

Hearing Impaired Education of the Department of Education in Region X, Philippines: Its Approaches and Implication

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Abstract—*One way to attain improvement of the educational programs of the hearing impaired is by conducting survey and assessment of the status of the hearing impaired education of the Department of Education in Region X, Philippines. The Special Education (SpEd) teachers play a vital role for the pupils of the hearing impaired children as they are viewed as linchpins in the learning process of the children. This cannot be attained without the different approaches on hearing impaired education. Survey -questionnaires were used to gather information needed. Data were analyzed using the descriptive statistics such as weighted mean and standard deviation. The ANOVA test was used to determine the significance of the hearing impaired education of the Department of Education in Region X. Anchored on the findings, the following conclusions are made about different educational approaches should be given priority by the SPED teachers is further enhance the lifelong learning skills of the pupils. It helps them for their learning process and acquiring language skills. There should be an advocacy on the hearing impaired education program to the public and stakeholders.*

Keywords —*hearing impaired, special education, approaches, implication, language skills*

INTRODUCTION

From the beginning of life the growing child adapts to his environment on the basis of the experience he perceives through his sense modalities. While each of the five sensory receptors responsible for the functions of hearing, sight, touch, taste and smell plays an important role in the manner in which the developing child perceives a given experience. The two that are most crucial for acquiring information about the world are hearing and vision. Of these two, the sensory deprivation of hearing results in a more serious educational handicap, for in the absence of hearing, language symbols are not perceived and learned. In addition not able to hear is a condition which most of hearing individuals can never fully understand nor appreciate. It is hearing that provides us with a continual source of information about happenings within our immediate physical environment.

Hearing plays a vital in the lives of the humans because therole in expressing and receiving language. Hearing problems creates individuals perspective in expressing and receiving information. Hearing loss

creates social skills, communications, and educational glitches [1]. Educators should consider some factors in creating educational programs for the hearing impaired pupils.

Pupils with hearing impairment have the same rights as all other children in spite of their communication barriers. These include the right to access all basic necessities of which education is not an exception. It is however, noted that lack of communication hinders hearing impaired pupils from being able to express their views and receive the same attention that other children receive, be it at home, in school, or in the community where they live.

Unfortunately, most of the hearing impaired pupils have deficits in academic performance in school especially in reading and comprehension skills. [2].

Studies have conducted those children who are hearing impaired with parents with higher reading performance and advanced language skills than those with hearing parents. Researchers do not agree about the cause [3], [2].

Progressive hearing loss may be prevented by avoiding exposure to loud noises, observing proper ear hygiene, and consulting an audiologist upon observance of any of the signs of hearing loss.

The welfare programs for persons with hearing impairment are instituted under the functions of the National Council on Disability Affairs, which is directly supervised by the Office of the President. To address the increasing incidence of hearing loss in infants and children, Republic Act 9709, also known as the Universal Newborn Hearing Screening Act of 2009, was enacted to provide for newborn hearing screening in all parts of the country. It also mandates the provision of adequate interventions for infants with congenital hearing loss [4].

In Region X, as observed in SPED Centers the approaches of homemade signs, natural gestures and basic sign language in adaption of the child's learning from his / her peers with no formal training in sign language during his formative years in school are used. After attaining the formal education from the school transition period will follow for adaption of the standard sign language which is being taught by the teachers.

The SpEd teachers conducted also trainings to the parents for the standard sign language. In fact, the sign language training was given free to the parents of the hearing impaired pupils. Aside from the standard sign language being taught at school total communication is also used to the hearing impaired pupils for the total development of their learning. The subjects taught in the hearing impaired class is the same with the regular class with modification through sign language and manipulative instructional materials to improve their learning development.

Considering the above, this study sought to find out in detail the hearing impaired approaches to the education of the hearing impaired children that would help them attain their education as a human right.

This research was conducted as the researcher believes that this can help to improve the hearing impaired educational programs of the Department of Education Region X, Philippines.

OBJECTIVES OF THE STUDY

The study assessed the hearing Impaired education of the Department of Education Region X: Its approaches and implications, SY: 2014-2015. Specifically, it aimed to determine the approaches, implications and socio-demographic profile of the

SpEd teachers, whether there is a significant relationship between the approaches and socio demographic and to develop different strategies to enhance the Sped teachers' techniques in teaching the hearing impaired pupils.

MATERIALS AND METHODS

The study used the descriptive- survey method of research involving the use of questionnaire as the main instrument of the study. The instrument underwent face validation by experts of the field because of the limited respondents since the Special Education Teachers handling hearing impaired classes are only few in per divisions, if the researcher conducted the pilot survey the researcher could not reached the target respondents. The study examined the educational outcomes of the approaches and implication of the hearing impaired education in Region X.

The Data collection was done under the permission of the Schools Division Superintendents and the Principals of the Special Education Center.

The particular design that the researcher utilized in this study is the survey research design. In survey research design the participants answer question through the survey questionnaire floated by the researcher. After the participants answered the survey questionnaires, the researcher described the responses given. In order for the analysis was done carefully to arrive at a very clear presentation of research findings. In analyzing the data for the interpretation of the findings, the data were tabulated and examined carefully to come with the correct findings of the research conducted by the researcher.

The participants for the study were the Special Education Elementary Teachers who are teaching the hearing impaired pupils of the randomly selected seven divisions of the Department of Education Region X during the school year 2014-2015. There were 23 SPED teachers eighteen (18) were females and five (5) were males. The respondents belong to Special Education Centers handling hearing impaired pupils of the seven divisions of the Department of Education Region X, Philippines.

A constructed questionnaire was used to obtain the data for this study. The questionnaire was devised to gather information for the research. It consisted of constructed specific questions which are divided into four (4) parts.

The questionnaire is answerable by rating as (5) - Highest and (1) –Lowest, 4.51–5.00: Always; 3.51–4.50: Often; 2.51–3.50: Sometimes; 1.51–2.50: Seldom; 1.00–1.50: Never. The result of the data were recorded, organized, analyzed and interpreted in view of the objectives set in the study. The respondents of this study were given time to study the survey questionnaire. All data gathered were tailed and interpreted using the ANOVA test. Frequency distribution was used to and weighted mean was used to determine problems of the study .

RESULTS AND DISCUSSION

Table 1 presents the Different Educational Approaches on Hearing Impaired Education. Out of 10educational approaches, 3 were considered as used always by the respondents and 8 were identified as often utilized by the SpEd Teachers.

Findings show that SpEd teachers always They expect the bicultural and bilingual education of children with hearing impairment(4.83); The know that ASL would be integral of English bilingual program(4.74; They introduce the bilingual method in oral language and sign language (4.57).

Based on the data in the table, the top three educational approaches utilized by the teachers They accept and respect the bicultural and bilingual position of hearing impaired children,They introduce the bilingual method in oral language and sign language

as rank 1; They know that ASL would be integral of English bilingual programmed rank 2; They introduce the bilingual method in oral language and sign language, as rank 3. The bicultural and bilingual is found to be the most important in terms in the educational approaches by the SpEd teachers.

Furthermore, studies indicated that the approaches in bilingual-bicultural education are originated on the principles of total communication/auditory/oralism approaches. The American Sign Language is the biological preferred mode of communication of the hearing impaired children. Hearing impaired children acquire language in written method through the use of natural sing language in the early formative years [5].

This attributes the SpEd Teachers’ preference to the second and third approaches. ASL/English bilingual programs provide a better opportunity to the hearing impaired pupils to enhance their learning in both languages. Bilingual method in oral language and sign language caters the need of the hearing impaired pupils for both oral and sign language.

Meanwhile, the least frequently used approaches are: They develop lip reading or speech reading technique for them to understand better on knowledge acquisition skills (4.39); They employ the oralism method to give the hearing impaired pupils basic training in communication skills (4.17); They teach the hearing impaired children through lip reading / speech reading for oral language (4.04).

Table 1.Different educational approaches on hearing impaired education

Statements	Mean (SD)	Equivalent	Rank
1. I introduce the bilingual method in oral language and sign language.	4.57 (0.662)	Always	3
2. I have knowledge on the bilingual-bicultural (bi-bi) education as a whole language approached to literacy.	4.18 (0.907)	Often	7
3. I respect the bicultural and bilingual education of children with hearing impairment	4.83 (0.388)	Always	1
4. I know that bilingual programs play a crucial part in the literacy rate of children with hearing impairment.	4.35 (0.714)	Often	5
5. I have knowledge on bimodal bilingual that can be readily handle dual language development.	4.13 (0.757)	Often	9
6. I know that ASL would be integral of English bilingual program.	4.74 (0.541)	Always	2
7. I develop lip reading or speech reading technique for them to understand better on knowledge acquisition skills.	4.39 (0.891)	Often	4
8. I employ the oralism method to give the hearing impaired pupils basic training in communication skills.	4.17(0.887)	Often	8
9. I teach the hearing impaired children through lip reading / speech reading for oral language.	4.04 (1.261)	Often	10
10. I properly represent oral languages in a gestural-visual form or the signed oral languages.	4.35 (1.027)	Often	6
Over-all	4.38 (0.858)	Often	

The SpEd teachers rarely use these approaches in their classes. The teachers were focused on the bilingual method program to the pupils. The least approaches used, the lip reading, is attributed to the pupils to have difficulty in lip reading context understanding. Further, In study of Frasu [5], this type of training is to teach the child how to use his residual hearing. The earlier a child is given hearing aids, the better.

The educational approaches in hearing impaired classes should be given a holistic approach by the teachers especially the bilingual-bicultural education for the enhancement of the intellectual ability, phonological processes. The oralism method gives the hearing impaired further enhancement of the language skills as they will not be dependent in the interpreters. They can recognize the word thru mouth reading.

The lack of speech therapist in the public schools to take care the needs of the oral training of the hearing impaired children requires the teachers to have an extra effort to improve pupils speech conditions. The lack of resources for oralism method but is not the hindrance to the total development of hearing impaired children if the teachers will do something to improve the oral skills.

There are ways in teaching language to the hearing impaired children [6]. Language is taught in different mode of communication. Hearing impaired pupils who are exposed in American Sign Language increase in vocabulary, phonological, and intellectual development [7].

According to Baker [8] bilingual-bicultural education believes that the hearing impaired children are not deficient learners. Deaf children do not need remediation but the bilingual-bicultural program enhances the visual learning competencies of the hearing impaired children. Deaf professionals are considered important components of the bilingual-bicultural programs. The bilingual-bicultural strategies do not support the inclusions program of the hearing impaired children in the regular class program.

Many deaf people shared their experiences in isolation and academic deprivation in the regular schools. The bilingual-bicultural program provides the cognitive, linguistic, and social skills are achieved in the environment that provides with full communicative access in the curriculum.

Pittman and Huefner [9] explored the related issues on bilingual-bicultural approaches which chosen by the families with hearing impaired pupils.

The families of the hearing impaired pupils have the choices of communication to be used to their children rather than allowing the school districts to control the issues of communication methods.

Furthermore, Hawkins [10] supported the gaps to filled in the curriculum to equip deaf children in the different aspects of life. A different approach enhances the total development of the deaf children [11].

Fiedler [12] further explains that the hearing impaired education continues to have many controversies regarding the best practices in teaching the pupils who are hearing impaired and hard of hearing. Different strategies have been successful for some pupils but there's no particular strategies of philosophy have been found to be successful with all pupils.

In the view of some people, that some educational approaches can create disappointments to the parents trying to determine the best educational approaches for their deaf children. Teachers provide different strategies to meet individuals' needs of the pupils and their families.

Language is important in the lives of the people but without language there is no communication and is also an integral part of the human lives. In the hearing impaired children they learn the language through imitations from the hearing children.

Teaching languages to the hearing impaired children creates a dynamic development and develop their self-confidence that they are assimilated in the society, language also to express feelings, thoughts and verbal utterances.

Hearing impaired education provides a better access for the hearing impaired children which their needs being address. In the Special Education the hearing impaired children are given adequate provisions especially in their educational needs, enhancement of their auditory training, oralism and social- emotional skills. The lack of these trainings could develop an impulsive behavior and emotional problems. Providing guidance to establish a less restrictive environment and they can express themselves without fear. Social interaction with peers could help in building self-confidence and sense of belongings with their peers. Special Education Teachers should consider the diversity of characteristics of the hearing impaired children, shaping them towards the total development of their growth. Fiedler [12] pointed out that the different approaches in

teaching pupils who are deaf and hard of hearing gives the opportunity to provide the educational needs. The environment that is least restrictive creates a new dimension of the deaf education that is friendly for them and the instructional environment and instructional technology may use for the efficiency of the delivery of the best education for them. There is a significant impact of the learning process of the hearing impaired children if using the augmentative technology tools to enhance their learning capacity.

Teacher must consider also the different learning capacity of their pupils in given the lessons, instructional materials that can be recognized easily by the children.

In the study conducted by Schick [13] explains that providing a good education to the hearing impaired is just providing an interpreter inside the classroom. The sense training plays a vital role in the lives of the hearing impaired children. Sense training means the use of the five senses of the child. Special Education Teachers develops and understand the language for the hearing impaired pupils and train them a lot of things that surrounds them.

The accessibility of the learning environment gives the hearing impaired children an experiential learning development. School and families partnership helps to build strong bond with the learners can create a wider dimensions in learning process and academic and life success of the learners.

In the study conducted in Sweden, an innovation made by the government using the bilingual-bicultural approaches presentation on the text and video called Adam's Book which they use in the elementary levels in the hearing impaired classes. The text presented that a deaf boy with hearing parents, dead grandparents and a hearing sister.

There are reasons exploring this model are: 1) The evidence shows that deaf parents have highest reading achievement in English as compared to hearing impaired children of the hearing impaired parents as they have accessible visual language learning as they communicate each other.:2) The evidence provides that hearing impaired children have not improved in instantaneous interactions methods (sign language and speech) and 3) There are variables that affects the language learning outcomes of the family's economic status and other could factors could attribute the learning processes [14].

Table 2 reveals the difference in the respondents' responses when grouped to socio-demographic profile.

Result shows that there is no significant difference in the respondents' responses when grouped to their socio-demographic profile such as gender, age, civil status, teaching experience, academic rank, and educational qualification as shown in their p-values of 0.703, 0.505, 0.647, 0.478, 0.455, 0.653 and 0.405 and that null hypothesis is accepted. The socio – demographic profile of the respondents does not affect the results of the approaches and implication of the study conducted by the researcher.

Table 2. difference in educational approaches on hearing impaired in the respondents' responses when grouped to socio-demographic profile

Analysis of Variance Source	DF	Adj SS	Adj MS	F-value	p-value
Regression	18	5.124	0.285	0.76	0.698
gender	1	0.063	0.063	0.17	0.703
age	6	2.358	0.393	1.05	0.505
status	1	0.091	0.091	0.24	0.647
experience	3	1.126	0.375	1.00	0.478
rank	3	1.203	0.401	1.07	0.455
EQ	4	0.985	0.246	0.66	0.653
Error	4	1.498	0.374		
lack-of-fit	2	0.891	0.445	1.47	0.405
pure error	2	0.607	0.303		
Total	2	6.621			

*Significant at 0.05

Moreover, the socio-demographic profile provides the basic information of the respondents that are included in the survey. More specifically, the results of this study indicated the most concerned the approaches and implication being used by the Special Education Teachers.

The respondents' responses when they are grouped according to their socio-demographic profile in the survey questionnaire does not vary because of the questionnaire is structured and focused the approaches and implication of the teaching strategies being used in the classroom. Furthermore, doesn't affect the study since the result is not significant.

CONCLUSION AND RECOMMENDATION

The SpEd teachers need to create a collaborative culture in school and home to assist the difficulties of the parents and caregivers in handling the hearing impaired a support that should always be available. The teachers need to have additional trainings in educational approaches for the hearing impaired

education to enhance their skills and provide children with better opportunities after they graduated in elementary level. American Sign Language as means of communication of the hearing impaired children and using the other methods that means also for the improvement of the ability of the pupils.

It is a great opportunity to enhance the abilities of the Special Education Teacher through the in-service trainings will be organized for teachers on hearing impaired education in the national level for the benefits of the pupils; Different educational approaches for the hearing impaired should be given emphasis by the SpEd teachers; More intensive educational approaches /trainings should be done to SpEd teachers, parents and caregivers; Incorporate assistive technologies in the class. The government should fund the needed equipment for the hearing impaired classes.

The oral approaches can be effective if there is collaboration with teachers and parents. Teacher's effort alone couldn't be effective if there is lack of cooperation between the two. Family involvement of the learning process of the child is highly needed. Structured spoken English activities for the hearing impaired classes are very needed to further enhance the oral language skills of the pupils.

The Special Education classes for the hearing impaired should be accessible to the community in the present situation the classes for the hearing impaired within the city and towns but in the remote areas there is no educational services for them. There should be linkages with the private sectors to provide the educational needs of the pupils, most of them belong to the poverty line. The Local Government Units should provide a scholarship for the less fortunate hearing impaired pupils so they can continue their studies until tertiary level. The Special Education Teachers should attain training in child psychology and other related trainings in behavioral management for the home and school support to the parents.

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