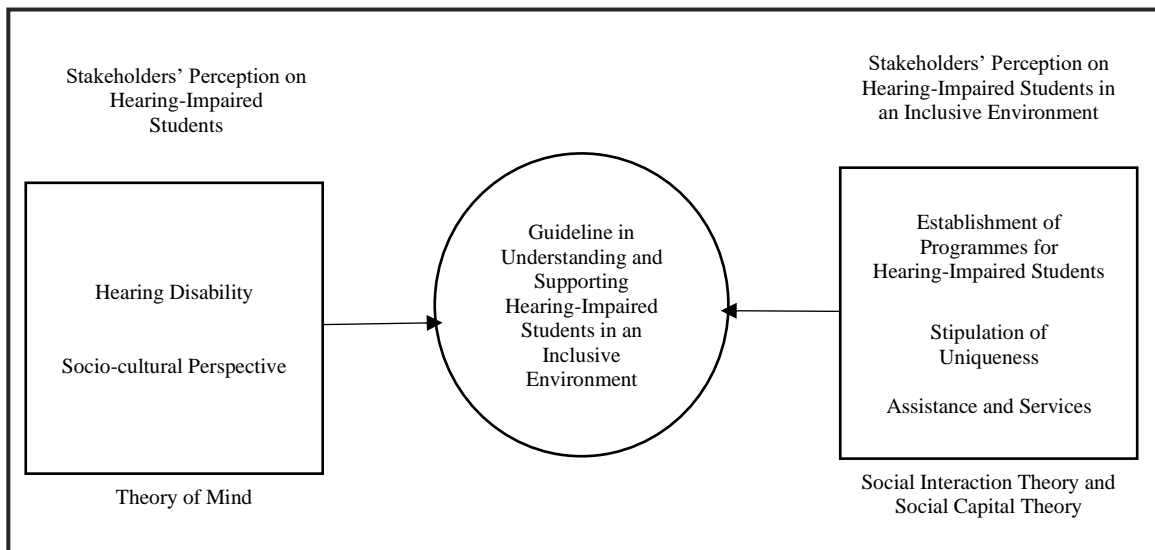


Figure 1.2. Conceptual Framework

The intent of the study was to obtain a deeper understanding of the stakeholders' perceptions on hearing-impaired students specifically on their learning skills as well as on how these learners are handled in an inclusive environment. This information was used for proposing a guideline until the evaluation of its usability. Hence the conceptual framework is hereby presented.

Figure 1.2 shows the operationalization of the variables of the study. The first phase, qualitative method allows in-depth description of stakeholders' perceptions on hearing-impaired students, especially on hearing disability as a concept and socio-cultural perspective were obtained. The stakeholders' perceptions concerning hearing-impaired students in an inclusive environment focus on establishment of programmes for hearing-impaired students, stipulation of uniqueness, and assistance and services. Data were taken



from open-ended questions using focus group interviews, document analysis, and limited observations. Focus group interviews of students, parents, teachers, and supervisors provide direct, thick, and detailed description of the issues involved.

The study focuses on perception on hearing-impaired students especially their beliefs, feelings, and intentions that are better described in Theory of Mind. These hearing-impaired students are viewed as individuals who go through learning stages as they continuously take part on different activities and challenges in inclusive environment. In the inclusive environment, the system shall be anchored on individual needs of learners in order to facilitate their academic and social advancement that describes Social Interaction Theory. This holds true among hearing-impaired students as they behave and cope with the academic demands as well as with social situations. As learners in an inclusive environment, there are also expectations as how they learn and get along with their peers, both hearing-impaired and hearing, and with other individuals. Hearing-impaired students adapt based on desires, emotions, convictions, judgments of others or their environment especially the school in terms of learning, human relations, and interactions. As supported by Social Capital Theory, to make an educational environment inclusive it shall have a curriculum that is responsive and adaptive, with available and appropriate pedagogical methodologies, and institutional support. It shall reinforce participation and active social relationships.





Upon knowing the academic, personal-social, extent of interest, and skills of hearing-impaired students, the findings were used as the basis for the development of a guideline for better understanding and supporting hearing-impaired students in an inclusive environment. To ensure the effectiveness of the guideline, its usability was likewise evaluated by teachers who handle hearing-impaired students in inclusive environment.

1.6 Purpose of the Study

The study sought to explore the stakeholders' perceptions on hearing-impaired students in an inclusive environment, hence, proposed a guideline.



1.7 Research objectives

The study aimed to:

1. Describe the stakeholders' perceptions on hearing-impaired students.
2. Describe the stakeholders' perceptions on handling hearing-impaired students in an inclusive environment.
3. Describe the process of designing and developing a guideline for understanding and supporting hearing-impaired students in an inclusive environment.



4. Describe the process involved in teachers' evaluation of the guideline based on the usability evaluation results.

1.8 Research Questions

The study specifically sought to answer the following questions:

1. How do stakeholders describe their perceptions on hearing-impaired students?
2. How do stakeholders describe their perceptions on hearing-impaired students in an inclusive environment?
3. Based on the findings, how does a guideline be developed to better understand and support hearing-impaired students in an inclusive environment?
4. How will the guideline be evaluated by teachers in terms of its usability?

1.9 Significance of the Study

It is the humble view of the researcher that the findings of the study could be valuable to those who have direct or indirect involvement with the education of hearing-impaired students most specifically, in the Philippines.

The findings shall:

1. Provide wider knowledge and understanding on hearing-impaired students who have diverse abilities.

2. Guide teachers for making adjustments towards organizing activities in an inclusive environment based on a socio-cultural perspective.
3. Offer inputs for those involved in policy making for the need to employ more accepting teachers who would handle persons with disabilities including hearing-impaired students .
4. Provide assistance to school officials, whether public or private, to plan and implement programs for teaching and learning sign language.
5. Provide inputs necessary for the formulation of guidelines to consider hearing-impaired students in an inclusive environment as a unique set-up.

It is the intent of the study that the results be disseminated to those who are involved with hearing-impaired education so they would revisit current practices as well as find ways to improve the situation of hearing-impaired students. The school officials who are tasked to oversee and propose programs for hearing-impaired education shall make a constructive identification of problems confronting the teachers who are handling hearing-impaired students. The results of the study shall reach policy makers to initiate genuine intent of providing adequate training for teachers who will be assigned to handle hearing-impaired students in an inclusive environment. It is hoped therefore that teachers be thoroughly immersed with the hearing-impaired culture to gain a better grasp on hearing-impaired students.



1.10 Limitation of the study

The study was conducted despite some limitations. There was difficulty organizing focus group interviews for participants coming from different schools. Students, parents, teachers, and supervisors needed to come to the session as a group. It was an internal rule of the school that if someone was absent, the group, being incomplete, could no longer attend the session. Because of heavy rains or typhoons, some students, teachers, and supervisors were not able to come during the scheduled focus group interviews.

There was also a paucity of seasoned sign language interpreters. Although there were arrangements made in advance with interpreters, there were days they could not make it to the meeting that would result in rescheduling of focus group interviews. Cooperation of other participants were not assured despite permissions being approved by the Department of Education authorities. The instruments were developed based on various literature and in consultation with experts which should be applicable to the context of the study. The study was also conducted in order to find how participants shared their perceptions in relation to some issues on hearing-impaired learners.



1.11 Operational Definition

The following operational terminologies are defined for better and clearer understanding of the issues, topics and contents in this study.

Hearing-Impaired Students

In this study, it refers to learners in high school and college levels who lack the ability for hearing. The learners who attended inclusive environments have varying degrees of hearing disability. Their hearing is disabled to an extent that prevents them to understand speech through their ear, whether or not they use hearing aids.

Hearing-impaired children may also have hearing loss falling between mild to profound. Hearing disability also falls along a continuum of severity. Individuals with profound losses cannot access sounds until they are over 90 dB while those with mild hearing loss can hear sounds falling between 25 and 40 dB (Borders, Bock & Probst, 2016). Some of them use hearing devices to increase their auditory perception and to grasp spoken language (Harkins & Bakke, 2011). Authorities in school and medical fields consider hearing-impaired children as those who have disabilities or hearing impaired. But children themselves prefer to be called as hearing-impaired. Stakeholders such as parents, professionals, hearing-impaired, and their peers are the usual sources of influence for deciding which language learning approaches, sign or spoken language, the hearing-impaired have to choose (Lederberg, Schick & Spencer, 2013).



Hearing-impaired can also be defined as members of a distinct cultural and linguistic community with their own identity and sense of belonging, instead of defining them as functionally disabled people in the medical sense. Its core which is the familiarity with sign language and bilingualism or even biculturalism suffer at a disadvantage because of the lack of recognition and institutionalization of services towards their language and culture (Chapman & Dammeyer, 2016). Moreover, 95% of children with hearing loss are born to caregivers/parents with typical hearing (National Institute on Deafness and Other Communication Disorders, 2013).

Guideline



The dependent variable is the guideline which is based on the findings of this study. It is herein proposed for the handling of hearing-impaired students in an inclusive environment with the focus on providing better understanding and support. It introduces hearing-impaired students and the support they could receive from various individuals in various opportunities and settings.

A guideline could be a reference on how to manage an organization, for example a school and its teachers, concerning the education of learners who have special educational needs. Suggestions are provided to facilitate the inclusion of students with special educational needs in the school (Stack, 2007). It is important that various stakeholders which include policy makers need to be guided to understand that hearing-impaired





children's inclusion in classroom environments may not be enough (Khairuddin, Miles & McCracken, 2018). On including hearing-impaired & hard of hearing kids in the classroom, Berke (2019) who grew up mainstreamed in hearing classrooms before the term "inclusion" became popular gave some tips based on her personal experience, plus resources available on the web.

Concerning placement guidelines for children who are hearing-impaired or hard of hearing, an array of placement options must be available to all children with special needs. For DHH children, any placement option must offer both accessible instruction and communication opportunities as well as the ability to regularly reevaluate the capacity of the placement to provide the correct combination of services, both academic and social-emotional. The guideline is composed what people do know and do not know about the educational placement of DHH students (Abbate, 2015). Moreover, learning depends on communication and language. In educational settings, students who are hearing-impaired or hard of hearing communicate in various ways. Hence, a communication planning guide was developed which emphasizes that for teams, including student and families, it is vital to gather and share information about a student's language, communication, and access. The objective of the guide is to facilitate a meaningful discussion as team members embark on this decision-making process. The guide reflects many of the questions parents, families, teachers, service providers, and administrators may have regarding the communication needs of students who are hearing-impaired or hard of hearing (The Outreach Center for Hearing disability and Blindness, 2013).





Another guideline was also developed on how to communicate with people who are hearing-impaired, hard of hearing and speech impaired. The guideline intends to assist staff communicate with clients and staff who are hearing-impaired, hard of hearing, or speech impaired by providing information and tips for effective, respectful communication. The said document which is applicable to a particular scope of personnel has to be reviewed every three years (Legal Aid NSW, 2014).

Inclusive Environment

It refers to a process by which a class composed of hearing-impaired students combined with hearing students on a daily basis inside the school. In the classroom, three or more students are mainstreamed. There are also classes composed of hearing-impaired students. These classes are located within the school of regular students.

Inclusion is a philosophy that brings students, families, educators and community members together to create schools based on acceptance, belonging and community. Inclusionary schools welcome, acknowledge, affirm and celebrate the value of all learners by educating them together in high-quality, age-appropriate general education classrooms in their neighborhood schools (Salend, 2011). It may refer to the placement where the process through which education systems respond to diverse learners in ways that enable participation, equal opportunities, respect for difference, and social justice. It places particular focus on the inclusion of learners with special educational needs within





mainstream classrooms (Robinson, 2018). It somehow entails a holistic model for understanding inclusive educational practice. This assumption should be treated carefully, as this definition also entails all students participating and belonging to a school community, which represents only one aspect of inclusion. Oftentimes it is done through mainstreaming as a form of integration. The child can be placed in as long as it provides him/her with appropriate education (American Institutes for Research, 2017). In the Philippines there remains confusion in the meaning of terms: mainstreaming was being practiced but understood to be inclusion. The children were not placed in classes solely on the basis of human rights, but on the children with disabilities' educational needs and ability to cope as well (Colendrino, 2018).



However, a perspective on inclusion in Article 24 of the UN Convention on the Rights of Persons with Disabilities a lot of interpretations which should be taken into account anchored on the different needs for example among hearing-impaired towards the general trend of full inclusion. One interpretation is to have a separate institution for children who want to learn in environments using sign language. It should not be considered discrimination. As part of inclusive educational system, it underscores respect for the different needs particularly of hearing-impaired students (Murray, De Meulder & Le Maire, 2018). Inclusion involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and the environment that best corresponds to their requirements and preferences. Placing students with disabilities





within mainstream classes without accompanying structural changes to, for example, organization, curriculum and teaching and learning strategies, does not constitute inclusion (United Nations-CRPD, 2016). This underscores that the education system must comprise four interrelated features such as availability, accessibility, acceptability, and adaptability.

In the inclusive environment, the educational system is designed based on students' individual needs, as this facilitates the academic and social improvement of each learner. Therefore, the adaptation of curriculum, including appropriate instructional strategies, additional academic support, and prevention of social isolation, is central to the creation of a more inclusive educational environment (Eriks-Brophy & Whittingham, 2013). Further, it looks into how to transform schooling systems in order to remove the barriers that prevent pupils from participating fully in education (UNESCO, 2013).

Perceptions

The independent variable for this study is the perception of the stakeholders. It is defined as the thoughts and beliefs of the students, parents, teachers, and supervisors towards hearing-impaired students and their inclusion. These perceptions are also anchored on attitudes and practices of families or caregivers as they are the ones who deal with hearing-impaired students at home while teachers and supervisors deal with these learners at school. The hearing-impaired students also provided their views about hearing disability and inclusive environment.





Al-Dababneh, Al-Zboon and Akour (2016) define perceptions as one's awareness of the differences in the needs of children who are hearing-impaired and hard of hearing. These are thoughts, ideas, and assumptions toward hearing-impaired students as well as their education in inclusive environment. Most and Ingber (2016) provide that the factors that influence attitudes towards integrating children in inclusive settings are related to one's exposure to inclusion issues and socio-economic status. Parents often view the diagnosis of a child's hearing disability through a prism determined by their own hearing status. Parents who are hearing-impaired may view the diagnosis through a cultural lens, welcoming a child who can easily share their language and culture. Their views are shaped by their desire to share their own language and culture with their child (Mellon et al., 2015).



On perceptions concerning students with disabilities in inclusive environment, teachers believe more collaboration is necessary between general education and special education teachers regarding student individualized education plans (IEPs) and instructional planning for the inclusion process to be more effective. However, they also viewed time restraints as a limitation to collaboration (Mulholland & O'Connor, 2016). But it was found that the more hours general education teachers spent in professional development and co-teaching the higher the efficacy in student engagement (Shoulders & Krei, 2016). Another category of education system is integrated education. Integrated education mainstreams children with disabilities into school by creating special accommodating classes, while inclusive education restructures the entire school culture,





including policies and practices, to meet the needs of all students. The concept of inclusive education holds that while children have different characteristics, abilities, and needs, they should be able to learn together in an environment that does not establish differences between individual children but rather views integration as opportunities for change and enriched learning. This paradigm has been promoted by the recent convergence between the movements for human rights and rights for people with disabilities (Sharma, 2014).

Stakeholders

In this study, the stakeholders are hearing-impaired students, parents, teachers, and supervisors. The hearing-impaired students are composed of high school and college students. The hearing parents are mothers and fathers of high school hearing-impaired students. The teachers and supervisors are working in either government or private schools. These teachers have different positions but their workload is more of a special education teacher.

The stakeholders are special education teachers who usually work in collaborative settings along with their beliefs and practices, and who are capable of immersing themselves to various norms and relationships (Mathews, Rodgers & Youngs, 2017). In one qualitative study, they are principals and lead special education personnel who can share their perceptions of successful instructional practices for students identified with specific learning disabilities. They have relevant involvement with special education students on the high school campus (Birdwell, Kupczynski, Mundy & Bain, 2016). On the





other hand, the stakeholders who participated in a phenomenological study were composed of students with hearing loss and their parents/caregivers. The students and parents/caregivers had to meet certain criteria before they participated in the study (Kemmerly & Compton, 2014).

In a case study relevant to sustainability of responsible inclusive practices in a public elementary school in Connecticut, USA, the stakeholders included were teachers, administrators, and support staff. However, the groups were comprised of teachers who had more extensive experience with inclusionary practices and those who did not (Richmond-Cullen, Bauman, Ferrance & Kunkel, 2017). In another qualitative study, itinerant hearing-impaired teachers and general education teachers were the stakeholders who shared their perceptions of the hearing-impaired and hard of hearing push-in model in general as well as its advantages and disadvantages (Rabinsky, 2013). On the other hand, only the general education teachers were the ones who provided their perceptions of working with children with specific special education exceptionalities in the general education classrooms (Fisher, 2013). Similarly, classroom teachers in Ottawa, Canada, were the stakeholders who participated in a study concerning teachers' perceptions of the inclusion of children with hearing loss in general education settings (Eriks-Brophy & Whittingham, 2013).





1.12 Summary

The study attempted to capture the perceptions of various stakeholders on hearing-impaired students in inclusive environments. As these stakeholders had rich experiences in the setting, their stories composed of strengths and challenges can inspire teachers to continue with their passion to handle hearing-impaired students. The study will provide enormous implications for teachers who cater to hearing-impaired children who are combined with the hearing children in the classrooms. Hence, exploring the stakeholders' perceptions on hearing-impaired students in an inclusive environment may provide valuable information as regards the area of teacher training in inclusive education. The guideline, that is hereby aimed to be developed, shall provide insights to pre-service, on-going and post-service delivery for hearing-impaired students. Therefore, the usability of the guideline for stakeholders was evaluated. Once used, the hearing-impaired students shall be provided with better quality of education through improved learning and teaching contexts, integration, and participation in various communities that span from their families and other organizations and institutions.

