
Research Article

Lived Experiences of Parents in Teaching Children with Hearing Impairment

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Abstract:

The worldwide health crisis has caused numerous alterations and transformations in the field of education. These profound shifts took place not only in the Philippines but also in other global education sectors and institutions. This study delved into parents' experiences teaching their children with hearing impairment amidst the pandemic using a modular printed platform in the Division of Danao City, Danao City, Cebu, in the school year 2020-2021. A qualitative phenomenological design was employed, involving the qualitative analysis and assessment of themes derived from semi-structured interviews, observation, and exploring the parents' lived experiences to gather data on parents' challenges and problems in teaching children with HI during the pandemic. The findings revealed several circumstantial actions. These experiences were perceived and formed (collaboration and interactions, direct instruction and tutorship, and communication), highlighting the need for a joint approach between parents and educators. Evidence of personal struggles (involvement to instructions, skills in motivating and adapting), academic deficits and incapacity (education, skills, and training), and financial struggles (finances for gadgets, technology, internet connectivity, and family) were also evident. Hence, the new learning modality and the use of modules have contributed to parents' hardships in teaching all the subjects. Parental education, incapacity to decode the content, teaching, and busy schedules were also evident factors of challenges or problems parents encountered with their students during the pandemic. This study has proposed recommendations to help the participants and educators improve their ways of providing instructions or interventions.

Keywords: Special Education, children with hearing impairment, lived experiences, qualitative method, Danao City, Cebu, Philippines

Introduction

The new landscape of education worldwide is the side effect of the world crisis under the COVID-19 pandemic that has cost lives and inflicted millions (Abdallah & Alriyami, 2022). In the Philippines, particularly in 2020, the Department of Education Secretary has insisted on pushing through the classes in all public schools. It was despite the opposition from several lawmakers and the President of the Republic himself. Luckily, new platforms of instruction that adhere to IATF health and safety guidelines and regulations were introduced, laid out, and approved, thus paving the way for the opening of classes on October 5, 2020.

Each region had to choose from several platforms: online learning, modular-digital, modular printed, and blended learning (Lucero & Morados, 2024). These instructional platforms, collectively known as the Learning Delivery Modalities (LDM), have created a shared experience of agony for everyone in the educational system since the start of classes. This collective experience has built a feeling of togetherness among internal and external stakeholders as they face these difficult times.

The educational department is implementing a modular-printed mode of learning (Junpel, 2023). Under this approach, parents gave pupils the modules and distributed them (Talimodao & Madrigal, 2021). Students will stay in their homes but must follow the Weekly Home Learning Plan (WHLP) prepared by the teachers. The WHLP contains the schedule and the instructions for activities for each subject. In this setup, students form to carry out their tasks without teachers. Therefore, their parents and siblings are their first line of support. Some parents must spend time with their young kids to explain and crack the learners' difficulties (Bhamani et al., 2020).

The parents complain that they cannot teach their children for multiple reasons. Some say they are working, while the most excruciating reason is when parents admit that they cannot help because they were not even elementary completers while their kids are in Junior High School. The scenario is more distinct in special education, especially for learners with HI who are also classified as Deaf with an uppercase (D) and deaf with a lowercase (d). This group is visual learners; they are solely dependent on visual instructions. The terms differ in some ways, although they mean the same physical disability. A Deaf with an uppercase (D) belongs to a group of people or a community identified with a hearing loss.

Sometimes, a learner with HI of this kind is either born from parents with hearing loss or hearing parents but with siblings who are deaf. According to Van Niekerk (2020), deafness might be from birth or develop later as the person advanced in age and met an accident or sickness that caused the disability. As one becomes deaf, he actively engages in a deaf community. Likewise, the term

deaf with lowercase (d) refers to anyone with hearing loss who is inactive in the deaf community (Roberts, 2021). He might have been born deaf to parents who have hearing loss but was raised and lived in an environment of a hearing group. The first group is somewhat more adaptive to socialization and performs better in school as they have a circle of friends they can turn to in times of need. They are also more encouraged to stay in school as they are more engaged in dealing with their friends.

The Schools Division offers a complete Basic Education Curriculum from Kindergarten to Grade 12 of the senior high school. Learners with hearing impairment will have to go through different levels of education, starting from kindergarten (van der Straaten et al., 2020). The kindergarten class is under the care and supervision of an elementary SpEd teacher with a graduate study in special education. At this stage, the development of fine motor skills was the priority and focus of the program. Maximizing the usefulness of the brain and stimulating materials such as modeling clays, crayons, art materials, and others will significantly improve the cognitive functions of each learner. Simple class routines were practiced and observed, such as saying or reciting prayers before and after each session.

On the other hand, two special education teachers handle elementary education, and both handle each student. This is called multi-grade teaching, where learners take the same subjects as general education students. The classes for the first three grade levels are self-contained, and learners with HI stay in one room and receive academic instructions through sign language without being pulled out of the class and sent to regular classes (Tiernan et al., 2020).

In the early stage of primary grades, the learners with HI learned Basic Sign Language using Filipino Sign Language as the official sign language (Espineda, 2024). It is done and performed by using pictures and their corresponding signs. According to Majoro (2021), enough time is needed for learners with hearing impairment to learn the equivalent signs intended for very word. Truth be told, they lag behind their hearing counterparts. Realistically, they learn the first word and the appropriate sign in school rather than in their homes. The demand for sign language is badly needed at home as the teachers desire the help of parents to at least do their little share in closing the language barrier gap (Khairuddin & Miles, 2021).

In the later stage of primary education, the learners with hearing impairment have matured differently. Some felt the significance of language in daily activities and did some self-study to improve their vocabulary. Like children with no hearing impairment, a wide range of vocabulary words is necessary to express thoughts and increase reading comprehension (Antia et al., 2020). During this stage, they widened their acquaintances by directly or indirectly accessing children with hearing impairment from other divisions or municipalities through Facebook or meeting during sports and academic activities. Most have grammar deficiencies and consider Filipinos the hardest, though they are good at mathematics.

The present setup has shown that the inclusion program for learners with hearing impairment has not been implemented and worked successfully. Several reasons are hindering the program, and one is the readiness of the receiving teacher. The receiving teachers have difficulty learning sign language quickly, even if training has been accommodated and provided to them. Secondly, secondary-level subjects are departmentally set up, and all the teachers must be summoned for a sign language training workshop, which is unlikely.

During the pandemic, the situation worsened from good to something critical. No face-to-face classes are permitted; everything is conducted and done through modular instruction. The parents are the only ones allowed to claim and return the modules in school. Moreover, for very young kindergarteners with hearing impairment, the parents or anyone in the family give instructions. Attached to the module is a WHLP. It is where the schedule of activities that the learner has to follow to accomplish the desired competency. The parent and the learner should spend time together to get things done. Some of the parents of kindergarten and elementary pupils constructed study tables in their yards and under the shade of trees where they can assist their kids during the study sessions. They prepare the materials needed for the activities of their students. Parents must read the instructions before explaining them to their kids. They use pictures and visual aids to facilitate learning instruction using the fundamental knowledge of sign language that they learn. The parents speak out words more often while they sign for their kids with hearing impairment to do some lip-reading.

Thus, dilemmas and challenges currently experienced by the parents of learners and students with hearing impairment have prompted the researcher to study parents' lived experiences in teaching learners with hearing impairment. The researcher desires to know the exact sentiments of parents regarding the impact of the new learning modality on them as the primary facilitators of learning at home. The researcher wants to know and understand how they cope with their roles as parents to children with hearing impairment who need instructional assistance and what they need at this point to make their roles easier. Furthermore, with this study, the researcher hopes to bring awareness to the principal, supervisor, and most importantly, to the school's division superintendent so that appropriate actions might be laid out carefully and used in response to the pleas and needs of the parents of the learners with hearing impairment.

2. Related Literature and Studies

This section discusses the related literature and studies that are important for understanding the lived experiences of parents when teaching children with hearing impairment.

Hearing impairment is one of the common disability qualities of mothers of children with hearing impairment that are often lower than others (Dammeyer et al., 2019). Deaf and Hard of Hearing (DHH) students represent people whose specific educational needs have remained unaddressed in the Indian educational system (Mohanty & Mishra, 2020).

According to Yoshinaga-Itano et al. (2020) provide children and their families with further support beyond what they have gotten

from early intervention programs, it is imperative to comprehend the requirements of parents with hearing loss (HL). Parents' involvement in their children's education can enhance school support and boost learning outcomes for children with specific needs (Bariroh, 2018).

According to Jean et al. (2018), parents experience numerous stressors tied to their child's diagnosis as deaf or hard of hearing (DHH). Parents with hearing-impaired children and other disabilities encounter distinct hurdles concerning family, work, and child factors that may influence their handling of their child's hearing health (Whicker et al., 2019).

According to Reynolds and Werfel (2020), children must actively engage in their reading development; there is no correlation between emergent literacy scores and parent literacy facilitation alone. Children with hearing loss must also be active participants during shared book reading. Therefore, developing ways to engage children with hearing loss during reading activities is essential. Also, according to Mégret (2017), children with disabilities, like those without, have the right to education. Various international human rights instruments and regional and national legislation promote and protect this right to education.¹ States parties have obligations to respect, protect, and fulfill the right to education as arising from international treaties to which each State is a party.

According to Agyire-Tettey et al. (2017), the multiple problems of independent living and behavioral and social problems reflect the effects of hearing impairments on the overall context of the child's life and social environment. Developmental disorders, including HIs, are not only health problems but also have effects on one's social interactions with the environment. Language problems, which are an important communication tool for the interaction of this group of children, lead to their social isolation, and their behavioral problems negatively affect adaptation conditions.

Parents require a level of emotional support that exceeds the counseling frameworks (Schmullian & Lind, 2020). The Dual Process Model is an intermediary emotional literacy model that addresses grieving and coping from diagnosis to early management. We believe it provides an effortless articulation of the principles of family-centered care philosophies (top-down) and behaviors by providing a taxonomy of grieving, coping, and parents' movement between the two orientations. Acar et al. (2020) found that dads perceived their parental role as an obligation to their DHH children and families. When they found out their children were deaf, they were devastated, but they saw their children's deafness as a challenge as well as God's will. The fathers attended an early intervention program and finished homework to address their deafness. The dads stated they planned to provide for their children for as long as they lived, expressing anxiety about the future of their offspring. The findings of the study by Butko (2019), Khasawneh and Al-Rub (2020), and Mingsiritham and Chanyawudhiwan (2017) show that text with pictures can help improve reading comprehension for students with HI.

Badzis and Idris (2019) have found and concluded that parenting a child with HI should be officially inaugurated to enable fathers and mothers to understand, accept, and provide specialized knowledge necessary for child training, care, and education. This may inject optimism, dynamism, cheerfulness, and naturalness into parents. The study also suggests that an educational campaign should be directed toward changing society's attitude toward children with HI.

According to Davids et al. (2021), it is a must to accentuate several major themes and categories of parental practice that have to do with counseling the child and attitudes toward children with HI. Behaviors were found in the form of apparent temper outbursts and defiant behavior; parental experience includes judgment of others and the impact on the family; parental coping strategies consist of acquiring spiritual intervention and seeking social support; and school behavior.

The study by Archer and Anomah (2021) revealed that most teachers in the school hold first-degree certificates. In addition, equipment and materials are not adequate for teachers to use. The study also found that most teachers indicated inadequate time for the various subjects. Based on the study's findings, the following recommendations are made: People who aspire to teach in special schools must be trained in sign language interpretation and special education. Periodic seminars, workshops, and in-service training should be organized for teachers in special schools to update them on current developments in special education, especially things about the education of the hearing impaired.

These related studies and literature strongly support the study of HI in the identified environment. Strengthening the discussions that support these variables under study is necessary.

3. Purpose of the Study

The study delved into parents' experiences in teaching their children with HI amidst the pandemic in a modular printed platform adapted by DepEd, Division of Danao City, Danao City, Cebu, in the school year 2020-2021. Specifically, it sought to investigate parents' challenges when dealing with HI learners.

4. Research Methodology

4.1 Design

This study employed a qualitative phenomenological research design to gather data on parents' lived experiences teaching their children with HI in the Division of Danao City, school year 2020-2021. The gathered data were the basis for formulating implications for practice. This research involves the qualitative analysis and assessment of themes derived from semi-structured interviews, observation, and exploring the parents' lived experiences in handling learners with HI. The participants described their phenomenal

experiences that can be used to gather data in a phenomenological study (Gallagher & Zahavi, 2020).

4.2 Participants

The researchers carefully identified the participants using convenient purposive sampling based on some qualifications related to the title. Seventeen (17) parent-participants were directly involved in teaching their children with HI. The parents were of legal age, might be working full-time, part-time, or unemployed, and had hands-on involvement with their children for a couple of years, especially during the pandemic when the division adopted the distance modular-printed delivery scheme.

4.3 Instrument

The researchers employed three instruments to gather data: informed consent, a combination or mixed semi-structured, and a written survey form/interview guide questionnaire.

The written survey/interview guide questionnaire consists of three parts. The first part deals with the participant's personal information and background regarding their experiences in dealing with the day-to-day life of their child-learner with HI. The second part of the interview guide deals with the participants' challenges regarding the actuality of teaching engagement of the parents with their child-learner with HI. Here, the parents do their instinct using their old known techniques to guide and teach the child-learner with HI. The third part divulges the challenges of the parent-participant in making the modular-printed learning platform work during these trying times. The parents were also asked to share with whom they usually ask for help.

Each of the crucial questions was followed up with specific questions. The researcher had to utilize field notes to accurately document the participants' home language responses. In this way, there was no confusion on his part to ascribe responses to other participants but to the one who made the answers.

The researchers took their time organizing the interview results, the addresses of the participants, and the interview guide questionnaire. They explained to the parent-participants the confidentiality of their answers, prepared consent forms, made the participants comfortable, and selected the right words to open the interview. They paid attention to the interviews conducted with the participants. The researcher was tasked with opening the matter first so the interviewee could feel comfortable during the conversation. He prepared the interviewee's ideas and follow-up questions to clarify issues.

4.4 Data Collection

Before the interview, the researchers prepared and wrote transmittal letters noted by the adviser and approved by the Dean of the College of Education. These letters were forwarded to the Office of the Schools Division Superintendent in Danao City. A copy of the approved request was forwarded to the School District Supervisor, and another copy was sent to the School Principal for the study to be conducted. The researcher also secured a Certificate of Ethics Review before the interview.

The researchers explained the hows and whys of the interview to the participants. They explained in detail the purpose and importance of the study and how vital their responses are to the research project's success. The participants were also informed of their rights and the researcher's obligation to protect the confidentiality of their answers regarding the issues to be raised before them.

During the semi-structured interviews, the researchers visited the parent participants' houses. After each interview, the researchers transcribed the responses from the Interview Guide Questionnaires. Lastly, after the participants' responses were encoded, the researchers asked for the assistance of their adviser or other licensed experts for data interpretation or treatment.

Ethical Considerations. All information collected in the study was treated with the utmost confidentiality. The results were made available to the Division Office for reference in any future action the office takes. To protect their rights, the respondents were guaranteed complete anonymity. Participation in this study was purely voluntary, and any participant or respondent may withdraw at any time as desired.

The issue of validity and reliability arises from the need to persuade researchers that the information collected and presented and its interpretations were authentic and trustworthy.

Prior to creating the questions, a thorough literature review was conducted to guarantee their applicability, validity, and reliability. The researcher also carried out fieldwork observations following the interviews to further validate and confirm the results to be drawn.

Data Privacy. This study adheres to the mandate of the National Privacy Commission to administer and implement the Data Privacy Act of 2012 and to monitor and ensure compliance with data protection. The researcher has enforced the Data Privacy Act and adopted generally accepted international principles and standards for personal data protection. He safeguards every individual's fundamental human right to privacy while ensuring the free flow of information for innovation, growth, and national development. The researcher also ensures that the personal data in information and communications systems in the government and the private sector are secured and protected.

With the consistency creation of the questions, a thorough literature review was conducted to guarantee their applicability, validity, and reliability. The researcher also carried out fieldwork observations following the interviews to further validate and confirm the results of the study's conclusions, which are ensured by reliability. This is measured by the standard by which the research was conducted, analyzed, and presented. Every stage of the investigation should be meticulously documented to enable an outside

researcher to repeat the study and provide comparable conclusions.

This is also done to confirm the accuracy of the findings and ensure that the data collected supports them. All interpretations and conclusions were examined to determine whether the data supported them. The researchers must supply a highly detailed description of their situation and methods' conformability and provide support for the activities in which the researcher realized the standard of quality, genuine, authentic, or honest study.

Throughout this procedure, the researcher used all the material gathered—including transcripts from interviews and field notes—to comprehensively understand the data. The researchers coded the data and conducted content analysis by looking for specific words that could identify themes. The findings of individual interviews were generalized, and differences and similarities were identified, allowing for the development of typologies.

Verification was the step in which the researcher checked the validity of interpretations by going through the transcripts again. This allowed the researcher to verify or modify hypotheses already arrived at.

4.5 Data Analysis

Thematic analysis was utilized to analyze and cluster interview answers in common themes for interpretation. A deductive analysis sorted out and interpreted responses collected from the pen-and-paper survey from interviews. Deductive data analysis produced distinct, important themes pertinent to and unique to each category. The content contains messages that can be discovered by closely examining and interpreting the information obtained from the interview.

Thematic code analysis was used to inspect themes that emerged during the interviews' analysis to gauge the frequency of themes and similarities between users' use of themes.

The first step in analyzing the data is transcription, where the data are transcribed from the tape into the paper. The purpose is to clean and edit the manuscripts by eliminating typographical errors and contradictions. Checking and editing are to check and edit transcripts and prepare data for further analysis. Analysis and interpretation categories are developed, coding and data reduction are completed, and trends in the data are identified.

5.0 Results and Discussion

This section shows the parents' narratives about their challenges in teaching and caring for their children with HIs at home.

5.1 The first question was about how the research participants faced and dealt with the challenges they experienced while giving academic instructions to their hearing-impaired child.

5.1.1 Yearning for God's Mercy, Extend Patience, and Asked Assistance. Handling exceptional education learners requires more patience and God's guidance to find the most effective learning strategy and obtain the intended learning competency appropriate for their grade level.

Teaching special education students entails more guidance and patience. Hence, parent-participant 1 prayed for it. It was said that: *"Fervent prayer. Extend the patience. Ask for assistance from friends."*

One way of managing the challenges in undertaking the distance modular teaching approach in public schools is to ask assistance from other people about the lessons that the parents cannot understand or explain to their hearing-impaired children. Parent-participant 2 said that:

"I will ask the neighbors for help. I will sit beside her so that I will know the topics that she finds difficult."

Believing that God is always with each person, parent-participant 3 yearned for God's said that:

"Belief in God. Then I will call her teacher on the lesson I do not know."

In difficult situations, it would be okay to ask for help from different people, including how to teach the special child at home. Parent-participant 4 said that:

"I asked for help from my sibling, who knows sign language. I called her teacher for the instruction. Then search on the Internet."

In addition, parent-participant 5 focused on asking for God's guidance, manifesting desirable behavior, and asked support from other people. It was shared that:

"Prayer to God. Extent patience. Asked help from others."

Parent-participant 6 would always leave one's struggle to the mercy of God. However, asking for aid from the teacher and other more knowledgeable people would be helpful. She said that:

"Surrender to God. Extent patience. Asked help from others."

Like other parents, parent-participant 7 has God as the source of strength. Also, patience with the child's disability is a must when teaching. She also asked for help from other people. It was said that:

"Ask help from God. Extent patience. Asked from others."

Overcoming hardships starts with recognizing one's weaknesses and finding ways to solve the problems as a home tutor. Parent-participant 8 revealed that:

"Being humble. Prayer to God to end the hardships now. Use the search engine on the Internet."

Usually, parents would pray and ask for help from the teacher of the hearing-impaired child and friends and relatives. Parent-participant 9 shared her overcoming strategies amid the use of self-learning modules in the public school and uttered that:

"Prayer to God. Extent patience. Asked help from others and contact the teacher."

Also, parent-participant 10 believed that such difficulties in life would be overcome when they were prayed. Also, family members can help her teach their sibling with a physical defect. She said that:

“Prayer to God. I asked for help from my children, who had finished college. Then search on the Internet.”

Prayers and asking for help from the right people are the ways used by parent-participant 11 to overcome her struggles as a home facilitator for her special child. It was disclosed that:

“Prayer to God. Asked for help from others. Call the teacher.”

It has been said that to hurdle hardships, leave it to God, and he will do the rest. Parent-participant 12 shared her strategy for overcoming the challenging experience of being the home tutor. It was said that:

“Prayer from Above. Be industrious. Steadfast.”

Holding on to God and good behavior is how parent-participant 13 was able to manage her challenges in the remote learning set-up of the public schools where her deaf and mute child was studying. She said that:

“In-depth prayer to God. Extent patience. Asked help from others”

There was a line that goes that God told man to toil and help will help. This was used by parent-participant 14, who opined that:

“Asking guidance from God. Ask for advice from the teacher. Use the Internet.”

Having faith in the Supreme Being and showing positive behavior helped parent-participant 15 deal with the additional responsibility without face-to-face classes. It was said that:

“Asked from God. Extent patience. Be industrious.”

Likewise, parent-participant 16 emphasized prayer, patience, and time management. She said that:

“Prayer to God. Extent patience. Allocate time.”

It was clear that the parents believed in God, the source of their strength in overcoming the difficulties of teaching their child at home, considering their lack of formal training in special education. Aside from that, upon recognizing their lack of competence in some lessons in their children's curriculum, they would call the teacher to ask for instruction and clarifications about the subject areas or topics they cannot comprehend or discuss with their child. Also, they would ask for assistance from family members and friends who are more knowledgeable on the topic or subjects and know how to use sign language.

Individualized instruction in modular distance learning is helpful in remote areas with limited internet access, such as mountains. Learners use self-learning modules in print or digital format. They may need home visits by teachers for learners' remediation or assistance. Students could reach their teacher via email, telephone, text, or instant messaging if it is workable. Parents working from home will now have additional work — providing tech support or guidance in their schoolwork. It is not easy to adjust meetings and other tasks with online classes. They are, furthermore, considering that, at most times, several kids in one family could use only one computer. Both teachers and parents will need additional workshops to conduct online classes. Farmers with young kids need teaching support from DepEd or their community (Bayod et al., 2021).

5.2. The second question was about to whom the research participants called for help when facing challenges.

5.2.1 Parents Called for Help from Teachers, Relatives, and Friends in the Midst of Confusion. When the parents could not comprehend the lessons in the self-learning modules, they shared that they called for help from teachers to transfer the proper knowledge to their children.

Parent-participant 1 divulged that she called her child's teacher every time she experienced difficulty understanding the lesson. It would be hard to teach when she did not understand the subject. It was said that:

“To the teacher and my friend.”

Parent-participant 2 also asked for help from the teacher. Also, anyone from the family who can communicate using sign language was of help. She It divulged that:

“I will call the teacher and my friend. Then to my child who knows sign language.”

Also, parent-participant 3 would call the teacher when she felt confused with the lesson. It was disclosed by saying that:

“I will call the teacher.”

Parents sometimes depend on their highly educated child to explain the lesson contained in the self-learning modules; parent-participant 4 revealed this strategy by saying:

“From my eldest child who was able to finish college.”

Like other parents of hearing-impaired learners, parent-participant 5 would seek help from the teacher and anybody who can help her comprehend and explain the lesson. It was said that:

“I will call the teacher, close friends, and relatives.”

The primary source of assistance for home tutors, of course, comes from the teachers and relatives. Parent-participant 6 said that:

“I will call the teacher and my other niece and nephew.”

Having a relative as a teacher is a big help for parent-participant 8 in dealing with teaching and learning challenges. It was said that:

“I will call my cousin, who is a teacher.”

Also, parent-participant 9 would seek support and assistance in times of difficulty in teaching one's disabled child at home amid the adoption of a distance educational set-up. It was said that:

“I will call the teacher.”

Having a neighbor who has the same disability was a source of help for parent-participant 10, who divulged that:

"My neighbor with a hearing-impaired child."

Parent-participant 11 also had the same experience in calling for help from the teacher and the relative during teaching hardships while using self-learning modules in the public school. She said that:

"From the teacher and my other niece and nephew."

Parent-participant 12 said that the teacher provides guidance and assistance in teaching the hard-of-hearing child at home. She divulged that:

"From the teacher."

There were instances wherein the parents experienced difficulty understanding and explaining the module lesson to their disabled child. Parent-participant 13 shared one struggle by saying that:

"The teacher, me, and my cousin are college-level students."

Parent-participant 14 would also contact the teacher for topics in the modules that she found hard to teach to the hearing-challenged learner. It was said that:

"Her teacher and my acquaintances."

Likewise, parent-participant 15 sought assistance from the teacher and sibling to fulfill one's duty. It was said that:

"The teacher and my sibling."

For parent-participant 16, her whole family members would help her teacher the hearing-challenged member and said that:

"The teacher and my other children."

Parent-participant 17 also asks for assistance from the teachers and siblings with topics that cannot be comprehended. She disclosed that:

"From the teacher and my younger sibling."

Based on their experience as home tutors of deaf and hard-of-hearing pupils, the parents primarily called the teachers when there were topics or subject matter in the self-learning provided to them that they could not comprehend or teach to their children during study sessions. Also, other family members with higher educational levels were sources of teaching assistance for parents amid the absence of face-to-face classes in the schools.

Moreover, the parents could seek help from relatives and neighbors who had the same situation with their deaf and mute children since sign language is necessary to transfer knowledge. However, parents are not trained in the sign language that teachers in school use in instructional delivery. Now that the teachers have no direct instruction, the home tutors were stressed about carrying out their role in the distance education setup. Teachers worry about whether their orientation with the parents has been enough to facilitate distance learning and for them to monitor their students' performance (Borup et al., 2019).

5.3. The third question was about how the challenges affect the research participants.

5.3.1 Parents' Home-Based Teaching is Laborious and Time-Consuming. The parents divulged that their work as home facilitators is burdensome because they spend their time teaching their children the lessons in the modules.

Parent-participant 1 expressed that distance education requires them to exert more effort and time in teaching the child on top of their household routine. It was said that:

"It is tiring and a waste of time for many household chores."

Moreover, parents need more time to teach the special child at home. Parent-participant 2 shared this challenge in the distance educational paradigm:

"I pitied my grandchild, and it took longer to study and answer the module."

Parent-participant 3 further posits that using the module to teach the child at home divided her. She expressed her feelings by saying:

"My time is greatly divided, and I have little rest."

Parent-participant 4 said that using the module as teaching-learning material while homeschooling caused exhaustion. It was uttered by saying that:

"The module is tiring."

Parent-participant 5 revealed that the current educational setup where parents will teach their child at home competes with their time to do the household chores. It was said that:

"It cannot work with my other household chores."

Parent-participant 6 said she needed to spend more time teaching her child the lesson contained in the self-learning modules. It was expressed by saying that:

"It's tiring then time-consuming."

Parent-participant 7 also shared that they felt exhausted with her as the home tutor. She said that:

"My time is divided. Then tiring."

The parents had to divide their time between earning a living and teaching their children at home. Parent-participant 8 opined that:

"My time for livelihood was cut. Then the module is tiring."

Parent-participant 9 also divulged that teaching at home without face-to-face-classes was arduous and said that:

"It's such a hassle, very time-consuming."

Parents would naturally feel unhappy upon seeing their deaf and mute child who struggled with the current teaching-learning style.

Parent-participant 10 shared her feeling by saying that:

"I'm sad for my child."

Parent-participant 11 had an ill-fated experience with the distance modular teaching approach in public schools. It was said that: "It's tiring. I am sad while looking at my child."

Parent-participant 12 experienced enduring situations in juggling her time with the many works in the house and performing the home tutor role. It was said that:

"It's tiring, but I have to endure."

The time spent fulfilling the household obligation was split due to the prevailing educational set-up in the public schools. Parent-participant 13 shared that:

"A big part of my time spent doing chores was taken to teach my child."

Parent-participant 14 also disclosed that teaching one's hearing-impaired child at home is a tiresome experience, and she has to do it. She said that:

"It is tiring, but later I got used to it."

Parent-participant 15 further disclosed the same grueling experience while fulfilling her role as a home facilitator. She divulged that:

"Answering the module with the child was tiring and time-consuming."

Performing the role of a home tutor requires time for the parents, especially in explaining the lesson. Parent-participant 16 said that:

"It is time-consuming because I have many things to do."

Parent-participant 17 also said that without school-based teaching and learning, their time for their work was cut. She expressed by saying that:

"There was a huge portion of the time that was taken out."

The parents of the learners who have difficulty hearing and communicating spoke based on their experience that using the self-learning modules in teaching their children at home was exhausting and grueling for them and their children. Their time spent earning a living for their family and doing household chores was divided. They also need to extend effort and patience to guide their children, especially those times when they experience difficulty comprehending the lessons and answering the activity sheets.

As public schools across the country prepare for the opening of classes, teachers and parents in various parts of Northern Mindanao voiced concerns about the challenges under the "new normal" learning mode. However, they agreed that it would also offer hopes and insights on the future of education. Dr. Maria Eva Sayre-Edon, DepEd Education program supervisor in the Division of Lanao del Norte, said that since the pandemic began that led to the eventual postponement of classes, educators have spent time developing learning modules and other instructional materials. Learners who cannot do independent learning and have illiterate parents find it challenging to grasp learning, especially since the elders they depend upon cannot teach them because they do not know the concepts inside the module. This factor hinders the effective implementation of modular learning, primarily if the parents do not communicate with the teacher (Luczon, 2020).

5.4 The last question asked the research participants whether or not DepEd had done enough to maintain its standards by providing quality education to all students, including their children, during this pandemic.

5.4.1 Dearth of Teaching Assistance Amid the Absence of Face-to-Face Classes. The parents revealed that the DepEd lacks assistance in facilitating teaching and learning for learners with disabilities who can hear and talk.

Parent-participant 1 found the DepEd did not provide clear support for the parents on how to deal with deaf and mute learners and said that:

"There was no help extended to the student."

Parent-participant 2 assessed that the teachers from the public school only provide printed modules for their learners to study and answer, which is not enough for learning. She said that:

"The DepEd only sends modules. They did not care how will they do it."

There was no exact and concrete program from the Department of Education on how the parents would carry on with their role in the remote teaching approach as well as to the hearing-impaired learners. Parent-participant 3 said that:

"There was no concrete help from the Department of Education to the students."

Parent-participant 4 added that they did not receive help from the Department of Education teaching special education learners at home. It was shared that:

"There was no help from the Department of Education."

Likewise, parent-participant 5 opined that the education authority in the country failed to provide help to the learners with a disability to continue their education aside from providing modules. It was said that:

"There was no help provided to the students."

Parent-participant 6 further divulged that the public-school administrators did not help the hearing-impaired children so they could still learn while having distance education. She uttered that that:

"There was no help from the Department of Education to the situation of the children now."

In addition, parent-participant 7 had the same experience with the failure of the Department of Education to institute feasible arrangements for the learning of hearing-impaired children. It was said that:

"The Department of Education did not provide help to the children."

Also, parent-participant 8 had similar observations on the shortcomings of the DepEd in arranging specialized programs to ensure that the parents and the learners can manage the teaching and learning at home. She said that:

“Based on my observation, they had many shortcomings for the students, especially for the learners with HI.”

Parent-participant 9 appreciated the feeding program undertaken by the teachers and administrators of the school. However, it was not enough to ensure that the children with hearing problems learned using the modules. It was divulged that:

“There was no help from the Department of Education, except for the feeding program.”

Parent-participant 10 divulged that the Department of Education only provided provisions for the health and nutrition of the children. However, they need help teaching hearing-impaired learners. It was said that:

“We received feeding supplies. However, assistance in simplifying the module was not provided.”

Parent-participant 11 craves assistance from the public school administrators on managing as home learning facilitators, especially since the learners cannot hear and talk properly. It was disclosed that:

“There was no help from the Department of Education to make the learning easier.”

For parent-participant 12, giving modules as the learning material for hearing-impaired pupils is insufficient, nor is there an assurance that the child would learn without a trained teacher at home. This failure by the Department of Education was divulged by saying that:

“They did not provide help. They only send modules.”

The DepEd initiated no specific program to enable exceptional education learners to adopt the distance modular learning approach.

Parent-participant 13 said that:

“DepEd did not extend help for a child like mine who is hearing impaired.”

Also, parent-participant 14 expressed the same sentiment about the dearth of administrative and instructional assistance from the administrators and teachers of the public school. It was said that:

“I did not see any help from DepEd. Only send module.”

Parent-participant 15 elucidated that the current administration of the Department of Education has a big shortcoming towards the learners with hearing difficulty. It was said that:

“Nothing. They lack huge shortcomings for the children.”

Parent-participant 16 hoped that the DepEd initiated a substantial mechanism to ensure hearing-impaired learners could still learn using the distance modular learning modality. She said that:

“They did not provide help to make studying using the module easier.”

Parent-participant 17 dejected the administration of the public schools since they lack specific courses of action to help hearing-impaired pupils and their parents study using the module. It was uttered that:

“Nothing. They left the children and the parents who experienced difficulty with the module on their own.”

The parents of the hearing-impaired learners expressed sentiments against the DepEd administrators and teachers since they failed to implement appropriate programs to ensure that the special education pupils could adapt to the new distance modular teaching-learning approach. Moreover, the parents recognized their incompetence in teaching their children due to their HI and inability to communicate and comprehend the lesson. Hence, using the modules per subject as the teaching and learning materials at home was hard for them.

The growing child adapts to his environment from the beginning of life based on the experience he perceives through his sense modalities. At the same time, each of the five sensory receptors responsible for the functions of hearing, sight, touch, taste, and smell plays an essential role in how the developing child perceives a given experience. Hearing and vision are the two most crucial parts of acquiring information about the world. The sensory deprivation of hearing results in a more educational severe handicap, for language symbols are not perceived and learned in the absence of hearing. In addition, not being able to hear is a condition that most hearing individuals can never fully understand or appreciate. The hearing provides continual information about happenings within our immediate physical environment. Special Education (SpEd) teachers play a vital role in the learning process of hearing-impaired children as they are viewed as linchpins in the children's learning process (Petree, 2018).

5.5 Common Themes Emanating from the Perception of Key Participants

This section shows the common themes articulated by the research participants, who are parents of hearing-impaired children, about the challenges they encountered in adopting the distance modular teaching approach.

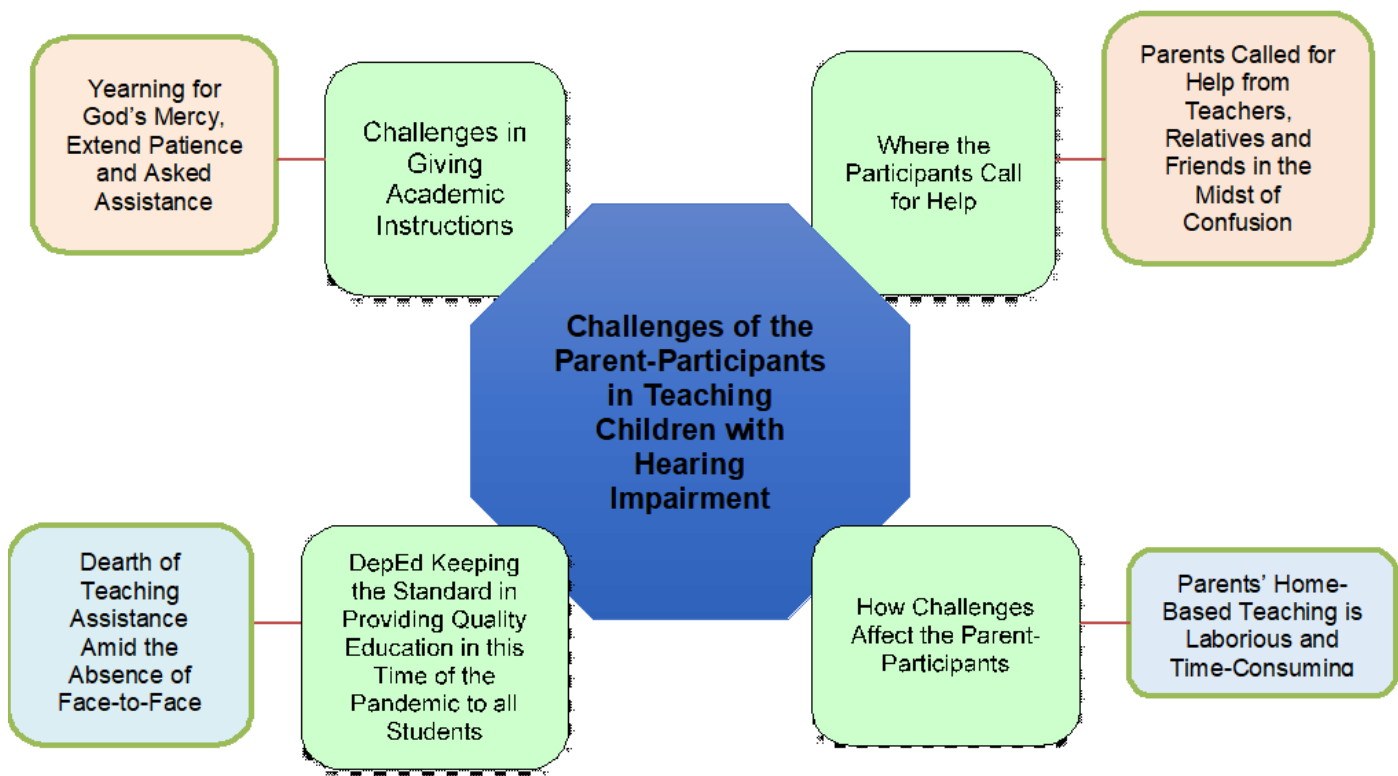


Figure 1: Challenges of the Parent-Participants in Teaching Children with Hearing- Impairment

6. Findings

Based on the gathered data, four themes emerged from parents' challenges in teaching children with HI. These themes included yearning for God's mercy, extending patience, and asking for assistance, parents calling for help from teachers, relatives, and friends amid confusion, parents' home-based teaching being laborious and time-consuming, and a dearth of teaching assistance amid the absence of face-to-face classes.

7. Conclusion and Recommendation

Based on the obtained and identified data, the parent's challenges were all related to parents ability to fill in or reinforce their children's learning in the absence of their teachers and support services, their ability to provide accommodations and modifications intended for their children with special needs, their ability to closed communication gaps, capacity to give help or assistance, their ability to utilize strategies and techniques, and skills to reinforce and complete activities. Likewise, challenges like parents' personal stress and burdens, their ability to transform their children's personalities, and their open-mindedness to provide opportunities and social interactions for their children were among the most significant concerns and areas in which the parents were affected and struggling. It is suggested educational reinforcement and intervention through action plans of a series of comprehensive training on Individualized Education Plans (IEPs) documents and organization of the IEP committee/team are necessary.

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10. Conflict of Interest

Everyone has an equal contribution to this research.

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