

## Challenges and Strategies for Parents of Hearing-Impaired Students in Cebu

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**Abstract:** This study aims to examine the extent of parental involvement among families of deaf students and its effects on their academic performance. The study was conducted at two special schools catering Hearing Impairment (HI) in Cebu namely Tabunoc Central School SPED Center in Talisay City and First High School for the Hearing Impaired (FHSHI) in Cebu City. Data were collected and analyzed through structured survey questionnaire. By using the descriptive correlational approach, the research aims to describe the correlation between the parental involvement and problems encounter in rearing their children who are deaf. The results indicated that the level of issues faced by the respondents, particularly regarding financial challenges, was a significant concern, whereas other issues were less common. In examining the impact of family dynamics on students' academic performance, particularly regarding parental engagement, the correlation coefficient revealed a strong positive relationship. This finding indicates that increased parental involvement is linked to improved academic results. Consequently, the null hypothesis was dismissed. This research strongly advocates for the establishment of support groups and local government initiatives aimed at assisting parents of children with hearing impairments, addressing various challenges and concerns associated with raising these children. Consequently, this approach can enhance the overall well-being of parents, enabling them to provide the best support for their children to thrive in life.

**Keywords:** Special Education, Hearing Impairment (HI), Challenges and Strategies, children with hearing impairments, parental involvement, academic performance, Descriptive – Correlational, Cebu, Philippines.

### CHAPTER 1

#### THE PROBLEM AND ITS SCOPE

#### INTRODUCTION

##### Rationale of the Study

Raising a hearing-impaired child presents unique challenges, demanding significant adjustments in communication and support strategies. Parents often face emotional hurdles, grappling with initial diagnosis and the long-term implications for their child's development. Accessing appropriate educational resources and therapies can be a significant struggle, often involving navigating complex bureaucratic systems and financial constraints. The social integration of hearing-impaired children may also be difficult, requiring proactive efforts from parents to foster inclusivity and understanding amongst peers and community members. Ultimately, the journey requires immense patience, resilience, and a strong support network to ensure the child's overall well-being and success.

In recent years, there has been increased awareness of the deaf community in both international and Philippine settings. Children's academic success depends on their parents' involvement in their education. Nicastrì and colleagues (2021) found that a supportive family environment is crucial for the language development of deaf children using cochlear implants. Families who received training showed significantly greater improvements in both family interaction quality and the children's language skills, with these benefits lasting for at least three years.

A study by Davids et al. (2020) examined the challenges experienced by parents of hearing-impaired children within a South African context. It was found out that the teamwork between parents and health practitioners have an important impact within South Africa in creating a support program to parents raising children with hearing impairments.

Another study by Ambrose et al. (2020) delved into the crucial role of parental beliefs and self-efficacy in supporting the development of young children with hearing loss. The finding revealed a significant correlation between parental beliefs and self-efficacy and their actions in promoting their child's auditory access and spoken language development. This highlighted the importance of addressing parental beliefs and confidence in their abilities to effectively address their children's hearing and communication needs.

According to Nailand, et al (2023) found that parents have valuable insights into factors that affect persistent hearing aid usage in young children. Parents expressed their experiences, highlighting the emotional challenges of the initial period after a hearing loss diagnosis, the importance of family support, and the need to build understanding and connections within their social circles about hearing loss and hearing aid use. Drawing on these ideas, the authors propose pragmatic strategies for enhancing therapeutic practice. This approach prioritizes family involvement, offering solutions for hearing aid challenges and promoting family and community support.

However, an often-overlooked factor contributing to the educational challenges was the role of parental involvement. In many cases, parents of deaf children might lack sufficient access to the resources or information necessary for effectively supporting their children's education. The lack of proper guidance could hinder their ability to champion their child's needs within the educational system, complicating the child's access to essential support for success. As primary caregivers of both typical and atypical children have received limited focus regarding their roles in Inclusive Education (IE), and there is scant understanding of the significant challenges they encounter while participating in their children's education (Sianturi et al., 2022).

This study aimed to contribute deeper insights into the parental involvement in the academic performance of their offsprings. By doing so, it aimed to empower parents with the tools and knowledge they needed to foster a supportive learning environment, both at home and in collaboration with schools. It also could inform policies and programs designed to improve the education of deaf students and could potentially lead to a more inclusive education system that addresses the needs of all learners, most particularly those who are deaf or hard-of-hearing.

To address this concern, an action plan was developed to engage and enhance parental involvement in supporting the academic performance of students with hearing impairments in Tabunoc Central School SPED Center and First High School for the Hearing Impaired. The plan directly responded to identified gaps in parental knowledge, skills, and resources, providing a structured approach to increase awareness, build capacity, foster community, and improve communication between parents, educators, and support services. By implementing this plan, the researcher aimed to significantly improve the educational outcomes and overall well-being of these students, creating a more inclusive and supportive learning environment.

### **Theoretical Background**

This study was anchored on the Ecological Systems Theory, Process of Parenting Model, and Pillar Theory that explained the effective parental involvement methodologies that could engage with

their deaf children education. Legal bases were Republic Act No. 7277, Republic Act No. 11650, Republic Act No. 10410, Republic Act No. 10533 and Republic Act No. 11106.

Bronfenbrenner’s work highlighted the profound impact of a child’s environment and social interactions on their development, demonstrating how interconnected systems like family, school, and community shape a child’s growth. It highlighted how parental involvement interacted with these systems to influence academic performance of their child. It also suggested the crucial role of parent-child relationship in a child’s development. Moreover, the stability and quality of a child’s relationship, particularly in their close surroundings, are vital for healthy growth. Numerous schools and early childhood programs now emphasize family involvement in children’s learning, using methods like parent-teacher meetings, family workshops, and home visits (Epstein, 2011).

Applying Bronfenbrenner’s Ecological Systems Theory has significantly advanced our comprehension of the multifaceted influences on child development.

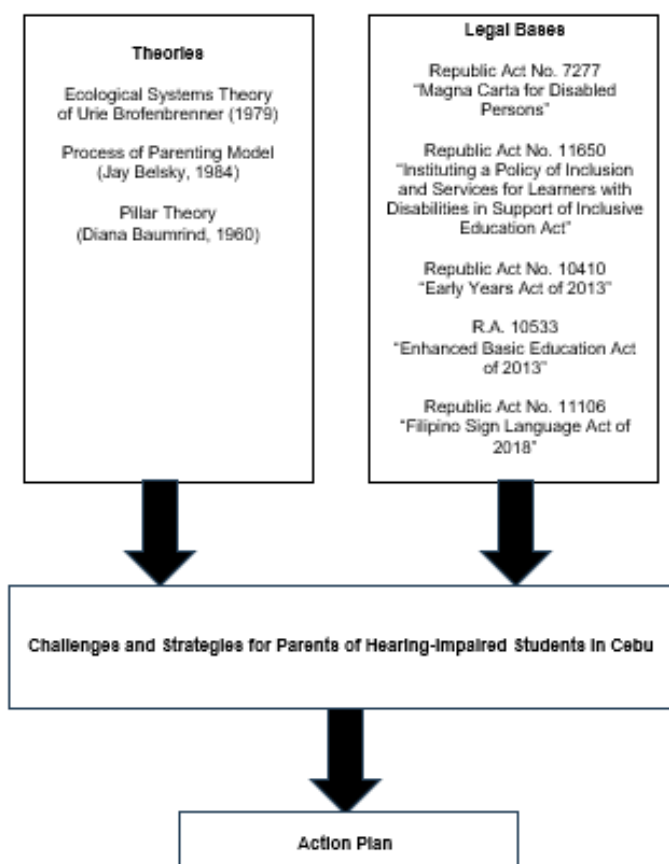


Figure 1. Theoretical/Conceptual Framework of the Study

His focus on the interplay between children and the environment offers valuable perspectives into how experiences influence cognitive, social, and emotional development.

Based on Belsky’s Process of Parenting Model (1984), parents establish inherent roles in their children’s daily care. Expanding on this, Tabaran and Shaw (2018) highlighted the multifaceted nature of parenting influenced by parental attributes (personality, education, well-being), social context (marital quality, employment, social support), and child characteristics (temperament, age, gender). This model offers a broad understanding of the factors shaping parenting practices.

Baumrind’s Pillar Theory (1960) discussed how the parenting style employed to significantly influence a child’s future achievements in education, social interactions, and their own parenting relationships. Baumrind theorized that children's actions could be linked to the particular parenting style they underwent at home, specifically in ways they interact with their children. There were four

parenting styles: authoritative, authoritarian, permissive/indulgent and later Macoby and Martin introduced the uninvolved/neglectful style. Parenting approaches significantly impact child development. Authoritative parenting, balancing involvement with allowing constructive mistakes, fosters happy, capable children. Authoritarian parenting, characterized by strict rules and obedience, produces potentially proficient but less happy children. Permissive parenting, lacking boundaries and discipline, often results in children struggling with self-regulation. Finally, uninvolved parenting, marked by neglect, led to children with low self-esteem and competence. The consequences of each style emphasized the important impact parents have on their children's well-being and success.

In conclusion, different children need different parenting styles, and neurodiversity children might need different parenting approaches than neurotypical children; not one size fits all. As kids grow, parent-child connections ought to evolve naturally to meet developmental shifts. Parent-child dynamics that fail to adjust to a child's capabilities can result in increased conflict between parents and children, ultimately diminishing the quality of their relationship.

The Department of Education (DepEd) highlights that school stakeholders are people or entities not directly engaged in the school's routine activities but are very interested in partnering with or aiding the school to tackle issues, and enhance performance, including parents.

Republic Act No. 7277 or "Magna Carta for Disabled Persons" stipulated that the government must guarantee that individuals with exceptional needs receive quality education and sufficient chances to enhance their skills. It also specified that individuals with disabilities' unique needs should be taken into account when developing educational initiatives, student support systems, or learning interventions. Educational institutions were urged to offer additional services, including qualified interpreters or other efficient ways of providing learning resources tailored for d/Deaf learners. This legislation also provided that individuals with disabilities have the right to receive educational support in both public and private educational institutions.

Republic Act No. 11650, titled "Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education Act" embraced the social model of disability, acknowledging the entitlement of every citizen, as well as students with disabilities, fair, inclusive and quality education, along with the necessity of ensuring that education is accessible to everyone for the fulfillment of this entitlement. This policy brief aimed to provide insights into the present situation of Deaf education in the country and suggest proposals for consideration in developing the IRR of the law, particularly regarding reading Deaf education.

Republic Act No. 10410 "Early Years Act of 2013" and Republic Act No. 10533 "Enhanced Basic Education Act of 2013" are existing laws that have officially acknowledged FSL as a visual language of the d/Deaf. The implementation of Republic Act No. 11106 "Filipino Sign Language Act of 2018", officially announces that FSL as an official national language of the Filipino community, mandates the Department of Education (DepEd), Commission on Higher Education (CHED), Technical Education and Skills Development Authority (TESDA), and all pertinent government agencies engaged in education for the d/Deaf to utilize FSL as the primary medium of instruction in educational settings for the d/Deaf. The IRR of the mentioned law offers further direction on the necessities and requirements of the d/Deaf students. Nonetheless, incorporating FSL into formal education for the d/Deaf has shown to be difficult due to the scarcity of FSL interpreters and signing teachers nationwide, especially in rural and remote schools.

To improve academic success of hearing-impaired students with the involvement of parents, a plan addresses the lack of parental knowledge, skills, and resources. This plan would increase awareness, build parental capacity, foster community, and improve communication among parents, educators, and support services. The goal was to improve educational outcomes and well-being for these students, creating an all-inclusive learning environment.

## **THE PROBLEM**

### **Statement of the Problem**

This study established the extent of parental involvement among families of these deaf students and its impact on their educational outcomes as the foundation for the suggested action plan.

Specifically, this study sought to the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1. age;
  - 1.2. gender;
  - 1.3. relationship to child;
  - 1.4. age of deaf child;
  - 1.5. primary mode of communication used at home;
  - 1.6. employment status;
  - 1.7 household income?
2. As perceived by the respondents, what is the level of parental involvement in terms of:
  - 2.1. parenting activities;
  - 2.2. communicating activities;
  - 2.3. volunteering activities;
  - 2.4. learning at-home activities;
  - 2.5. decision making; and
  - 2.6. collaborating with community?
3. According to the respondents, what is the extent of the problems they encounter in rearing their children who are deaf, in terms of:
  - 3.1. psychological problems;
  - 3.2. financial problems;
  - 3.3. health problems; and
  - 3.4. social problems?
4. Is there a significant correlation between parental involvement and the problems parents encounter in rearing their children who are deaf?
5. Based on the findings of the study, what action plan can be crafted?

### **Statement of the Null Hypothesis**

Based on the objectives of the study, the null hypothesis was tested at 0.05 level of significance:

Ho1: There was no significant relationship between parental involvement and the problems that parents encounter in rearing their children who are deaf.

### **Significance of the Study**

This study highly benefited the Department of Education (DepEd), school administrators, inclusive education teachers, learners, parents, LGU, researchers, and future researchers.

**Department of Education.** This study had major implications for the Department of Education (DepEd) because it has underscored the essential influence that parental participation on the academic success of students with hearing impairments—a group that was frequently underrepresented in mainstream educational settings. By focusing in Talisay City and Cebu City,

the study gave unique insights that could help shape more inclusive and effective education policies.

**School Administrators.** This study was extremely relevant to school administrators because it emphasized the importance of family involvement in enhancing academic achievement for students with hearing impairments. By focusing on the particular circumstances of Talisay City and Cebu City, it presented practical recommendations for administrators to improve school policies and practices.

**SPED Teachers.** This study was extremely useful to SPED (Special Education) teachers because it demonstrated how parental participation significantly influenced the academic progress of students with hearing impairments. By focusing on real-world experiences and data from Talisay City and Cebu City, it offered practical and localized insights that instructors might use in their classrooms.

**HI Learners.** This study was relevant for learners with hearing impairments since it focused on how their parents' engagement and support might help them thrive academically. It drew attention to their specific needs and demonstrated that they were not alone on their educational journey.

**Parents.** This study was extremely significant for parents considering it emphasized the crucial part they have played in their children's academic performance with hearing impairments. It served as a reminder that parents' interest, support, and active participation in their children's education could have a huge impact.

**Local Government Unit (LGU).** This study was extremely relevant to Talisay City and Cebu City's Local Government Unit (LGU) since it provided data-driven insights that could help guide local initiatives to encourage inclusive education and improve academic performance for children with hearing impairments. It underlined the importance of family engagement, which the LGU might foster through community-based activities and partnerships.

**Researcher.** This study was valuable to researchers, particularly those in education, special education, and disability studies, as it contributed to the expanding knowledge on how parental involvement affects the academic success of students with hearing impairments in a specific context.

**Future Researchers.** This study served as a useful reference material for future researchers interested in examining the connection between parental engagement and learning experiences of students with hearing disabilities. It contributed to the academic foundation upon which more advanced, broader, or comparative studies could be built.

## **RESEARCH METHODOLOGY**

This part reiterated the research methodology and procedures. This section also covered the study's scope, population and sample, random sampling technique and sample size, statistical data treatment, and ethical considerations.

### **Design**

This study used a descriptive correlational approach for analysis and presentation. It aimed to describe the correlation between the parental involvement and the problems parents encountered in rearing their children who are deaf. The researcher collected and analyzed all the needed data through a survey questionnaire. The respondents also gave their honest responses on the problems they had encountered in rearing towards their deaf children. The data gathered served as the basis for describing the correlation of the respondents' parental involvement and the problems they had encountered. Thus, the collected and analyzed data tried to check if there was a link between them.

### **Flow of the Study**

This study desired to discover the parent's involvement that impacted on their deaf children's academic performance. The Input-Process-Output (IPO) model was followed to successfully perform this research, as seen in Figure 2.

**Input.** This phase focused on gathering essential data on the respondents, such as their demographic profiles, the level of their parental involvement, and the difficulties they faced in parenting their deaf children. Furthermore, it sought to investigate the important connections between these characteristics in order to better understand how one affected the others.

**Process.** In this stage, a descriptive correlational approach was used to collect and scrutinize the necessary data. This involved sending out transmittal letters to the different SDS of the different schools, gathering of data through various means, and performing statistical analysis and interpretation. This step was crucial for transforming raw data into meaningful insights that could inform decision-making.

**Output.** The final phase was the creation of an action plan based on the analyzed data. The action plan aimed to address the identified problems the respondents had encountered in rearing towards their deaf children in order to support their academic performance.

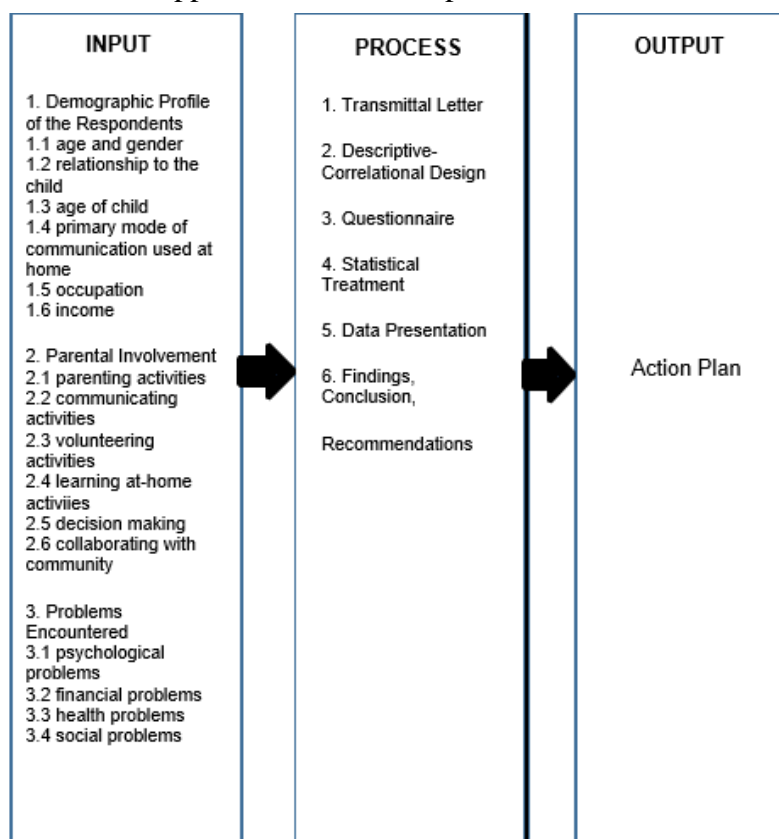


Figure 2. The Flow of the Study

### Environment

This study took place at 2 SPED Centers in Cebu, First High School for Hearing Impaired and Tabunoc Central School – SPED Center. The researcher chose these locations for convenience, as these schools are near to her workplace. Additionally, the location was deemed appropriate for the study because the school allowed for data collection on parental involvement and its relationship with the academic performance of deaf students.

The First High School for the Hearing Impaired (FHSI) is in Cebu City. It was established in 1982 to provide secondary education for students with hearing disabilities. The initiative was led by Dr. Leona L. Villaflor, with supervision from the Department of Education, Culture, and Sports (now DepEd) Region VII. Financial support was provided by the Quota Club of Cebu International, and the Cebu State College (now Cebu Normal University) facilitated accreditation and provided the initial venue. In September 1992, the school relocated to its current location at the Regional Education Learning Center (RELC) Building on Macopa Street, Basak, Cebu City, occupying an

area of 3,110 square meters. By January 1997, administrative control was transferred to the Department of Education's Cebu City Division under Superintendent Dr. Leonila B. Oliva. As of the 2024-2025 academic year, FHSHI had an enrollment of 54 students, 34 from Junior High School and 20 from the Senior High School and employed seven regular teachers under the leadership of Mr. Victoriano B. Indaya Jr. The school continues to serve as a vital institution for the education and development of hearing-impaired students in the region. It offers programs from Junior High School to Senior High School, primarily catering to deaf students.

Tabunoc Central School SPED Center, located in Talisay City, Cebu, Philippines. Tabunoc SPED Center was established during the year 1986. It had only three teachers in the beginning handling children with hearing impairment. As the years went by, the population of the center grew in numbers and it catered not just the children with hearing impairment but as well as other disabilities like visual impairment and mental retardation (which is called intellectual disability). Thus, Tabunoc SPED Center is considered as the first SPED Center in Talisay. Currently, the center caters to the following educational classes: visual impairment, hearing impairment, autism, learning disability, physical disability (cerebral palsy) and intellectual disability. The school is presently managed by Dr. Winesa C. Verola.



Figure 3. Map of the Research Environment's Location

## **Respondents**

The respondents in the study were the parents of hearing-impaired students of Tabunoc Central School SPED Center and First High School for the Hearing Impaired.

## **Instrument**

In determining the respondents' demographic profile, parental involvement, and problems encountered in rearing towards their deaf children, the researcher utilized standardized questionnaires that underwent validation and reliability tests by the research adviser and panel members; it relied on an extensive literature analysis aimed at collecting data and insights about knowledge, and institutional resources preferred by the respondents. The questionnaires consist of three parts: Part I described the demographic profile of the respondents in terms of: age, gender, relationship to child, age of child, primary mode of communication used at home, occupation, and household income. Part II dealt with parental involvement. The questionnaire was composed of 40 items that were answerable by 4-strongly agree; 3-agree; 2-disagree; and 1-strongly disagree. Part III was composed of 27 questions on the problems that parents encountered in rearing their children that were answerable by 4-strongly agree; 3-agree; 2-disagree; and 1-strongly disagree. To make sure that the standard items were used correctly and that the right citations were followed, discussions were held with the adviser and experts.

## **Data Gathering Procedure**

**Preliminary Stage:** Transmittal letter (Appendix A) was presented to the School Principal of Tabunoc Central School SPED Center and First High School for the Hearing Impaired for approval to conduct the study. In the letter, the study was explained and its purpose as well. The researcher patiently waited and made follow-ups to ensure that the transmittal letter would be approved prior to the conduct of the study. The researcher also obtained consent from the respondents before the conduct of the study.

**Data Gathering Stage:** Both the respondents and the school head formally consented the conduct of this study. To safeguard the privacy of the information collected from the respondents, the data gathered were used solely for this study. The confidentiality of the data collected about parental involvement and its impact on the academic performance of their children with hearing impairments was assured to the respondents. The honest responses of the respondents in the survey questionnaire replies were utilized.

**Post Data Gathering Stage:** After all the needed data were gathered, treatment, analyzation, and interpretation of these data were done with the help of a professional. Results and findings were presented in tabular form and interpretation of data were summarized and presented.

## **Statistical Treatment**

All data collected were summarized, analyzed, and treated with the proper statistical tests needed through the guidance and supervision of an expert. The researcher computed the weighted mean, frequency count, percentages, standard deviation, and Pearson's r test. Frequency count showed us how often a specific value or category occurs in a data set. Percentage provided a standardized way of expressing proportions or comparisons, making it easier to understand and communicate relative data. Weighted mean was used to find an average when different values have different levels. The researcher used standard deviation to understand how much individual data points deviate from dataset's mean. Lastly, Pearson's r test (also called the Pearson correlation coefficient) was a statistical technique that measures the strength and type of linear relationship between variables that use numbers. The problems encountered by the respondents in rearing towards their deaf children were analyzed and summarized according to the number of responses.

## Ethical Considerations

In conducting the study, the researcher secured that the privacy of the respondents was respected and honored. Prior to answering the survey questions, the researcher instructed the respondents to fill out the consent form. The purpose of the consent form was that the participants were given sufficient information about the study by the researcher, allowing them to grasp the benefits of their involvement. Furthermore, this provides respondents the assurance that any data gathered and obtained from them was solely available to authorized personnel.

By removing data fabrication or falsification, this study carried ethical significance for tackling and advancing the quest for knowledge and truth. The individuals involved in this study were well-informed about the goal, duration, and procedure of the study in order to prevent such risks. The respondents completed control over whether or not you want to take part in this study. If the respondents choose not to engage in the study, they would not be coerced into doing so. Respondents had the option to leave the study for any reason. Respondents were not under any obligation to continue. If participants decline or leave the study, there won't be any negative effects. The researcher followed ethical research considerations throughout the survey processes. The identities and sensitive information of every respondent were safeguarded by the researchers.

## Scoring Procedure

The collected data from the respondents were assigned weights between one to four, with one being the least and four the most on scale. The verbal equivalents of the numerical scores are presented in the subsequent scale.

To measure the responses on parental involvement, the following categories, parameters, and interpretation were used.

Weight	Parameters	Verbal Interpretation
4	3.26-4.00	Always Involve
3	2.51-3.25	Sometimes Involve
2	1.76-2.50	Rarely Involve
1	1.00-1.75	Never Involve

To measure the responses on the problems that parents encounter in rearing their children who are deaf, the following categories, parameters, and interpretation were used.

Weight	Parameters	Verbal Interpretation
4	3.26-4.00	Always Encounter
3	2.51-3.25	Sometimes Encounter
2	1.76-2.50	Rarely Encounter
1	1.00-1.75	Never Encounter

## DEFINITION OF TERMS

To comprehend and value this study, the subsequent terms were defined operationally.

**Action Plan.** A proposed strategy or course of action. A detailed outline of the specific steps, resources, and timelines needed to achieve the research objectives.

**Atypical Children.** Children who might be delayed in reaching developmental milestones or exhibit behaviors that are unusual or out of line with what's expected for their age.

**Bureaucratic Systems.** A government uses a structured management system with clear lines of authority and defined roles to handle its daily operations.

**Foster Inclusivity.** Actively promoting and creating environments where the learners feel welcome, respected, and valued, regardless of their background or identity inside the classroom.

**Hearing Impairment.** A partial or total inability to hear, which can affect communication, socialization, and learning processes.

**Inclusive Education (IE).** Educating all children, regardless of their individual needs or circumstances, within the same learning environment. This includes children with disabilities, those from diverse backgrounds, and those with additional learning needs.

**IRR of the law.** The Implementing Rules and Regulations (IRR) are guidelines, procedures, and established standards that cover all the mandated functions and duties of the Philippine Competition Commission

**Microsystem.** A system that encompasses a child's immediate environment like family, neighborhood and school that has a direct impact on their development.

**Neurodiversity.** A way to think about how everyone has different brains and behaviors.

**Neurotypical.** An informal term used to describe to someone whose cognitive abilities are deemed normal or standard by societal norms.

**Parent-child relationships.** A child's cognitive, social, and emotional growth depends on having parents who are caring, attentive, and helpful.

**Parental Involvement.** Parent's active involvement and participation in their children's education, including communicating with educators, participating school events, and fostering learning at home.

**Primary Caregivers.** The individual who bears the main responsibility for caring for someone who needs assistance, whether due to illness, disability, aging, or other factors. This person is often a family member but can also be a trained professional or another individual.

**Self-efficacy.** An individual's confidence in their capacity to effectively execute a particular task or achieve a particular objective.

**Social Integration.** Including students with disabilities in general education settings with their non-disabled peers, fostering a sense of belonging and acceptance.

**Typical Children.** Children whose development generally aligns with established developmental milestones and patterns for their age.

## **CHAPTER 2**

### **PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter discussed the analyses and interpretations of the data collected from the study, which aimed to understand the demographic profile of the respondents in terms of their age, gender, relationship to the child, age of the child, primary mode of communication used, occupation, and household income. This also delved into the parent's involvement in terms of parenting, communication, volunteering, and home-based learning, alongside collaborative community engagement and decision-making. Furthermore, this also investigated the extent of the problems they encounter in rearing their children who are deaf, in terms of psychological problems, financial problems, health problems, and social problems. Lastly, this chapter summarized the significant relationship of the parental involvement and the problems parents encountered in rearing their children who are deaf.

Based on the responses collected from the survey questionnaire, the following results and findings were presented and discussed below.

#### **PROFILE OF THE RESPONDENTS**

This part presented the respondents' demographic profile in terms of their age, gender, relationship to the child, age of the child, mode of communication, occupation and monthly income.

### Age and Gender

Respondents’ age and gender are vital for interpreting this study's findings. Table 2 presents the collected demographic data.

**Table 2**  
**Age and Gender of the Respondents**

Age (in years)	Female		Male		Total	
	f	%	f	%	f	%
60 and above	0	0.00	1	2.44	1	2.44
50-59	5	12.20	0	0.00	5	12.20
40-49	8	19.51	10	24.39	18	43.90
30-39	10	24.39	2	4.88	12	29.27
20-29	3	7.32	0	0.00	3	7.32
under 20	1	2.44	1	2.44	2	4.88
<b>Total</b>	<b>27</b>	<b>65.85</b>	<b>14</b>	<b>34.15</b>	<b>41</b>	<b>100.00</b>

Table 2 provided a breakdown of the age and gender of the respondents, totaling 41 participants. Among them, 27 were females (65.85%) and 14 are males (34.15%). The largest age group is 40-49 years, with 8 females and 10 males, making up 43.90% of the total respondents. The next largest group is aged 30-39, with 10 females and 2 males, accounting for 29.27%. There are fewer respondents in the other age categories, with some representation in the under 20 and 20-29 age groups. Overall, the data indicates a predominance of females and a significant number of respondents within the middle-aged category. Most parents often report that adolescence is the toughest stage of their child’s upbringing, a period that could be particularly challenging for both adolescents and their parents. This transition typically coincided with the parents' middle age, creating a unique dynamic in family relationships; thus, the interplay of adolescent development and parental midlife transitions resulted in a complex and demanding phase of family life (Fallahi et al., 2021).

### Respondent’s Relationship to the Child

The respondent's relationship to the child is key to understanding this study's results. Table 3 presented the collected data.

**Table 3**  
**Respondents’ Relationship to the Child**

Relationship to the Child	f	%
Mother	22	53.66
Father	13	31.71
Guardian	3	7.32
Sister	2	4.88
Brother	1	2.44
<b>Total</b>	<b>41</b>	<b>100.00</b>

Table 3 illustrated the relationship of respondents to the child. The majority of respondents are mothers, accounting for 22 individuals (53.66%), followed by fathers, who represent 13 respondents (31.71%). Other relationships include guardians (3 respondents, or 7.32%), sisters (2 respondents, or 4.88%), and brothers (1 respondent, or 2.44%). This distribution highlights the predominant role

of mothers in the respondents' relationships with the child, while indicating a smaller presence of fathers and other family members.

Parental involvement, particularly maternal involvement, was crucial for early childhood development (Bono et al., 2016; Del Boca et al., 2017). While maternal time spent with children strongly correlates with early academic achievement, especially cognitive development, the impact of maternal employment on child outcomes was less clear.

### Age of the Child

Children's ages are key variables in interpreting our findings. Table 4 shows the age data.

**Table 4**  
**Age of the Respondents' Child**

Age (in years)	f	%
18 and above	13	31.71
13-17	18	43.90
9-12	8	19.51
5-8	2	4.88
<b>Total</b>	<b>41</b>	<b>100.00</b>

Table 4 displayed the ages of the respondents' children. The most significant age group was 13-17 years, with 18 children (43.90%), indicating that many respondents had teenagers. This is followed by 13 children (31.71%) who aged 18 and above. The 9-12 age group include 8 children (19.51%), while the youngest group, aged 5-8, and consist of only 2 children (4.88%). Overall, the data suggests that the majority of respondents' children are in their teenage years or older, reflecting a focus on older youth within this group. Thus, the adolescent years for hearing-impaired children were a time of growth, exploration, and challenges. Parents played a significant role in supporting their child's development by fostering communication skills, building social connections, advocating for their educational needs, and providing emotional support (Yigider, A.P., et al., 2020).

### Respondents' Mode of Communication

The communication methods respondents used are crucial to understanding our study's results. Table 5 details these methods.

**Table 5**  
**Respondents' Mode of Communication**

Mode of Communication	f	%
Sign Language	10	24.39
Spoken Language	5	12.20
Both	25	60.98
Written	1	2.44
<b>Total</b>	<b>41</b>	<b>100.00</b>

Table 5 outlined the modes of communication used by respondents. The majority, 25 respondents (60.98%), utilize both sign language and spoken language, indicating a preference for a combined approach. Sign language is used by 10 respondents (24.39%), while only 5 respondents (12.20%) rely solely on spoken language. A small fraction, just 1 respondent (2.44%), uses written communication. This data illustrates a significant inclination towards using multiple forms of communication among the respondents, highlighting the importance of inclusivity in their interactions.

This implied that for the majority of responders, sign language was a crucial tool for facilitating communication with their hearing-impaired children. The majority of deaf children were born to hearing parents who had never used sign language before. Learning American Sign Language (ASL), a completely accessible language for seen deaf children, had several advantages for hearing parents of deaf children. Increased communication between the deaf child and their family was reported by families who taught their child sign language (Calderon 2000; Oyserman and de Geus 2021).

According to Walker et al. (2010), there were several obstacles preventing the widespread acceptance of parental involvement in the educational process, even if it had a major impact on the system overall. Learning sign language was essential for friends and family of deaf or hard-of-hearing children to enhance their ability to interact with these individuals.

### Respondents' Occupation

Respondents' occupations are key to interpreting this study's results. Table 6 detailed the collected occupational data.

**Table 6**  
**Respondents' Occupation**

Occupation	f	%
Employed	17	41.46
Self-employed	13	31.71
Unemployed	9	21.95
Others	2	4.88
<b>Total</b>	<b>41</b>	<b>100.00</b>

Table 6 presented the occupational status of respondents. The largest group is employed, comprising 17 individuals (41.46%), followed by self-employed respondents, who accounted for 13 (31.71%). A notable number, 9 respondents (21.95%), are unemployed, while 2 individuals (4.88%) fall into the "others" category, which may include various non-standard employment situations. This distribution indicates that majority of the respondents are actively engaged in work, either as employees or self-employed individuals. Families with children with special needs frequently encounter instability, financial difficulties, and unmet family planning goals, with many reporting financial struggles, thus, they find ways to make ends meet (Gül Dikeç, et al., 2023).

### Respondents' Monthly Income

Respondents' monthly income significantly impacts this study's results. Table 7 below presented the collected income data.

**Table 7**  
**Respondents' Monthly Income**

Monthly Income	f	%
50,001 or more	1	2.44
40,001-50,000	0	0.00
30,001-40,000	1	2.44
20,001-30,000	2	4.88
10,001-20,000	10	24.39
5,001-10,000	12	29.27
500-5000	9	21.95
less than 500	6	14.63
<b>Total</b>	<b>41</b>	<b>100.00</b>

Table 7 outlined the monthly income distribution of respondents. The majority of respondents earn between 5,001 and 10,000, with 12 individuals (29.27%) falling into this category. Additionally, 10 respondents (24.39%) have incomes between 10,001 and 20,000. There are fewer respondents in higher income brackets, with only 1 person (2.44%) earning 50,001 or more and another 1 person in the 30,001-40,000 range. A significant number, 9 respondents (21.95%), earn between 500 and 5,000, and 6 respondents (14.63%) earned less than 500. This data indicates that a considerable portion of respondents had relatively low to moderate monthly incomes, highlighting potential financial challenges within the group.

Low-income families made different choices than wealthier families (Sheeshy-Skeffington & Rea, 2017), choices which might seem irrational to others. These choices were particularly challenging in early childhood due to limited resources. Access to information and timely decision-making were crucial for successful multilingual development (Ching et al., 2017).

### LEVEL OF PARENTAL INVOLVEMENT

This section analyzed how parents engaged in various activities including parenting, communication, volunteering, at-home learning, decision-making, and community collaboration.

#### Parenting Activities

This study examined how parents support children with hearing impairments, focusing on their actions, behaviors, and engagement strategies. Table 8 presents the collected data below.

Table 8  
Level of Parents' Involvement in terms of Parenting Activities

S/N	Indicators	WM	SD	Verbal Description
1	I monitor the way my child/ children spends his/her time outside of school.	3.51	0.55	Highly Involved
2	As a parent, I make available/provide learning resource materials such as pens, pencils, Braille and sign language books, calculators, and others	3.44	0.59	Highly Involved
3	As a parent, I make available/provide learning resource materials such as pens, pencils, Braille and sign language books, calculators, and others	3.32	0.52	Highly Involved
4	I strictly monitor my child's/ children's relationship with his/her peer groups reasonably.	3.49	0.55	Highly Involved
5	I send my child/children to school clean and well-fed.	3.34	0.57	Highly Involved
6	I keep a regular morning and bedtime schedule for my child	3.39	0.67	Highly Involved
7	I maintain clear rules at home that my child should obey.	3.22	0.65	Involved
8	As a parent, I establish age and grade-appropriate home conditions that support my child's learning	3.24	0.54	Involved
9	I limit my child's/ children's TV watching at home.	3.20	0.51	Involved
<b>Aggregate Mean</b>		<b>3.35</b>		
<b>Aggregate Standard Deviation</b>			<b>0.57</b>	<b>Highly Involved</b>

Legend: 3.25-4.00-Highly Involved ; 2.50-3.24- Involved ; 1.75-2.49- Less Involved ; 1.00-1.74- Not Involved

Table 8 evaluated the level of parents' involvement in various parenting activities, with an aggregate mean of 3.35, indicating that parents were "highly involved" in their child's upbringing. The highest individual scores reflects strong engagement in monitoring children's time outside of school (3.51) and providing learning resources (3.44). Other activities, such as monitoring peer relationships

(3.49) and ensuring children are well-fed and clean (3.34), also showed high levels of involvement. Maintaining clear rules at home scores slightly lower at 3.22, categorized as "involved." The standard deviation of 0.57 suggests a moderate level of consistency in responses. Overall, the data demonstrate that parents actively partake in various essential parenting activities to support their children's development. They did a number of things, like keeping an eye on their child's time after school, giving them educational resources, making sure they are ready for school, keeping their home orderly, and preventing distractions like watching TV. Parenting a deaf child with additional needs was both comparable and distinct from parenting any other child, according to the online resource Aussie Deaf Kids, Parenting Deaf Kids with Additional Needs (2025). There were typically difficulties where there were disparities, thus other parents' support and guidance were frequently very helpful. In order to assist their children, parents must be involved in their activities.

### Communicating Activities

Communication strategies importantly impact parental support for children with hearing impairments, a key variable in this study. Table 9 presented the related data.

Table 9  
Level of Parents' Involvement in terms of Communicating Activities

S/N	Indicators	WM	SD	Verbal Description
1	I follow up on messages which the teacher sends me about my children or the school.	3.32	0.79	Highly Involved
2	I talk to my child's teacher about the classroom rules and regulations.	3.17	0.67	Involved
3	I talk with my child's teachers or principals about disciplinary problems at school.	3.02	0.61	Involved
4	I attend conferences with the teachers to talk about my child's learning.	3.22	0.69	Involved
5	I have a regular schedule of useful notices, memos, phone calls, and other communications.	3.15	0.61	Involved
6	I talk to my child's/children's teacher about his/her daily school routine and class schedule.	3.15	0.61	Involved
7	I attend sign language, Braille, life skill, and other related training sessions organized by the school.	2.78	0.82	Involved
8	I involve myself in an organized, ongoing, and timely way in the planning, review, and improvement of programs for my child's learning.	3.10	0.70	Involved
9	I ask the teachers about my child's strengths & weaknesses and talents.	3.05	0.71	Involved
10	I contact the teachers and principals to get information concerning my child's learning at school regularly.	3.10	0.66	Involved
<b>Aggregate Mean</b>		<b>3.10</b>		
<b>Aggregate Standard Deviation</b>		<b>0.69</b>		<b>Involved</b>

Table 9 assessed the level of parents' involvement in communication-related activities, yielding an aggregate mean of 3.10, which indicates that parents were generally "involved." The highest individual score is for following up on messages from teachers (3.32), reflecting a strong commitment to staying informed. Other activities, such as discussing classroom rules (3.17) and attending conferences about their child's learning (3.22), also demonstrates significant engagement. While most indicators fall within the "involved" range, the lowest score is for attending training sessions organized by the school, which is still categorized as "involved" at 2.78. The standard deviation of 0.69 indicates some variability in responses. Overall, the data shows that parents actively communicated with teachers and participated in their child's educational journey. Parents

played a significant role in helping children with special needs thrive, fostering independence and self-esteem (Lau et al., 2021). Open communication helped these children develop self-awareness, proactive behavior, goal-setting, and emotional coping skills. According to Lau et al. (2021), parents help their special needs children reach their full potential, develop into capable, self-sufficient, and contented adults, and lead fulfilling lives. Children who had open lines of communication with their parents might grow up to be self-aware, proactive, plan ahead, and use emotional coping mechanisms.

### Volunteering Activities

Parental volunteering significantly benefits students, parents, and schools, especially in supporting children with hearing impairments, improving academic outcomes and fostering inclusivity. Table 10 showed the collected data on parental volunteering.

Table 10  
Level of Parents' Involvement in terms of Volunteering Activities

S/N	Indicators	WM	SD	Verbal Description
1	I participate in fundraising activities voluntarily.	2.93	0.75	Involved
2	I volunteer for my children's classroom (in a classroom, materials preparation, etc.).	3.10	0.58	Involved
3	I initiate contact with the teachers concerning my children's learning voluntarily.	3.20	0.64	Involved
4	I attend extracurricular activities, assemblies, celebrations, and other events voluntarily.	2.98	0.82	Involved
5	I talk to teachers to create flexible volunteering and school events schedules.	3.02	0.76	Involved
6	I take my child to the library and to other places which help in educating him/her with my initiation.	2.90	0.70	Involved
<b>Aggregate Mean</b>		<b>3.02</b>		
<b>Aggregate Standard Deviation</b>			<b>0.71</b>	<b>Involved</b>

Table 10 evaluated the level of parents' involvement in volunteering activities, resulting in an aggregate mean of 3.02, which indicate that parents are "involved". The highest individual score is for initiating contact with teachers regarding their children's learning (3.20), reflecting proactive engagement. Other activities, such as volunteering in the classroom (3.10) and attending extracurricular events (2.98), also show strong participation. The scores for taking children to educational places (2.90) and discussing flexible volunteering schedules with teachers (3.02) further underscore active involvement. The standard deviation of 0.71 suggests some variability in responses. Overall, the data indicate that parents actively engage in various volunteering activities that supported their children's education and school community. The three activities in which parents are most interested include talking about volunteer schedules, attending extracurricular events, and establishing contact with teachers. Santos and Marcelo (2021) found that active parental participation, particularly in low-income Filipino households, significantly reduces behavioral issues such as disruptive play and enhances classroom engagement. Parental involvement in their child's education increased the child's sense of self-efficacy and motivation to learn.

### Learning at-Home Activities

Learning activities at home are essential for reinforcing school learning. Table 11 presented the collected data on these activities.

Table 11  
Level of Parents' Involvement in terms of Learning at-Home Activities

S/N	Indicators	WM	SD	Verbal Description
1	I look over and express concern for my children's school work which they bring home.	3.29	0.72	Highly Involved
2	I try to help and monitor my children in a positive way with homework and other activities at home	3.41	0.63	Highly Involved
3	I talk to my child about his/her learning at home.	3.37	0.70	Highly Involved
4	I support my child in curriculum-related activities and in setting goals at home.	3.39	0.67	Highly Involved
5	I bring home learning materials for my child (tapes, videos, books).	3.07	0.79	Involved
6	I read with my children on a daily basis at home.	3.00	0.81	Involved
<b>Aggregate Mean</b>		<b>3.26</b>		
<b>Aggregate Standard Deviation</b>			<b>0.72</b>	<b>Highly Involved</b>

Table 11 assessed the level of parents' involvement in learning-at-home activities, with an aggregate mean of 3.26, indicating that parents were "highly involved". The individual indicators show strong commitment, particularly in helping and monitoring homework (3.41) and discussing learning with their children (3.37). Other activities, such as supporting curriculum-related goals (3.39) and expressing concern for schoolwork (3.29), also reflect high involvement. The scores for bringing home learning materials (3.07) and reading daily with children (3.00) are slightly lower but still indicated active participation. The standard deviation of 0.72 suggests a moderate level of variability in responses, indicating that while most parents are highly involved, some might have differing levels of engagement in these activities. Overall, the data highlights a strong commitment among parents to support their children's learning at home. Parents had a significant responsibility to support their children with H.I., according to Bovonsiri et al. (2018). In doing everything in their power to pursue their goals and interests, they would be more competent, organized, and self-assured as a result of their efforts. Reyes and Salcedo (2021) emphasized that when parents actively support their children's interests and educational goals, particularly those with disabilities, children tend to develop stronger self-confidence and greater adaptability in academic environments. Understanding the extent of parental involvement in their children's education is crucial, as parents are key stakeholders whose influence significantly shapes students' academic and personal development.

### Decision Making

Decision-making significantly affects the academic and personal development of students with hearing impairments. Table 12 presented the collected data on this topic.

Table 12  
Level of Parents' Involvement in terms of Decision Making

S/N	Indicators	WM	SD	Verbal Description
1	I engaged in deciding matters relating to the discipline of my children.	3.24	0.70	Involved
2	I participate in revising the school curricula, individual education plan (IEP), and other activities to support my child's learning.	2.88	0.75	Involved
3	I attend and decide on organized family-school associations at my children's school (e.g., PTA and IEP meetings).	2.98	0.85	Involved
4	I involved in decision making in school regarding development projects, fees, and teacher employment/firing.	2.80	0.90	Involved
5	I have clear information on all school policies, programs, reforms, and transitions for the decision making process.	3.20	0.68	Involved
<b>Aggregate Mean</b>		<b>3.02</b>		
<b>Aggregate Standard Deviation</b>			<b>0.78</b>	<b>Involved</b>

Table 12 evaluated the level of parents' involvement in making decisions in relation to their education of their children, with an aggregate mean of 3.02, indicating that parents were "involved". The highest individual score is for engagement in decisions about discipline (3.24), reflecting strong parental participation in this area. Other indicators, such as having clear information on school policies (3.20) and attending family-school associations (2.98), also show a commitment to involvement. The lowest score is for participating in decisions regarding development projects and teacher employment (2.80), though it still falls within the "involved" category. The standard deviation of 0.78 suggests a moderate level of variability in responses, indicating that while most parents were actively engaged in decision-making, there are some differences in the extent of their involvement across various areas. Overall, the data highlight a general trend of parental engagement in decision-making processes related to their children's education. Parental involvement and support are critical for the academic success of children with hearing impairments (Aftab et al., 2022). Significant parental participation is therefore essential.

### Collaborating with Community

Community collaboration is essential for the academic and personal development of students with hearing impairments. Table 13 outlined the gathered data.

Table 13  
Level of Parents' Involvement in terms of Collaborating with community

S/N	Indicators	WM	SD	Verbal Description
1	I meet with other parents at school and discuss issues or concerns about the school and children's learning.	3.02	0.85	Involved
2	I speak up for the school in my community.	2.85	0.79	Involved
3	I serve in identifying and integrating community resources to improve schools, strengthen families, and assist students to succeed.	3.02	0.72	Involved
4	I Participate in income-generating activities in collaboration with other stakeholders.	2.88	0.84	Involved
5	I participate in community and family social activities at my child's school (e.g., sports games, plays, festivals).	3.00	0.77	Involved
	<b>Aggregate Mean</b>	<b>2.96</b>		
	<b>Aggregate Standard Deviation</b>		<b>0.80</b>	<b>Involved</b>

Table 13 assessed the level of parents' involvement in collaborating with the community, yielding an aggregate mean of 2.96, which indicates that parents were "involved." The highest individual scores are for meeting with other parents to discuss school issues (3.02) and serving to identify community resources (3.02), both reflecting a proactive approach to community engagement. Other indicators, such as speaking up for the school in the community (2.85) and participating in income-generating activities (2.88), also demonstrate a consistent level of involvement. Participation in community and family social activities ranks at 3.00, showing active engagement in school-related events. The standard deviation of 0.80 suggests a moderate level of variability in responses, indicating that while most parents were actively involved, there are some differences in their levels of engagement in community collaboration. The data highlights a positive trend in parental involvement within their communities related to their children's education. Therefore, community engagement in educational endeavors, such as volunteering, mentoring, and providing resources, further strengthened this ecosystem, leading to enhanced educational opportunities and improved outcomes for all learners or children (Eden, C. A. et al., 2024).

### Summary on the Level of Parents' Involvement

The table 14 discussed the summary on the parents' involvement in terms of parenting activities, communicating activities, volunteering activities, learning at-home activities, decision making, and collaborating with community.

Table 14  
Summary on the Level of Parents' Involvement

Components	WM	SD	Verbal Description
Parenting Activities	3.35	0.57	Highly Involved
Communicating Activities	3.10	0.69	Involved
Volunteering Activities	3.02	0.71	Involved
Learning at-Home Activities	3.26	0.72	Highly Involved
Decision Making	3.02	0.78	Involved
Collaborating with Community	2.96	0.80	Involved
<b>Grand Mean</b>	<b>3.12</b>		
<b>Grand Standard Deviation</b>		<b>0.71</b>	<b>Involved</b>

Table 14 summarized the overall level of parents' involvement across several components, with a grand mean of 3.12, indicating that parents were generally "involved." Among the components, parenting activities have the highest mean score of 3.35, categorizing parents as "highly involved" in this area. Learning-at-home activities also reflects a high level of involvement at 3.26. Other areas, such as communicating activities (3.10), volunteering activities (3.02), decision-making (3.02), and collaborating with the community (2.96), all fall within the "involved" range, showcasing consistent engagement. The grand standard deviation of 0.71 suggests moderate variability in responses, indicating that while most parents were engaged, there are some differences in the levels of involvement across the various activities. Overall, the data highlights a strong trend of parental involvement in various aspects of their children's education and development. Broad parental involvement was crucial for positive outcomes for children with hearing loss (Int J Audiol, 2018).

## EXTENT OF THE PROBLEMS ENCOUNTERED IN REARING DEAF CHILDREN

This section analyzed the collected data on the psychological, financial, health, and social challenges respondents faced raising their deaf.

### Psychological Problems

Parents' mental health significantly impacts their children's education and well-being. Table 15 detailed the psychological challenges reported by parents of deaf children.

Table 15  
Extent of Problems Encountered by the Respondents in Rearing their Child in terms of Psychological Problems

S/N	Indicators	WM	SD	Verbal Description
1	Perceptions about my child's disability	2.88	0.81	Often
2	I felt lonely	2.27	0.90	Sometimes
3	I become aggressive after the birth of my child	2.15	1.04	Sometimes
4	My life changed after having a special child	2.37	0.94	Sometimes
5	I develop a habit of crying easily	2.20	0.95	Sometimes
6	I feel the burden of life	1.95	0.84	Sometimes
7	I have difficulty controlling my emotion after the birth of my child	1.98	0.88	Sometimes
8	I feel anxious and stressed.	2.02	0.82	Sometimes
9	I get fatigued easily	1.98	0.88	Sometimes
	<b>Aggregate Mean</b>	<b>2.20</b>		
	<b>Aggregate Standard Deviation</b>		<b>0.90</b>	<b>Sometimes</b>

Legend: 3.25-4.00-Always; 2.50-3.24-Often; 1.75-2.49-Sometimes; 1.00-1.74-Never

Table 15 examined the extent of psychological problems encountered by respondents in rearing their child, with an aggregate mean of 2.20, indicating that these issues were experienced "sometimes." The highest individual score is for perceptions about the child's disability (2.88), suggesting that this concern is more frequently felt. Other indicators, such as feelings of loneliness (2.27) and significant life changes after having a special child (2.37), also fall into the "sometimes" category. Scores for issues like feeling aggressive (2.15), crying easily (2.20), and experiencing anxiety and stress (2.02) indicates that these challenges are present but not constant. The standard deviation of 0.90 reflects a high level of variability in responses, suggesting diverse experiences among respondents. Overall, the data illustrates that while parents had faced various psychological challenges, these were generally experienced intermittently rather than consistently. According to a recent study on the level of psychological problems among parents of deaf children by Ahmad et al. (2024), anxiety is the most frequently reported concern, followed by depression and stress. This study provided insight into the common psychological difficulties faced by parents of deaf children. These results highlighted how crucial it was to offer all-encompassing assistance and resources designed to meet the various emotional requirements of parents negotiating the particular challenges of raising a deaf child. Professionals and support systems could significantly contribute to the resilience and psychological health of these parents by recognizing and resolving these issues, which would ultimately improve family dynamics and the general quality of life for both parents and kids.

### Financial Problems

Financial difficulties evidently affect parents' ability to support children with hearing impairments. Table 16 below presented data on the financial challenges these parents face.

Table 16  
Extent of Problems Encountered by the Respondents in Rearing their Child in terms of Financial Problems

S/N	Indicators	WM	SD	Verbal Description
1	I have limited source of income	2.80	0.78	Often
2	My income is insufficient for our needs	2.83	0.67	Often
3	I need help from any financial institutions	2.66	0.79	Often
4	I have financial problems because of caring my child	2.24	0.92	Sometimes
5	I need to cut down expenses	2.29	0.75	Sometimes
6	I am anxious about not meeting the needs of my child	2.41	0.87	Sometimes
<b>Aggregate Mean</b>		<b>2.54</b>		
<b>Aggregate Standard Deviation</b>			<b>0.80</b>	<b>Often</b>

Table 16 explored the extent of financial problems encountered by respondents in rearing their child, resulting in an aggregate mean of 2.54, indicating that these issues were experienced "often." The highest individual scores reflect significant concerns regarding limited income sources (2.80) and insufficient income to meet needs (2.83), highlighting financial strain. Additionally, the need for help from financial institutions scores 2.66, further emphasizing the challenges faced. Other indicators, such as having financial problems due to caregiving (2.24) and needing to cut down expenses (2.29), fall into the "sometimes" category, suggesting these issues were less frequent but still relevant. The standard deviation of 0.80 indicates a moderate level of variability in responses, suggesting that while many parents face similar financial challenges, experiences may differ. Overall, the data underscored the significant financial difficulties parents encountered in supporting their children. Lee and Gonzales (2022) reported that families with limited financial resources often struggle to meet the specialized needs of deaf children, highlighting the importance of accessible

community-based support and educational programs tailored to diverse socioeconomic backgrounds.

### Health Problems

Parental health significantly impacts their ability to support children with hearing impairments, who require additional care. The emotional, physical, and financial burdens of health issues could limit parental involvement. Table 17 presented the collected data below.

**Table 17**  
**Extent of Problems Encountered by the Respondents in Rearing their Child in terms of Health Problems**

S/N	Indicators	WM	SD	Verbal Description
1	I encounter health problems	2.02	0.91	Sometimes
2	I rely on medicines for my health issues	2.15	0.91	Sometimes
3	I take anti-depressant and anti-anxiety drugs	1.73	0.78	
4	I have sleeping disorder	1.90	0.97	Sometimes
<b>Aggregate Mean</b>		<b>1.95</b>		
<b>Aggregate Standard Deviation</b>		<b>0.89</b>		<b>Sometimes</b>

Table 17 examined the extent of health problems encountered by respondents in rearing their child, with an aggregate mean of 1.95, indicating that these issues were experienced "sometimes." The highest score is for reliance on medicines for health issues (2.15), suggesting that while health challenges are present, they are not consistently severe. Other indicators, such as encountering health problems (2.02) and having a sleeping disorder (1.90), also fall within the "sometimes" range. The score for taking anti-depressant and anti-anxiety drugs is lower at 1.73, indicating that this concern is less prevalent among respondents. The standard deviation of 0.89 reflects a moderate level of variability in responses, suggesting that experiences regarding health problems vary among parents. Overall, the data indicates that while health-related challenges exist, they were generally not a constant burden for most respondents.

Parents of children with disabilities had higher amount of stress, which were chronic in nature, according to an online study titled Stress among Parents of Children with Hearing Loss and How They Deal With It (2023). The challenges of raising a child with developmental, physical, mental, or psychological problems are associated with increased parental stress. Individuals differ in how they responded to situations, and coping strategies were no exception. Since they were unable to meet their child's communication needs, parents of children with hearing loss frequently feel inadequate to handle their expectations. They relied heavily on the medical professionals for support and direction.

### Social Problems

Social challenges significantly impact parents' ability to support children with hearing impairments, adding to existing difficulties and limiting parental involvement. Table 18 presents the gathered data.

Table 18  
Extent of Problems Encountered by the Respondents in Rearing their Child in terms of Social Problems

S/N	Indicators	WM	SD	Verbal Description
1	My child affects my social relationship	1.78	0.85	Sometimes
2	I have limited time for leisure activities	2.07	0.85	Sometimes
3	The child affects our marital relationship	1.76	0.80	Sometimes
4	I rarely attend to social gathering	2.32	0.85	Sometimes
5	I do not like to visit people	1.95	0.74	Sometimes
6	I do not like the company of others	1.80	0.64	Sometimes
7	I am not comfortable with large number of people	1.93	0.75	Sometimes
8	I need to cut down my social circle	1.85	0.76	Sometimes
	<b>Aggregate Mean</b>	<b>1.93</b>		
	<b>Aggregate Standard Deviation</b>		<b>0.78</b>	<b>Sometimes</b>

Table 18 assessed the extent of social problems encountered by respondents in rearing their child, resulting in an aggregate mean of 1.93, indicating that these issues are experienced "sometimes." The highest individual score is for rarely attending social gatherings (2.32), suggesting a notable impact on social activities. Other indicators, such as having limited time for leisure activities (2.07), also reflects occasional challenges. However, most other scores, including those related to personal relationships and preferences for social interaction, are lower, indicating that these concerns were less pronounced. The standard deviation of 0.78 indicates a moderate level of variability in responses, suggesting that while parents do experience social challenges, the severity and frequency of these issues differ among individuals. Overall, the data shows that social problems exist but are generally not a dominant concern for most respondents. Many parents of children with hearing impairments face social challenges such as limited social time, strained relationships, and caregiver stress, often stemming from social isolation and time constraints. Support systems that foster social connections and address emotional well-being are essential. Dikec et al. (2023) found that some hearing parents of children with hearing loss reported social isolation following their child's diagnosis. It was crucial to give parents support networks that enable them to keep up their social relationships and take part in community events in light of these findings. Some of these social difficulties might be lessened by programs that promote strong connections, offer social outlets, and address emotional well-being.

### Summary on the Extent of Problems Encountered by the Respondents in Rearing Their Child

Table 19 below showed the summary of problems the respondents have encountered in rearing their children who are deaf, in terms of psychological, financial, health, and social problems.

Table 19  
Summary on the Extent of Problems Encountered by the Respondents in Rearing their Child

Components	WM	SD	Verbal Description
Psychological Problems	2.20	0.90	Sometimes
Financial Problems	2.54	0.80	Often
Health Problems	1.95	0.89	Sometimes
Social Problems	1.93	0.78	Sometimes
<b>Grand Mean</b>	<b>2.16</b>		
<b>Grand Standard Deviation</b>		<b>0.84</b>	<b>Sometimes</b>

Table 19 provided a summary of the extent of problems encountered by respondents in rearing their child across four components: psychological, financial, health, and social problems. The grand mean is 2.16, indicating that, overall, these issues are experienced "sometimes." Among the components, financial problems have the highest mean score of 2.54, suggesting that they are encountered more frequently, categorized as "often." Psychological problems score 2.20, also indicating occasional challenges. In contrast, health (1.95) and social problems (1.93) are experienced "sometimes," but with lower mean scores. The grand standard deviation of 0.84 reflects a moderate level of variability in responses, suggesting that while many parents share similar challenges, the intensity and frequency of these issues could differ. Overall, the data highlights those financial difficulties are more prominent concern, while other problems are less frequent but still present. According to the study of Syed, I.H. et al., (2020) that initial diagnosis of hearing problem triggered a cascade of difficulties for families, including financial burdens, time constraints, and resulting mental health challenges for parents and other family members, thus, a need for targeted support services for parents of children with hearing impairments, including financial assistance, counseling, and social support. Supporting parents' well-being would positively impact their children's academic success.

### Significant Correlation Between Parental Involvement and the Problems Encounter in Rearing Deaf Children

This section examined how family stability and parental involvement affect the academic success of deaf students, considering the challenges parents face. Table 20 presents the gathered data.

**Table 20**  
**Test of relationship between the family stability and academic outcomes of the learners**

Variables	r-value	Strength of Correlation	p - value	Decision	Remarks
Parental Involvement and Problems Encountered	0.710*	Strong Positive	0.000	Reject Ho	Significant

\*significant at p<0.05 (two-tailed)

Table 20 presented the results of a test investigating family dynamics, and the academic outcomes of learners, focusing on parental involvement and the problems encountered. The correlation coefficient (r-value) is 0.710, indicating a strong positive correlation, meaning that higher levels of parental involvement are associated with better academic outcomes. The p-value is 0.000, which was well below the significance threshold of 0.05, leading to the decision to "reject the null hypothesis" (Ho). This indicates that the relationship observed was statistically significant. Overall, the data suggests that increased parental involvement had a profound impact in positively influencing the academic success of learners. Therefore, there is a paramount relationship between the parental involvement and the problems parents encounter in rearing their children who are deaf. A study that was issued in the Journal of Educational and Health Sciences investigated how university students perceived the relationship between academic success and family stability. The results showed that a number of variables, including family size, economic status, parental education, and the quality of the parental connection, have a major impact on students' academic achievement; Mohamed, R. (2022).

## Chapter 3

### SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATION

The study's overview, results, and conclusion are presented in this chapter. This also included suggestions based on the study's findings and outcomes, which sought to determine how parental participation affected the academic success of these deaf students' families.

## **SUMMARY**

This study aimed to guide the development of a proposed action plan by examining the respondents' demographic profile, the level of parental involvement, and the challenges encountered by parents of deaf children. Data were gathered through a structured survey questionnaire to assess the level of parental participation and to identify specific difficulties faced in raising deaf children. These insights provided a deeper understanding of parental engagement. A comprehensive statistical analysis was conducted, utilizing methods such as frequency counts, percentages, weighted means, standard deviations, and Pearson's *r* to examine correlations. A significance test determined the strength of the relationship between parenting challenges and the level of parental involvement.

## **FINDINGS**

The outcomes of the data collection and statistical analysis led to the following conclusions.

The majority of responders, according to the study, were mothers underscoring their crucial role in providing care and educational assistance for their deaf children. These children's ongoing parental participation during important developmental periods was shown by the fact that most of them were adolescents or teenagers. The primary means of communication were sign language or a mix of spoken and sign language, which emphasized the value of multimodal approaches for successful social integration and learning. The occupational data of the respondents revealed a range of work statuses, with many of them experiencing financial troubles. Economic difficulties to getting specialized care for children with hearing impairments were highlighted by the fact that the majority originate from low-income households. The importance of parental participation, the necessity of easily accessible communication tools, and the substantial impact of socioeconomic status on educational results were all highlighted by these studies. The study also emphasized how crucial maternal time and decision-making are, especially in low-income environments where scarce resources could influence long-term developmental prospects.

According to the study, parents of kids with hearing loss showed a high degree of involvement in all areas of their kids' education. The majority of responders, mostly mothers, actively engaged in activities related to parenting, communication, volunteering, at-home learning, decision-making, and community collaboration. In areas like keeping an eye on kids' schedules, assisting with schoolwork, communicating with teachers on a regular basis, attending school functions, and taking part in decision-making processes like PTA and IEP meetings. Apparently, parental participation was very significant. Although there was a high level of overall participation, standard deviation variability showed that parents vary in their consistency. Although socioeconomic difficulties and financial limitations are important obstacles, many parents nevertheless put out a lot of effort to foster their child's social and academic growth. The study highlighted that, particularly in low-income settings, promoting favorable educational results for children with hearing impairments requires community participation, effective communication, and maternal involvement.

Parents of children with hearing impairments dealt with issues that fell into social, psychological, financial, and health categories. Financial challenges, which represented the burden of caregiving expenses, were the most while psychological problems, such as anxiety and emotional stress, were experienced infrequently. Parents report feeling exhausted, stressed, and less socially involved, which could lead to health and social issues. Although these difficulties existed, the overall average score showed that each family experiences them to varying degrees. These findings highlighted how crucial it was to offer focused financial assistance, mental health care, and social inclusion opportunities in order to better support and care for parents' children.

The findings show a statistically significant and strong positive correlation between parental involvement and the problems encountered by learners. This suggests that family stability, as reflected in the degree of parental involvement, had a considerable influence on learners' academic experiences. However, the nature of this relationship appears to be complex, indicating that

increased parental involvement may be associated with greater awareness or reporting of academic and personal challenges faced by students. Therefore, rejected the null hypothesis.

## **CONCLUSION**

The study concludes that there was a meaningful relationship between parental engagement and the challenges experienced in raising deaf children. These challenges significantly affected the academic performance of learners with hearing impairments, highlighting the critical role of family dynamics and parental support in shaping educational outcomes for this group.

## **RECOMMENDATIONS**

The study's conclusions made it clear that parents of children with hearing impairments dealt with a number of psychological, economical, health-related, and social issues that could have a big influence on their general well-being and their capacity to provide their kids with the care they need. The study highly recommended the following:

1. Creating support groups and community education to create a more supportive environment and holding regular workshops to teach parents how to manage stress, build emotional strength, and use positive parenting methods. Pairing new parents with experienced ones could provide guidance and encouragement.
2. Local governments should provide financial help, such as disability benefits, healthcare support, and education assistance, to families of children with hearing impairments.
3. The Action Plan that can be applied among SPED schools.

## **CHAPTER 4**

### **OUTPUT OF THE STUDY**

The suggested action plan aims to address the challenges parents face when raising deaf children, is presented in this chapter.

### **ACTION PLAN**

#### **Rationale**

Beyond the usual problems of having a child, parenting a child with a hearing impairment has special and complex challenges. These difficulties include social, psychological, economical, and health aspects, all of which have a substantial impact on a parent's wellbeing and, consequently, the child's growth and academic achievements.

Social difficulties also occur because stigma or the time-consuming nature of caregiving cause many parents to engage in less social activities and have strained connections with friends and family. Some parents may avoid social situations, which might make them feel alone and isolated. The family's capacity to obtain inclusive services and integrate into community life may also be impacted by these social constraints.

In terms of psychological issues, a lot of parents find it difficult to accept the diagnosis of their child; they frequently experience anxiety, sadness, emotional weariness, and future uncertainty. Coping with feelings of shame, denial, or inadequacy may be a part of adjusting to a child's hearing loss, particularly if professional help and emotional support are lacking. The ongoing have to make important choices about interventions, therapies, and educational placements exacerbates these emotional difficulties.

Because parenting a child with hearing impairment usually necessitates access to specialist services, assistive devices like cochlear implants or hearing aids, and additional educational resources, financial hardship is another significant problem. These costs can be very burdensome, especially for families with low incomes. Financial issues are frequently made worse by the inability to obtain insurance coverage or government assistance.

Due to the responsibilities of caregiving, caregivers frequently experience physical and mental exhaustion, which can result in burnout, sleep disorders, and illnesses linked to stress. Constantly managing appointments, therapies, and communication difficulties can be burdensome and impair the physical and emotional health of parents, especially when support systems are inadequate.

An action plan was created to help parents overcome the many challenges they experienced when raising their deaf children. This action plan was created specifically for the study's respondents to support them as they fight to eradicate or overcome the challenges associated with raising deaf children.

### Objectives

It was anticipated that the following goals would be achieved by the execution of this action plan:

1. Support parents in managing stress and anxiety related to raising children with hearing impairments through mental health support and coping strategies;
2. Reduce the financial burden on parents of children with hearing impairments by providing support for caregiving expenses and therapy costs, and implementing targeted financial assistance programs;
3. Improve parents' physical and mental health and address health-related challenges through tailored support, reducing fatigue and promoting well-being of hearing parents; and
4. Strengthen social connections and combat isolation among hearing parents by providing customized support strategies to address their unique social challenges.

### Scheme of Implementation

It was intended that the principal, teachers, and parents of the aforementioned school would be presented with the recommended action plan so that all of the parents are aware of it. Copies of the suggested action plan would be given to the aforementioned individuals prior to its implementation. The effectiveness of the aforementioned action plan could be evaluated afterward.

Area of Concern	Objectives	Strategies	Persons Involved	Budget	Source of Budget	Time Frame	Expected Outcome	Local Accomplishment	Remarks
Psychological Support	<ol style="list-style-type: none"> <li>1. Provide support to help parents manage anxiety, emotional strain, and coping difficulties.</li> <li>2. Alleviate the emotional and psychological stress on parents of children with hearing impairments through focused mental health support.</li> </ol>	Collaborate with local health organizations to provide free workshops or seminars designed to help parents of deaf children cope with stress and anxiety.	School Principal Teachers Parents Invited Speakers	P 3,000.00	School MOCE or Donations from LGU and other stakeholders	Quarterly or Twice a Year	Improved parents' mental health by increasing their understanding and equipping them with effective coping strategies.		
Financial Support	<ol style="list-style-type: none"> <li>1. Relieve the financial pressure linked to caregiving duties and therapy expenses.</li> <li>2. Lessen the financial challenges faced by parents of children with hearing impairments through specific support initiatives.</li> </ol>	Team up with local government agencies to educate parents on accessible financial aid and benefits, and create a comprehensive guide detailing financial assistance, insurance options, and government support programs.	School Principal Teachers Parents Invited Speakers	P 3,000.00	School MOCE or Donations from LGU and other stakeholders	Once a Year	Enhanced parents' financial knowledge and their ability to utilize available support services.		
Health Support	<ol style="list-style-type: none"> <li>1. Enhance parents' physical health and reduce fatigue.</li> <li>2. Alleviate the health-related difficulties faced by parents of children with hearing impairments with tailored support approaches.</li> </ol>	Provide learning materials and organize sessions centered on nutrition, sleep, and effective time management techniques.	School Principal Teachers Parents Invited Speakers	P 3,000.00	School MOCE or Donations from LGU and other stakeholders	Quarterly or Twice a Year	Enhanced parents' physical and mental health by incorporating healthier daily habits.		
Social Isolation	<ol style="list-style-type: none"> <li>1. Strengthen social connections and decrease isolation among parents.</li> <li>2. Tackle the social challenges faced by parents of children with hearing impairments through customized support strategies.</li> </ol>	Organize family-friendly events, awareness walks, and cultural activities that are inclusive of families with children who have hearing impairments. Establish online support groups to connect families and provide them with support.	School Principal Teachers Parents Invited Speakers	P 3,000.00	School MOCE or Donations from LGU and other stakeholders	Quarterly or Twice a Year	Promoted greater social inclusion and community engagement for families of children with hearing impairments.		

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