

Hearing the Unheard: Unveiling the Untold Stories of Hearing-Impaired Students in Inclusive Education

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Abstract: This study explored the untold stories of hearing-impaired students in inclusive Education at Sagay National High School during the 2022-2023. It employed a qualitative approach, specifically a phenomenological research design, to discover the challenges encountered, the opportunities, and the support system of the hearing-impaired students. The participants, who were the ten (10) purposively selected deaf and hard of hearing students enrolled in the junior high school, were interviewed to gather their lived experiences. The data were triangulated with the parent's and teachers' narratives. The study revealed three major themes: Trials in Inclusivity, Silver Linings in Inclusivity, and Holistic Support. The Trials in Inclusivity encompassed the challenges of the hearing-impaired students, such as Academic Difficulty, Emotional Distress, Communication Barriers, and Financial Constraints. The Silver Linings of Inclusivity involved the acquisition of Knowledge and Skills, Friendship, and Motivation which all drove the students to continue their studies and eventually can graduate. With the findings, there is a need for parents, teachers, and the whole school community to take action that can understand the situation and can cater to the learning needs of hearing-impaired students so that they can perform well in their studies and achieve their goals in life.

Keywords: Hearing-Impaired, Inclusive Education, Challenges, Opportunities, Support System

Introduction

The inability to read and write limits access to information and adversely affects people's capacity to support themselves. Disability can be one of the hindering factors to a child's success in life. However, to overcome the barriers posed by disabilities among children, inclusive education has been established to meet the learning needs of children with special needs (Hayes & Bulat, 2017). According to UNESCO (2020), inclusive education is a procedure for attending to and meeting the variety of demands of all students by raising learning involvement and lowering exclusion from and within education. Goal 4, which pertains to education in the Sustainable Development Goals (SDG), strives to achieve inclusive, equitable, high-quality education and to encourage possibilities for lifelong learning for everyone (United Nations, 2020). In most straightforward words, inclusive education allows every child from different backgrounds to access quality education and learning.

UNICEF (2018) identified the situation of learners with special needs in the Philippines having an information gap, and the report underlined that such children continue to experience barriers to essential social services such as access to education. To address such issues in the Philippines, President Rodrigo Duterte has signed Republic Act 11650, is a procedure for attending to and meeting the variety of demands of all students by raising learning involvement and lowering exclusion from and within education. disability and that they should not be left behind (Philippine News Agency, 2022).

Sagay National High School is one of the schools that adhere to implementing inclusive education. It has been catering to hearing impaired and visually impaired students for years now. For the school year 2022-2023, students with hearing impairment have a high prevalence compared to those who are visually impaired. These students were mainstreamed in regular classrooms with the assistance of a trained sign language teacher-interpreter. However, there are inevitable situations where these students' learning is put at stake. Only a few researchers conducted studies focusing on the lived experiences of learners with special needs in inclusive education. Through this study, the gap in the literature can be addressed, and the untold stories of hearing-impaired students were unveiled.

Thus, the researcher desires to conduct a phenomenological study to explore and discover the challenges faced by hearing-impaired students in inclusive education as well as their motivations and opportunities and the support system they need to overcome barriers to reach their full potential and success in learning.

Methods

Research Design: The study employed a qualitative-descriptive phenomenological research design since the primary purpose is to explore the lived experiences of hearing-impaired students in inclusive education. According to Creswell (2007), a phenomenological study "describes the meaning for several individuals of their lived experiences of a concept or a phenomenon." In other words, it focused on describing a phenomenon that all the participants have experienced in a particular phenomenon. The study utilized a semi-structured interview protocol in order to gather relevant data in terms of the challenges experienced by the hearing-impaired students and their opportunities and motivations, as well as to identify the support system to be rendered to these learners.

Respondents of the Study: The study's respondents were the ten (10) identified hearing-impaired students. They were purposively selected using a set of inclusion criteria. They were junior high school students coming from Grade 7 to Grade 10 who were enrolled in Sagay National High School for the school year 2022-2023. They are clinically diagnosed with hearing impairment. They are mainstreamed in a regular classroom, and most importantly, they are willing to participate in the conduct of the study. Secondary sources of data were the selected five (5) parents and five (5) teachers of the hearing-impaired students. These conversation partners were asked about the challenges, opportunities, and support system for hearing-impaired students based on their own point of view. This has been done by the researchers in order to establish data triangulation and avoid any biases in the results of the study. The sampling technique used in selecting the respondents of the study was the non-probability sampling, known as purposive sampling. This sampling technique is deemed suitable in selecting the respondents since it fits the purpose of the study, which is to explore the lived experiences of hearing-impaired students in inclusive education.

Research Instruments

The research instrument in the form of a semi-structured interview protocol was utilized as the research instrument of the study. The protocol was divided into two parts. The first part asked about the profile of the respondents, and the second part was composed of open-ended questions focusing on their lived experiences. Follow-up or probing questions were included as well for the researcher to probe more for an in-depth investigation. The validity of the research instrument was established using the Content Validity Ratio (CVR) of Lawshe. Using the CVR, the experts rated each item in the instrument by responding a.) Essential, b.) Useful but not Essential, or c.) Not Necessary. As a result of the validation, all questions in the interview protocol were rated as essential and generated a score of 1. Hence, they were valid. In order to establish the reliability of the instrument, the interview process was done in series in order to achieve consistency in terms of the responses of the respondents. Through this, the researcher was able to ensure data saturation which means that no new responses arose from the participants and that the researcher stopped the interview process.

Validity of the Data Gathering Instrument

The validity of the research instrument was established by exposing it to a panel of validators or experts in inclusive education, phenomenology, and language. Its validity in terms of face and content will be established by exposing the questionnaire to a panel of nine experts in the field of education to obtain a valid result. The researcher used the Content Validity Ratio (CVR) of Lawshe. Using the CVR, the experts rated each item in the instrument by responding a.) *Essential*, b.) *Useful but not Essential*, or c.) *Not Necessary* to the knowledge or skill being measured by each item. The number of responses for the essential category was encoded and analyzed using Microsoft Excel to generate the validity score. As a result of the validation, all questions in the interview protocol were rated as essential and generated a score of 1. Hence, they were valid. Comments and suggestions of the validators were considered to improve the instrument.

Reliability of the Data Gathering Instrument

Reliability in qualitative research refers to the stability of responses to multiple coders of data sets. Lincoln and Guba (1985) used the "trustworthiness" of a study as the naturalist's equivalent for internal validation, external validation, reliability, and objectivity. Trustworthiness is achieved by credibility, authenticity, transferability, dependability, and confirmability in qualitative research.

Data Gathering Procedure

Phenomenology primarily uses in-depth interviews lasting up to two hours for as many as ten individuals (Creswell, 2007). Since the study is designed to explore the lived experiences of hearing-impaired students, it is appropriate to gather data from the respondents through an interview. An interview is a method that aims to obtain data from a purposely selected group of individuals rather than from a statistically representative sample of a broader population (Nyomba et al., 2018). First and foremost, the researcher obtained permission from the Principal of the participating high school where the respondents are enrolled. Upon approval of the conduct of the data gathering, the researcher started crafting the semi-structured interview protocol and presented it to the experts for validation in terms of face value, clarity of the questions, organization, and other rules in grammar. After making the research instrument, the researcher informed the respondents and their parents or guardians by sending an informed consent. Ethical considerations in the conduct of the study were also clearly stated in the consent. Once the consent was secured, the interview schedule was identified according to the availability and convenience of the respondents. The interview was done in a face-to-face manner with strict adherence to the IATF health protocols against COVID-19. A trained sign language interpreter was invited to ensure that all responses of the respondents were delivered correctly. While the language interpreter did the signs, she was also speaking simultaneously. The researcher wrote the statements of the interpreter based on the sign language of each participant. A video recording of the interview was secured with the consent of the participants and guardians. After the interview, the researcher's note was presented to each participant for the conformity of the responses with the assistance of the sign interpreter. The transcriptions were the basis for analysis to generate relevant themes on the participants' lived experiences. After generating the results of the study, all the gathered data from the recordings were appropriately disposed.

Data Analysis: In analyzing the data, the researcher adopted the phases of thematic analysis as described by Braun and Clarke (2006). These are described in the following.

Transcription: The transcription underwent a thorough process whereby the researcher collated the respondents' answers and placed them in their respective questions. The participants' answers were translated into the correct English grammar form. After doing so, the researcher presented the transcription to the respondents for the validation of their answers.

Bracketing and the Phenomenological Reduction: The raw data, that is, the transcription, was treated with openness to whatever meanings emerged. According to Moustakas (1994), the goal of phenomenological reduction is to describe what one sees in a textual language, taking into account not only the external object but also the internal act of consciousness, the experience as a whole, the rhythm of the experience, and the relationship between the phenomenon and the self.

Reviewing the interview for the sense of the whole: This is a process where the researcher repeatedly reads the transcript and the personal notes written during the conduct of the interview to discover the essence of the lived experiences of the participants, which is the purpose of the study. This process is necessary to elicit the units of general meaning, which is the following process.

Delineating units of general meaning: This means that a unit of general meaning is those words, phrases, and non-verbal or paralinguistic communications that express a unique and coherent meaning that is differentiated from that which precedes and follows. This is done with as much openness as possible, though, at this point, it still needs to address the research question to the data. Openness here means that the data gathered are treated without bias, and the presumption is suspended.

Delineating units of meaning relevant to the research questions: The study's objectives and the units of general meaning were reviewed to determine whether what the participant had responded to illuminate the research question.

Discovering an emerging cluster of meanings: In this stage, transcripts were coded and grouped accordingly. The clustering of the emerging meanings was done, and experts validated the same. Meanings that were relevant to the study were taken.

Eliminating Redundancies: This was done after completing the previous steps where the list of units of relevant meaning was reviewed; redundant items were eliminated. The literal content of the units and how it is mentioned was considered.

Clustering units of relevant meaning: Once the list of non-redundant units of relevant meaning is made, the researcher renewed the effort to bracket the presuppositions and tries once again to stay as accurate to the phenomenon as possible. The units of relevant meaning were determined to identify if these were naturally clustered together, that is, whether there seems to be some common themes or essence that unite several discrete units of relevant meaning. Such an essence emerges through rigorously examining each unit of relevant meaning and trying to elicit the essence of that unit of meaning given the context.

Determining themes from clusters of meaning: At this phase, all the clusters of meaning were interrogated to determine if there are central themes that express the essence of these clusters.

Ethical Considerations

In the study, permission from the authorities was sought. The respondents' voluntary engagement was very crucial. If they choose to, the respondents have the right to withdraw their participation at any time since it is not compulsory. With the principle of informed consent, the researchers provided the respondents with enough details and assurances about their participation to enable them to fully understand the potential consequences of doing so and to freely decide whether or not to participate, free from undue influence. The respondents' identity was kept confidential throughout the study. After the conduct of the study, all data gathered were disposed of proper.

Results and Discussion

The finding and analysis of a qualitative study used a phenomenological approach to examine the lived experiences of hearing-impaired students in inclusive education. The data gathering and the data analysis were done with the help of a trained sign language interpreter. Following a thorough analysis of the interviews, three major themes regarding the experiences of hearing-impaired students were revealed. These were (a) Trials in Inclusivity, (b) The Silver Linings in Inclusivity, and (c) Holistic Support. They emphasized how varied the experiences are of the participants. The themes that followed the study's completion were used to explain (a) the challenges of the hearing-impaired students, (b) the opportunities of the hearing-impaired students in inclusive education, and (c) the support system needed by these hearing-impaired students to progress in inclusive education. Twelve clusters of pertinent meaning made up the three main themes. Relevant clusters that were common under the challenges of the hearing-impaired students were Academic Difficulty, Emotional Distress, Communication Barriers, and Financial Constraints. For opportunities for hearing-impaired students, common were Knowledge and Skills, Friendship, and Motivation. Finally, a support system for hearing-impaired students includes Technical Support, Moral Support, and Financial Support.

Profile of the Participants

Before the conduct of the interview proper, preliminary questions were asked, such as the profile of the participants. The table below shows the profile of the participants in terms of sex, age, and grade level.

Table 1 Profile of the Participants

Participants	Sex	Age	Grade Level
1	Female	17	7
2	Female	20	10
3	Female	16	9
4	Female	21	9
5	Female	16	9
6	Female	20	10
7	Male	18	10
8	Male	17	9
9	Male	17	8
10	Male	21	10

Trials in Inclusivity: The first central theme that was generated from the first research question of the study was the trials encountered by hearing-impaired in inclusive education. This theme was discovered due to the

sub-themes that emerged during the data explication. These trials encompassed academic Difficulty, emotional distress, communication barrier, and financial constraint. Each sub-theme was discussed, and relevant statements were captured and included, as well as the statements of the parents and teachers, as a means to triangulate the validity of the data and to avoid any biases. Academic Difficulty was revealed to be the significant challenge experienced by hearing-impaired students who were mainstreamed in regular classrooms. Five (5) out of ten (10) conversation partners expressed that they encountered difficulties in learning the different subjects, particularly in English, Mathematics, TLE, Araling Panlipunan, Filipino, and ESP. Asking the parents about the challenges of their children in school, they affirmed the sentiment of their children. These sentiments of the participants who they experienced academic Difficulty were also supported by their teachers who had first-hand observation of this kind of learners. Based on the gathered data from the different groups of conversation partners, the researcher can therefore conclude that hearing-impaired students have been struggling with their academics because of the communication gap between them and the teachers inside the classroom. Teacher support can be one of the factors that need to be considered why these students have Difficulty in learning the different learning areas. This finding was congruent to the study, which accentuated that issues faced in inclusive education include the quality of support for students, and the degree of knowledge, understanding, and expertise required by classroom teachers (Botha & Kourkoutas, 2017). Though inclusive has been adopted to ensure quality and the right to education for all learners (United Nations Convention on the Rights of Persons with Disabilities, 2017), issues on the academic Difficulty of hearing-impaired students should be looked. While inclusive education has been enacted from a right-based philosophy, implementation requires a change in the mindset of school principals and teachers. Although, overall, teachers are said to support inclusion, the inclusion of different groups of children continues to be considered problematic (Hornby, 2018). Another major challenge encountered by hearing-impaired students that were discovered is the Emotional Distress that they felt towards themselves. Four (4) out of ten (10) conversation partners have revealed common statements in which they developed negative perception of themselves because they felt other people were indifferent to them due to their disability. Upon asking the parents about the challenges experienced by their children in school, only a few of them pointed out that it was hard for their children to communicate with others. Based on the responses of the participants, parents, and teachers, it can be concluded that the emotional issues experienced by hearing-impaired students were brought up due to a lack of understanding of the people surrounding these students. The social environment of the students affects the way they feel about themselves. The school and home environment can be factors that contribute to the development of emotional distress in these students. The results of the study were similar to Hamdai's (2018) study, which also cited that the problems of students and families were medium. The results also are in line with Kashif's (2017) study, which showed that there were behavioral problems and low self-esteem in mainstreamed students with hearing disabilities. They also experience negative feelings and emotions when in school, such as feeling rejected when in a group, that they are not normal or are different from those who can hear, and that they feel being left out (Diaz, 2018). Another sub-theme that emerged from the data explication was the communication gap between the hearing-impaired students and the people surrounding them. Due to the hearing impairment of the students, it made them difficult to communicate easily with other people. Hence, it revealed a Communication Barrier between the students and the people around them. Four (4) out of ten (10) conversation partners shared common sentiments in that they find it hard to communicate with other people, so people cannot understand them. It was interesting to note that teachers agreed more with the claims of the students that they have problems in terms of Communication compared to the parents. During the interview with the parents, the researcher observed that the parents were delighted and responded positively to every question thrown. These parents were happy that their children had allowed going to school and mingling with normal people. On the contrary, a communication gap is expected to happen, especially to these hearing-impaired students. This can affect other faces in the lives of the students. For example, the problem in communication among hearing-impaired students can impact their social dimensions or social skills. It was evident that these students really struggled with how they could communicate with their family members, teachers, and classmates. Meanwhile, from the perspective of the teachers, they all agreed that the communication gap was one of the major challenges for the hearing-impaired in school. The study's finding was in congruence with Diaz (2018), which showed that most of the difficulties encountered were brought about by the language barrier wherein students with hearing impairment felt lonely in school. They see their disability as a drawback in and of itself. Moreover, the social problems came first because the mainstreaming procedures were only in mainstreaming the hearing disabled in special classrooms in public schools. The process of mainstreaming has transferred to isolation, in which the hearing disabled lack their social skills, friendship, and interactions with normal students (Saleem, 2017). Another challenge revealed in this study was the Financial Constraint experienced by one of the conversation partners. Not all hearing-impaired students come from well-off

families. Some struggled financially aside from the physical difficulty they had. Just like other regular students who have low socio-economic status, some families of students with special needs do suffer from financial constraints. These families belonged to the poverty threshold, and they struggled everyday how to meet both ends. One teacher also pointed out that financial problem was being observed by some of the students. They expressed that this is one of the reasons why these students cannot go to school. The finding implied that there is a need to look into consideration the financial aspect of hearing-impaired students so that to provide possible interventions to alleviate the financial problem. The finding was in support of the Smith et al. (2018), which accentuated that hearing-impaired children with low socio-economic status need to be given financial support in order to have access to hearing rehabilitation for desirable outcomes.

The Silver Linings of Inclusivity: The second major theme that emerged from the study was the silver lining that inclusive education can bring to hearing-impaired students. The Department of Education responded to the learning needs of Learners with Special Needs (LSN) through the implementation of Special Education. Through inclusive education, these learners were exposed to various learning opportunities that normal or regular students were receiving. Despite the challenges experienced by these learners, their overall experience in school can be described as meaningful and motivating to them. Sub-themes, such as Knowledge and Skills, Motivation, and Friendship, were identified for this theme. These sub-themes were considered the silver linings of inclusive education to the lives of hearing-impaired learners. Knowledge and skills were one of the takeaways of the participants when asked about the opportunities they have gained in school. It was observed that during the interview, these learners were happy while they gestured the things they have learned in school. Because of inclusive education, they were able to know how to communicate through the sign language, acquire practical and life skills such as reading, writing, preparing things, cooking, budgeting their allowance, and learn many lessons in the different learning areas like in Mathematics, English and TLE. Another sub-theme that emerged out from the responses of the hearing-impaired students was friendship. Because of inclusive education, they were able to socialize with other average learners, and they gained many friends. When teachers were asked about their observations on the learnings and opportunities of hearing-impaired students, some of them mentioned that these students were able to learn new knowledge and skills from the persons surrounding them. The study results implied that inclusive education has a significant effect on the social lives of hearing-impaired students. This helped them enhance their social skills and allowed them to be accepted and understood by other people. This negated with a study which claimed that the social problems came first because the mainstreaming procedures only mainstreamed the hearing disabled in special classrooms in public schools. The mainstreaming process has transferred to isolation, in which the hearing disabled lack social skills, friendship, and interactions with average students (Saleem, 2017). Another sub-theme that emerged out from the responses of the hearing-impaired students was friendship. Because of inclusive education, they were able to socialize with other average learners, and they gained many friends. Six (6) out of ten (10) hearing-impaired students shared common responses when asked about the opportunities they experienced in school. The students' accounts were affirmed by their parents by having the same observation that their children were happy in school since they enjoyed so much with their friends. The teachers of these students also observed the same thing with the parents. Five (5) out of five (5) teachers who were interviewed shared the same observations in which hearing-impaired learners were able to acquire friends in school. Lastly, it was revealed that Motivation was viewed as the most critical opportunity received by hearing-impaired students in inclusive education. This is something being felt by the participants and manifested in their day-to-day attendance in school. The findings of the study implied that because of inclusive education, hearing-impaired students became motivated to go to school. This motivation came from within themselves and their environment. The external factors that drove them to continue their studies and reach their goals in life were classmates, friends, families, and teachers. The parents also expressed observations aligned to the claims of their children, and they shared positively how motivated they are in going to school. Aside from the parents, the teachers also witnessed how motivated the hearing-impaired students were to go to school. The enjoyment and acceptance that they felt with these people became the internal Motivation that kept them to stay in school. The finding was congruent with Diaz (2018) that showed despite of the challenges encountered by hearing-impaired students, they do not mind those negative things; they are conscious of them. Despite those feelings, they still show a positive attitude that reflects their resiliency.

Holistic Support: The last theme that emerged out from the clusters of relevant meanings was Holistic Support. This theme was revealed from the account of the hearing-impaired parents and teachers. The holistic support was supported by the three sub-themes identified by the researcher. These sub-themes were Technical Support, Parental Support, and Financial Support. Each sub-theme was reviewed and discussed thoroughly. The first sub-theme was Technical Support. Based on the accounts of the participants, the researcher found out that this kind of support is essential to the learning development of hearing-impaired students. Technical skills which pertain to basic life skills like taking care of themselves, preparing their things, cooking, sewing, as well as learning the different subject areas were learned by these students in school, and there is a need to sustain such support coming from the teachers, parents and the whole school community. The researcher identified the same views from the hearing-impaired students' teachers. They affirmed that they played an important role in the learning process of these learners and that they were very willing to impart skills and knowledge to them. They strategized procedures in order for hearing-impaired learners to learn. Another sub-theme under holistic support was Moral Support. This has been discovered upon reviewing and examining the meanings from the participants' accounts, especially the hearing-impaired students and their parents. Based on the discoveries in the study, moral support from the teachers, parents, friends, or classmates contributed a lot in order for the hearing-impaired students to cope with the different challenges they encountered. The parents of these students also believed that their role as parents had a significant impact on the lives of their children. They acknowledged the importance of supporting their children morally. The teachers also affirmed that hearing-impaired students need moral support coming from their parents and other people surrounding them. Teachers emphasized in their accounts the importance of giving support to these learners to achieve their dreams in life. Awareness and understanding from these people need to be established to support hearing-impaired learners effectively. Diaz (2018) emphasized that coping mechanism has made hearing-impaired students to withstand the difficulties they encountered in school. Their strong relationship with their mother is something praiseworthy, revealing that their mother constantly assisted them not only in their studies but also in their personal life. A support system is necessary among their group. Lastly, the last sub-theme being discovered was Financial Support. Not all hearing-impaired students come from well-off families. Some of the families struggled financially in their day-to-day living. This support is very much needed for them to sustain their daily living so that they can go to school regularly and finish their studies. The discoveries in the study implied that financial assistance must be provided to hearing-impaired students suffering from financial constraints. It was good to note that the SPED center was helping the students such as providing them with space to stay so that it will be easy for them to go home every day, providing them food and other basic needs like water and electricity. This has been one of the most needed resources for the hearing-impaired students so that they can continue with their studies, can graduate, and can get a job in the future. In summary, the findings of the study revealed three major themes that described the lived experiences of hearing-impaired students in inclusive Education at Sagay National High School for the school year 2022-2023. These themes are summarized in Table 2.

Table 2. General Cluster of Relevant Meaning

Cluster	General Cluster of Meaning	Major Themes
Group 1	I. Academic Difficulty II. Emotional Distress III. Communication Barriers IV. Financial Constraints	Trials in Inclusivity
Group 2	V. Knowledge and Skills VI. Friendship VII. Motivation	Silver Linings in Inclusivity
Group 3	VIII. Technical Support IX. Moral Support X. Financial Support	Holistic Support

Research Simulacrum: The study employed a phenomenological research design in exploring the lived experiences of hearing-impaired students in inclusive Education at Sagay National High School. Based on the thorough review of the narratives of the participants, namely the hearing-impaired parents and teachers, the simulacrum below was crafted. The figure below represents the challenges,

opportunities, and support system of hearing-impaired students. The study revealed three relevant major themes that pertained to the lived experiences of hearing-impaired students in inclusive education. The three major themes that emerged from the study were (a) Trials in Inclusivity, (b) Silver Linings of Inclusivity, and (c) Holistic Support. The Trials in Inclusivity encompassed the challenges of hearing-impaired students, such as Academic Difficulty, Emotional Distress, Communication Barriers, and Financial Constraints. For the Silver Linings of Inclusivity, it involved the acquisition of Knowledge and Skills, Friendship, and Motivation which all drove the students to continue their studies and eventually can graduate. Lastly, the holistic support for hearing-impaired students included Technical Support, Moral Support, and Financial Support. This support system was much needed by the hearing-impaired learners to cope with the challenges they had been experiencing in life.

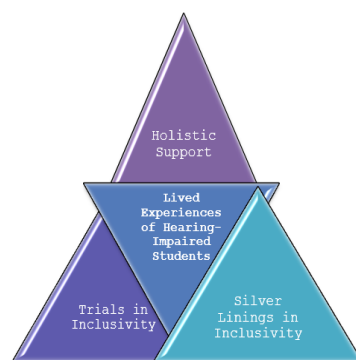


Figure 1 Research Simulacrum

Conclusions

The following implications were drawn based on the findings of the study. The hearing-impaired learners were experiencing various challenges brought on by their disabilities. They needed help in their academics, such as learning the concepts and skills in the different learning areas. They were experiencing emotional distress from their parents due to a lack of parental support and indifferent attitude toward other people like their classmates. Other people needed to understand them because only a few knew how to do sign language. They were financial constraints, so sometimes they could not go to school. Despite their disability, they acquired basic life skills such as preparing their things, cooking, and sewing that helped them in their daily lives. They could meet new hearing friends, and the people around them accepted them. They were motivated to finish their studies, to graduate, and to get a job in the future. They need technical support from their teachers for their skills to be developed and enhanced. They need moral support from their parents, friends, teachers, and other people to become motivated to finish their studies. They need financial support to finance their daily needs, such as food and other school requirements.

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