Perceptions of Teachers toward Inclusive Education Focus on Hearing Impairment

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Abstract—The prime idea of inclusive education is to mainstream every child in education. However, it will be challenging for implementation when there are policy and practice gaps. It will be even more challenging when children have disabilities. Generally, the focus will be on the policy gap, but the problem may not always be with policy. The proper practice could be a challenge in the countries like Nepal. In determining practice, the teachers' perceptions toward inclusive will play a vital role. Nepal has categorized disability in 7 types (physical, visual, hearing, vision/hearing, speech, mental, and multiple). Out of these, hearing impairment is the study realm. In the context of a limited number of researches on children with disabilities and rare researches on CWHI and their education in Nepal, this study is a pioneering effort in knowing basically the problems and challenges of CWHI focused on inclusive education in the schools including gaps and barriers in its proper implementation. Philosophically, the paradigm of the study is post-positivism. In the post-positivist worldview, the quantitative approach with the description of the situation and inferential relationship are revealed out in the study. This is related to the natural model of objective reality. The data were collected from an individual survey with the teachers and head teachers of 35 schools in Nepal. The survey questionnaire was prepared and filled by the respondents from the schools where the CWHI study in 7 provincial 20 districts of Nepal. Through these considerations, the perceptions of CWHI focused inclusive education were explored in the study. The data were analyzed using both descriptive and inferential tools on which the Likert scale-based analysis was done for descriptive analysis, and chi-square mathematical tool was used to know the significant relationship between dependent variables and independent variables. The descriptive analysis showed that the majority of teachers have positive perceptions toward implementing CWHI focused inclusive education, and the majority of them have positive perceptions toward CWHI focused inclusive education, though there are some problems and challenges. The study has found out the major challenges and problems categorically. Some of them are: a large number of students in a single class; availability of generic textbooks for CWHI and no availability of textbooks to all students; less opportunity for teachers to acquire knowledge on CWHI; not adequate teachers in the schools; no flexibility in the curriculum; less information system in schools; no availability of educational consular; disaster-prone students; no child abuse control strategy; no disabled-friendly schools; no free health check-up facility; no participation of the students in school activities and in child clubs and so on. By and large, it is found that teachers' age, gender, years of experience, position, employment status, and disability with him or her show no statistically significant relation to successfully implement CWHI focused inclusive education and perceptions to CWHI focused inclusive education in schools. However, in some of the cases, the set null hypothesis was rejected, and some are completely retained. The study has suggested policy implications, implications for educational authority, and implications for teachers and parents categorically.

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I. INTRODUCTION

INCLUSIVE education (IE) is a broad area which is not simply 'accommodating' those who have been deprived of education. IE is about responding to diversity; it is about listening to unfamiliar voices, being open, empowering all members and about celebrating 'difference' in dignified ways [1]. It is concerned with removing all barriers to learning and with the participation of all learners vulnerable to exclusion and marginalization [2]. The concept of IE was developed in the World Conference on Special Needs Education held in Salamanca, Spain in 1994. IE is, in fact, an education system which offers children the right to receive quality education in an educational environment that is child-friendly biasfree and multicultural, and equitably considers their diverse needs shaped from caste, gender, language, culture, geographical variation (extreme) poverty, disability and other circumstantial difficulties [3].

In Nepal, the concept of inclusiveness in education emerged with the initiation of Education for All (EFA). Throughout the country, there are a total of 380 resource class schools, 32 special schools and 22 integrated schools for blind, deaf and intellectual disabled children. A total of 74,829 disabled students (Early child development (ECD) to Secondary level) are there studying such schools in Nepal [4].

Nepal has categorized disability in 7 categories: physical, visual, hearing, vision/hearing, speech, mental and multiple. Out of these all categories, the hearing impairment is the study area. In Nepal, there is around 3.6% prevalence rate of persons with disabilities. The disability rates for males and females are 4.2% and 3.0% respectively. Of all persons with some kinds of disabilities, 29.2% are physically disabled, 22.3% have visual related disability, 23.4% hearing related disability, 2.4% vision/hearing related disability, 8.6% have speech related disability, 6.8% are mentally retarded and 7.3% have multiple disability [5]. However, about two percent (1.93%) that is 513,321 in total populations) is reported to have some kinds of disabilities. Among this, physical disability constitutes 36.3% of the population with disability followed by Blindness/low Vision (18.5%), Deaf/hard to hearing (15.4%), Speech problem (11.5%), Multiple Disability (7.5%), Mental Disability (6%), Intellectual Disability (2.9%) and Deaf-Blind (1.8%) [6].

According to the report of RCRD & Save the Children [7], the disabled children of Nepal are deprived of education, basic health services, early intervention, rehabilitation and many

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other special supports which they are ensured from the state as their rights. They often face with infrastructural barriers, social discrimination & discriminatory ill treatment in the family, and rejection from schools.

A significant number of children with disability do not go to the formal school. Mostly they are rejected in school admission and the parents also do not know that education is the rights of their children. Due to the barriers and problem at school and family, the dropout rate of children with disabilities is high. The Government of Nepal and the United Nations acknowledge that Nepal has made important progress towards achieving universal primary education as part of its commitment to the Millennium Development Goals (MDGs), children from marginalized communities, such as children with disabilities, represent a significant portion of the 330,000 primary school aged children who remain out of school in Nepal [8].

There are problems and challenges with disabled children for quality education in Nepal. It is indicated that there is problem in mainstreaming disabled children in education due to low level of responsibility taken by family members, community and schools. There is problem in achieving expected achievements in ensuring quality of lives and independent livelihoods by the disabled children even if there is social inclusion policy. Due to ineffectiveness of peer learning and child-centric activities, there is a chance of social exclusion and education derailment. There is incomplete managerial aspect in managing and producing human resources for providing quality education and training classes for ensuring quality education to disabled children. Similarly, there is lack of system to update the data and information for the diverse forms of disabled children. There is no systematic advanced information technology to ease learning process for disabled children which has constrained learning process of disabled children. Further, there is lack of adequate investigative researches and practices for disable friendly evaluation, exam systems, and learning management of disabled students. In this line, a research paper on 'Attitudes of School Heads towards Inclusion of Student with Disabilities in Regular Schools' reveals that policy and law should be made to include children with disabilities into the general education and also providing sufficient resources and training. It has been revealed that the school heads have to face difficulties in implementing IE policies [9].

Generally, it can be said that there is problem in better understanding about IE of overall disabled children among teachers in the schools in Nepal but that has not been exclusively researched in Nepali context. Thus, in disability and disabled children, this study is rounded up on the perceptions of teachers toward IE with a focus on hearing impairment in Nepal, which is even more rarely researched. A rigorous research on competency and understanding level of teachers, their practice to teach hearing impaired children in schools and the constraints to apply IE with CWHI are the study area. Thus, the intent of this study is to find the perceptions of school teachers teaching to CWHI (special, integrated and resource class schools). The purpose of this descriptive method was to obtain quantitative results on the perception and figure out the main problems and challenges of CWHI focused IE in implementing it in the schools.

II. THE RESEARCH APPROACH

With the above context, a research project is developed to answer the following research questions:
1. What is the perception of school teachers (teaching to hearing impaired students) towards IE with a focus on hearing impairment in Nepal?
2. What problems and challenges do teachers face in teaching hearing impaired students in the classrooms and schools?

In order to find out above issues, a survey was carried out a survey in 35 schools of Nepal representing 7 provinces of 20 districts. The survey with the teachers teaching to CWHI students in 17 resource classes, 14 special schools and 4 integrated schools was carried out. There were basically three bases (up to 10+2 school's districts; up to Basic level; and Kathmandu Valley) for the selection of schools. The schools were selected where the CWHI study from ECD to 10+2; from ECD to Basic; and the schools from Kathmandu valley. The major purpose of determining the categories was to have the response from maximum teachers who teach to the CWHI. For first category, 9 districts (Jhapa, Morang, Sunsari, Dang, Doti, Gorkha, Kaski, Baglug and Rupendehi) were available so selected all accordingly. For second category, 6 districts (Sindhuli, Makwanpur, Kavre, Sindhupalchowk, Syanjha, Surkhet) were available, so selected all accordingly. For third category, 3 districts (Kathmandu, Lalitpur and Bhaktapur) were available, so selected all accordingly. After figuring out the districts, it was found that there was no district representation from Province 2. Thus, another two districts namely Bara and Rautahat were selected purposively to ensure the representation from Province 2. Thus, finally 20 districts' 35 schools were visited and collected the data from 182 respondents (87 male; 95 Female). The selection of schools was from all three categories (Special school, Resource Class and Integrated School). The respondents were (teachers and head teachers) from all these categories on which male and female including as much diversity were maintained as far as possible.

The questionnaire had three parts as biographic information of the respondent; implementation of IE (roles & responsibilities of educational authority, important knowledge, availability of rights, participation, learning environment, equity, and inclusiveness) and school teachers' perception toward hearing impairment (self-efficiency, teachers' knowledge and attitude and students' perceptions toward teachers), on statement format in terms of completely agree; agree, uncertain, disagree and completely disagree. The questionnaire was set according to the indicators designed for IE in relation to IE and educational theory. For the indicators, Quality Indicators for IE [10] was referred along with IE Policy of Nepal, 2016 for Persons with Disability. The questionnaire was administrated by the researcher. With the help of SPSS program software, all response of respondents is

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preceded and categorized in their respective disciplines. The output of SPPS program was presented and interpreted through Likert scale based analysis.

III. RESULTS AND DISCUSSION

A. Perception of School Teachers (Teaching to Hearing Impaired Students) towards CWHI Focused IE

Self-Efficacy

It is found that the majority of teachers have higher level of self-efficacy. Majority of teachers can educate the students without changing their process; they can fulfill the educational need of the students because of their education; they have patience to teach according to the learning style of the students; they can create appropriate environment for the students; they can collect essential materials and update on the issue of CWHI focused education; they can teach to the students without any special facility; and they can teach the students nicely with the help of support teachers. However, they feel obstacle in fulfilling the learning need of the students because of their diversity. The respondents have accepted that they have to spend more time for the education of CWHI.

Since the Likert scale score is high (1255 out of 1638) in 'agree' domain, the majority of teachers (76.61%) teaching to CWHI have positive perception by believing on their self-efficacy towards CWHI focused IE. In other word, there is still room to work for other 23% to build self-efficacy of the teachers.

TABLE I
SELF-EFFICACY

Statement No.	Completely Disagree	Disagree	Uncertain	Agree	Completely Agree	Total
SE1	28 (15.4%)	42 (23.1%)	21 (11.5%)	59 (34.4%)	32 (17.6%)	182 (100%)
SE2	6 (3.3%)	10 (5.5%)	21 (11.5%)	84 (46.2%)	61 (33.5%)	182 (100%)
SE3	1 (0.5%)	3 (1.6%)	13 (7.1%)	90 (49.5%)	75 (41.2%)	182 (100%)
SE4	7 (3.8%)	12 (6.6%)	34 (18.7%)	83 (45.6%)	46 (25.3%)	182 (100%)
SE5	5 (2.7%)	12 (6.6%)	40 (22%)	85 (46.7%)	40 (22%)	182 (100%)
SE6	9 (4.9%)	11 (6.0%)	22 (12.1%)	74 (40.7%)	66 (36.3%)	182 (100%)
SE7	4 (2.2%)	16 (8.8%)	24 (32.2%)	76 (41.8%)	62 (34.1%)	182 (100%)
SE8	2 (1.1%)	7 (3.8%)	10 (5.5%)	85 (46.7%)	78 (42.9%)	182 (100%)
SE9	8 (4.4%)	8 (4.4%)	7 (3.8%)	69 (37.9%)	90 (49.5%)	182 (100%)
Total	70	121	192	705	550	1,638

Teachers' Knowledge and Attitude

It is found that the majority of teachers have good knowledge and attitude towards CWHI and their education. Majority of teachers do not feel negative towards the students because of their inclusion with other students. However, they have accepted that they need more training for the appropriate education of the students. It is found that they will get minimum chance to get specific training on CWHI in schools. Similarly, it is found that they need more knowledge for teaching the students properly as they are feeling there is something lacking in their teaching to educate them properly. Further, they feel obstacle to provide special care to each student because of lots of students in the class. It is found that there are a lot of students and the availability of teachers in schools for the students are in less no. There is no availability of special curriculum for the students. So, the teachers have demanded a need of special curriculum for the students as the general students' curriculum and textbooks take more time to teach because of slow learning capacity of CWHI. It is found that there is lack of information exchange culture regarding disability and hearing impairment in the schools so the teachers have demanded a need of such programs. The majority of teachers know that they have to provide security against discriminatory behaviors towards the students and inspire other students to accept deaf students. Similarly, they know that they have to treat equally to the students; they need to have more patience; do not have to overlook the misdeeds of the students and have to make every student disciplined. It is found that there is no availability of education consular in the school so the teachers have demanded to have an education consular for the special teaching to the students.

Since the Likert scale score is high (1925 out of 2366) in 'agree' domain, the majority of teachers (81.36%) teaching to CWHI have positive perception on their knowledge and attitude towards CWHI focused IE. In other word, there is still room to work for other 19% to enrich the knowledge and attitude of the teachers towards CWHI focused IE.

Students' Perception

It is found that the majority of teachers perceive that the students will have positive expectation on their learning. They know that the students expect to understand the chapters and texts nicely. Similarly, majority of teachers know that the students do expect that the teachers will teach and behave them equally as others.

Since the Likert scale score is high (346 out of 364) in 'agree' domain, the majority of teachers (95%) teaching to CWHI have positive perception on understanding the expectations of the students. In other words, there is still room to work for other 5% to develop understanding of teachers on the expectations of the students.

B. Perception of Teachers towards the Successful Implementation of Hearing Impairment Focused IE in Their schools

Roles and Responsibilities of Educational Authority

It is found that majority of teachers have positive perception towards the roles and responsibilities playing by the authority

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of the schools. The teachers have perceived that the School Management Committee (SMC) seems seems active in schools for the education of CWHI; the SMC has managed the data of CWHI; there is availability of work plan for the education of CWHI; SMC has identified the educational need of CWHI; there is initiation of SMC to gather financial support for educational need of CWHI; there is availability of educational plans for educational development of CWHI; there is admission campaigns initiated by schools for out of school hearing impaired children; there is availability of formative and summative exam and report card system in schools; there is availability of counseling facility to the children rescued from disaster; school monitors helping staff behavior towards CWHI; school coordinates with concerned organizations for health and medical support to CWHI; school provides nutritional support to CWHI; and there is availability of supporting facilities to CWHI like sign language, hearing equipments, speech therapy, CWHI friendly class, toilets, library, playground etc. However, there is no availability of special textbooks especially for CWHI; there is minimum level of disaster management training to the teachers and schools; there is not written availability of child abuse control strategies; there is no proper availability of disabled friendly and accessible school building and compound in schools.

Since the Likert scale score is high (2156 out of 3094) in 'agree' domain, the majority of teachers (69.68%) teaching to CWHI have positive perception on the roles and responsibilities of educational authority. In other word, there is still room to work for other 30% to strengthen the roles and responsibilities educational authority in the schools.

TABLE II
TEACHERS' KNOWLEDGE AND ATTITUDE

QN	Completely Disagree	Disagree	Uncertain	Agree	Completely Agree	Total
TEA1	51 (28.0%)	32 (17.6%)	35 (19.2%)	46 (25.3%)	18 (9.9%)	182 (100%)
TEA2	3 (1.6%)	11 (6.0%)	14 (7.7%)	50 (27.5%)	104 (57.1%)	182 (100%)
TEA3	9 (4.9%)	7 (3.8%)	16 (8.8%)	62 (34.1%)	88 (48.4%)	182 (100%)
TEA4	13 (7.10%)	21 (11.5%)	21 (11.5%)	67 (36.8%)	60 (33.0%)	182 (100%)
TEA5	3 (1.6%)	2 (1.1%)	8 (4.4%)	50 (27.5%)	119 (65.4%)	182 (100%)
TEA6	6 (3.3%)	4 (2.2%)	26 (14.2%)	83 (45.6%)	63 (34.6%)	182 (100%)
TEA7	2 (1.1%)	3 (1.6%)	10 (5.5%)	56 (30.8%)	111 (61%)	182 (100%)
TEA 8	5 (2.7%)	3 (1.6%)	14 (7.7%)	69 (37.9%)	91 (50%)	182 (100%)
TEA 9	3 (1.6 %)	4 (2.2%)	2 (1.1%)	43 (23.6%)	130 (71.4%)	182 (100%)
TEA 10	26 (14.3%)	20 (11.0%)	14 (7.7%)	37 (20.3%)	84 (46.2%)	182 (100%)
TEA 11	2 (1.1%)	2 (1.1%)	3 (1.6%)	55 (30.2%)	120 (65.9%)	182 (100%)
TEA 12	2 (1.1%)	6 (3.3%)	10 (5.5%)	53 (29.1%)	111(61.1%)	182 (100%)
TEA 13	0 (0%)	8 (4.4%)	19 (10.4%)	55 (30.2%)	100 (54.9%)	182 (100%)
Total	125	123	192	726	1199	2,366

TABLE III
STUDENTS' PERCEPTION

Statement No.	Completely Disagree	Disagree	Uncertain	Agree	Completely Agree	Total
SP 1	1 (0.5%)	1 (0.5%)	5 (2.7%)	53 (29.1%)	122 (67.0%)	182 (100%)
SP 2	2 (1.1%)	3 (1.6%)	6 (3.3%)	56 (30.8%)	115 (63.2%)	182 (100%)
Total	3	4	11	109	237	364

TABLE IV
ROLES AND RESPONSIBILITIES OF EDUCATIONAL AUTHORITY

QN	Completely Disagree	Disagree	Uncertain	Agree	Completely Agree	Total
RRE1	9 (4.9%)	8 (4.4%)	19 (10.4%)	85 (46.7%)	61 (33.5%)	182 (100%)
RRE2	7 (3.8%)	19 (10.4%)	32 (17.6%)	84 (46.2%)	40 (22.0%)	182 (100%)
RRE3	15 (8.2%)	27 (14.8%)	39 (21.4%)	74 (40.7%)	27 (14.8%)	182 (100%)
RRE4	10 (5.5%)	21 (10.5%)	42 (23.1%)	75 (41.2%)	34 (18.7%)	182 (100%)
RRE5	9 (4.9%)	9 (4.9%)	27 (14.8%)	81 (44.5%)	56 (30.8%)	182 (100%)
RRE6	10 (5.5%)	14 (7.7%)	27 (14.8%)	93 (51.1%)	38 (20.9%)	182 (100%)
RRE7	9 (4.9%)	15 (8.2%)	15 (8.2%)	52 (28.6%)	91 (50.0%)	182 (100%)
RRE8	11 (6.0%)	9 (4.9%)	17 (9.3%)	36 (19.8%)	109 (59.9%)	182 (100%)
RRE9	11 (6.0%)	6 (3.3%)	21(10.4%)	61 (33.5%)	83 (45.6%)	182 (100%)
RRE10	12 (6.6%)	26 (14.3%)	34 (18.7%)	71 (39.0%)	39 (21.4%)	182 (100%)
RRE11	20 (11.0%)	33 (18.1%)	43 (23.6%)	51 (28.0%)	35 (19.2%)	182 (100%)
RRE12	8 (4.4%)	14 (7.7%)	16 (8.8%)	72 (39.6%)	72 (39.6%)	182 (100%)
RRE13	2 (1.1%)	16 (8.8%)	27 (14.8%)	84 (46.2%)	53 (29.1%)	182 (100%)
RRE14	21 (11.5%)	11 (6.0%)	9 (4.9%)	37(20.3%)	104(57.1%)	182 (100%)
RRE15	5 (2.7%)	18 (9.9%)	32 (17.6%)	90 (49.5%)	37 (20.3%)	182 (100%)
RRE16	17 (9.3%)	22 (12.1%)	28 (15.4%)	66 (36.3%)	49 (26.9%)	182 (100%)
RRE17	7 (3.8%)	19 (10.4%)	40 (22.0%)	76 (41.8%)	40(22.0%)	182 (100%)
Total	164	287	458	1188	968	3094

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TABLE V
IMPORTANT KNOWLEDGE

QN	Completely Disagree	Disagree	Uncertain	Agree	Completely Agree	Total
IK1	26 (14.3%)	27 (14.8%)	44 (24.2%)	61 (33.5%)	24 (13.2%)	182 (100%)
IK2	7 (3.8%)	17 (9.3%)	32 (17.6%)	84 (46.2%)	42 (23.1%)	182 (100%)
IK3	22 (12.1%)	30 (16.5%)	36 (19.8%)	61 (33.5%)	33 (18.1%)	182 (100%)
IK4	8 (4.4%)	16 (8.8%)	37 (20.3%)	75 (41.2%)	46 (25.3%)	182 (100%)
IK5	10 (5.5%)	9 (4.9%)	33 (18.1%)	84 (46.2%)	46 (25.3%)	182 (100%)
IK6	30 (16.5%)	42 (23.1%)	48 (26.4%)	42 (23.1%)	20 (11.0%)	182 (100%)
IK7	3 (1.6%)	19 (10.4%)	22 (12.1%)	79 (43.4%)	59 (32.4%)	182 (100%)
IK8	21 (11.5%)	31 (17%)	44 (24.2%)	50 (27.5%)	36 (19.8%)	182 (100%)
Total	127	191	296	536	306	1,456

TABLE VI
AVAILABILITY OF RIGHTS

QN	Completely Disagree	Disagree	Uncertain	Agree	Completely Agree	Total
AR 1	3 (1.6%)	5 (2.7%)	3 (1.6%)	27 (14.8%)	144 (79.1%)	182 (100%)
AR 2	11 (6%)	17 (9.3%)	28 (15.4%)	36 (19.1%)	90 (49.5%)	182 (100%)
AR 3	8 (4.4%)	11 (6.0%)	17 (9.3%)	74 (40.7%)	72 (39.6%)	182 (100%)
AR 4	3 (1.6%)	10 (5.5%)	16 (8.8%)	54 (29.7%)	99 (54.4%)	182 (100%)
AR 5	7 (3.8%)	5 (2.7%)	6 (3.3%)	30 (16.5%)	134 (73.6%)	182 (100%)
Total	32	48	69	221	539	910

TABLE VII
PARTICIPATION

QN	Completely Disagree	Disagree	Uncertain	Agree	Completely Agree	Total
Part 1	9 (4.9%)	14 (7.7%)	20 (11%)	75 (41.2%)	64 (35.2%)	182 (100%)
Part 2	10 (5.5%)	20 (11%)	24 (13.2%)	73 (40.1%)	55 (30.2%)	182 (100%)
Part 3	25 (13.7%)	31 (17%)	37 (20.3%)	60 (33%)	29 (15.9%)	182 (100%)
Part 4	22 (12.1%)	32 (17.6%)	30 (16.5%)	56 (30.8%)	42 (23.1%)	182 (100%)
	29 (15.9%)	48 (26.4%)	44 (24.2%)	33 (18.1%)	28 (15.4%)	182 (100%)
	95	145	155	297	218	910

Important Knowledge

It is found that the majority of teachers have positive perception towards the important knowledge that is required for the education of CWHI students. The teachers have perceived that there is understanding on inclusive and special need education among teachers, staff, parents and other students in schools; there is identification of educational and practical need of the students for refer, counseling, education placement etc.; and head teachers, teachers, school friends, staff and management are known about health condition of the students in schools. However, there is less research and study initiation on CWHI focused IE including no motivation for online, distance education and study on CWHI focused IE; there is less knowhow to teachers on how to integrate CWHI students with other students; there is less availability of brochure, prospectus on education policy and program relating to CWHI focused IE in schools; and there is minimal culture of learning, teaching, searching from different sources in schools regarding hearing impairment.

Since the Likert scale score is high (842 out of 1456) in 'agree' domain, the majority of teachers (57.82%) teaching to CWHI can be said having positive perception towards important knowledge that is required for the education of CWHI students. In other words, there is still room to work for other 42% to enhance important knowledge that is required for the education of CWHI students.

Availability of Rights

It is found that majority of teachers have positive perception towards availability of rights to CWHI students in schools. The teachers have perceived that there is availability of free education to the students; there is availability of functional assessment system for the admission of the students in schools; the teachers are teaching to the students in sign language in schools; and there is availability of hostel facility to the students in schools. However, it is found that there is less free health check-up facility available to the students in the schools.

Since the Likert scale score is high (760 out of 910) in 'agree' domain, the majority of teachers (83.51%) teaching to CWHI have positive perception towards the availability of rights to the students in the schools. In other words, there is still room to work for other 16% to avail the rights to the students for their education.

Participation

It is found that majority of teachers have positive perception towards the participation for the education of CWHI in schools. The teachers have perceived that schools motivate parents to discuss with teachers and staff; and there is regular communication happening between parents and the teachers. However, there is less joint participation of SMC and parents in the conference, seminar of IE provided and organized by different organizations; there is minimal level of participation of teachers to the visit of exemplary CWHI focused schools;

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and the teachers are not receiving regular professional and practical CWHI focused trainings.

Since the Likert scale score is high (515 out of 910) in 'agree' domain, the majority of teachers (56.59%) teaching to CWHI can be said having somewhat positive perception towards the participation for the education of CWHI in schools. In other words, there is still room to work for other 43% to ensure participation for the education of CWHI students in schools.

TABLE VIII
LEARNING ENVIRONMENT

QN	Completely Disagree	Disagree	Uncertain	Agree	Completely Agree	Total
LE1	14 (7.7%)	15 (8.2%)	25 (13.7%)	74 (40.7%)	54 (29.7%)	182 (100%)
LE2	7 (3.8%)	15 (8.2%)	24 (13.2%)	79 (43.4%)	57 (31.3%)	182 (100%)
LE3	11 (6.0%)	24 (13.2%)	36 (19.8%)	69 (37.9%)	42 (23.1%)	182 (100%)
LE4	4 (2.2%)	6 (3.3%)	21 (11.5%)	66 (36.3%)	85 (46.7%)	182 (100%)
LE5	19 (10.4%)	19 (10.4%)	39 (21.4%)	65 (35.7%)	40 (22.0%)	182 (100%)
LE6	7 (3.8%)	4 (2.2%)	12 (6.6%)	57 (31.3%)	102 (56.0%)	182 (100%)
LE7	5 (2.7%)	6 (3.3%)	18 (9.9%)	85 (46.7%)	68 (37.4%)	182 (100%)
LE8	2 (1.1%)	5 (2.7%)	17 (9.3%)	63 (34.6%)	95 (52.2%)	182 (100%)
LE9	5 (2.7%)	18 (9.9%)	26 (14.3%)	84 (46.2%)	49 (26.9%)	182 (100%)
LE10	2 (1.1%)	7 (3.8%)	9 (4.9%)	31 (17.0%)	133 (73.1%)	182 (100%)
LE11	9 (4.9%)	18 (9.9%)	28 (15.4%)	60 (33.0%)	66 (36.3%)	182 (100%)
LE12	6 (3.3%)	9 (4.9%)	26 (14.3%)	92 (50.5%)	49 (26.9%)	182 (100%)
LE13	21 (11.5%)	24 (13.2%)	42 (23.1%)	71 (39.0%)	24 (13.2%)	182 (100%)
LE14	8 (4.4%)	13 (7.1%)	17 (9.3%)	77 (42.3%)	67 (36.8%)	182 (100%)
LE15	33 (18.1%)	37 (20.3%)	40 (22.0%)	43 (23.6%)	29 (15.9%)	182 (100%)
LE16	9 (4.9%)	10 (5.5%)	19 (10.4%)	87 (47.8%)	86 (30.8%)	182 (100%)
LE17	12 (6.6%)	23 (12.6%)	38 (20.9%)	77 (42.3%)	32 (17.6%)	182 (100%)
LE18	14 (7.7%)	8 (4.4%)	28 (15.4%)	82 (45.1%)	50 (30.0%)	182 (100%)
LE19	14 (7.7%)	29 (15.9%)	49 (26.9%)	57 (31.3%)	33 (18.1%)	182 (100%)
LE20	22 (12.1%)	21 (11.5%)	32 (17.6%)	62 (34.1%)	45 (24.7%)	182 (100%)
Total	224	311	546	1,381	1,206	3,640

Learning Environment

It is found that majority of teachers have somehow positive perception towards the availability of learning environment in the schools for the education of CWHI. The teachers have perceived that there are education development plans of the students in School Improvement Plan (SIP); the schools have received different supports from other organizations for the welfare of the students; schools teach on the basis of students need and curriculum in schools; schools have identified the diversity of learning skills of the students; teachers teach students with the use of sign language, pictures, gestures and experience sharing in schools; teaching and learning exercise happen through the use of sign language in schools; teachers have followed instruction as of individual learning style and need of the students in the schools; other friends, canteen staff and other staff support the students in the schools; teachers are receiving support from the schools for the development of education of the students; and there is availability of support team like care taker, and sign language interpreter in the schools. However, there is less time to time meetings among SMC, parents, and experts for appropriate placement of the students in the schools; there is minimum flexibility in the curriculum to consider the special need of the students; not all hearing impaired students have textbooks and materials in schools; there is less practice of grouping and regrouping to teach the students in class; there is no proper availability of note taker for hard to hearing students; most of the schools have not adopted green skills and practical education for

quality education as of Sustainable Development Goals (SDG) goal no. 4 in schools; there is no availability and use of hearing aid and other devices in teaching to the students in most of the schools; there is no proper motivation to teaches to make individual education plan (IEP) of the students; there is less fund management by schools for effective education of the students; and there is less discussion between general teachers and resource teachers in the schools.

Since the Likert scale score is high (2587 out of 3640) in 'agree' domain, the majority of teachers (71%) teaching to CWHI can be said having somewhat positive perception towards the learning environment for the education of CWHI in schools. In other words, there is still room to work for other 29% to enrich learning environment for the education of CWHI in schools.

Equality

It is found that majority of teachers have somehow positive perception towards the equality approach in the schools. The teachers have perceived that the schools provide equal opportunity to the students for extra curriculum activities/ creative activities. However, there is low level of equitable opportunity to the students for being portfolio and members of child clubs of the schools.

Since the Likert scale score is high (285 out of 364) in 'agree' domain, the majority of teachers (78.29%) teaching to CWHI can be said having somewhat positive perception towards the equality approach in the schools. In other words,

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there is still room to work on equality of the students for other 22% to ensure equitable environment for CWHI.

TABLE IX
EQUALITY

QN	Completely Disagree	Disagree	Uncertain	Agree	Completely Agree	Total
IN1	20 (11%)	13 (7.1%)	18 (9.9%)	67 (36.8%)	64 (35.2%)	182 (100%)
IN2	13 (7.1%)	14 (7.7%)	34 (18.7%)	69 (37.9%)	52 (28.6%)	182 (100%)
IN3	16 (8.8%)	29 (15.9%)	37 (20.3%)	61 (33.5%)	39 (21.4%)	182 (100%)
IN4	16 (8.8%)	15 (8.2%)	40 (22.0%)	72 (39.6%)	39 (21.4%)	182 (100%)
Total	65	71	129	269	194	728

TABLE X
INCLUSIVENESS

QN	Completely Disagree	Disagree	Uncertain	Agree	Completely Agree	Total
EQ1	18 (9.9%)	16 (8.8%)	19 (10.4%)	40 (22.0%)	89 (48.9%)	182 (100%)
EQ2	5 (2.7%)	4 (2.2%)	17 (9.3%)	64 (35.2%)	92 (50.5%)	182 (100%)
Total	23	20	36	104	181	364

Inclusiveness

It is found that majority of teachers have somewhat positive perception towards inclusiveness of the schools. The teachers have perceived that teachers, resource teachers and other concerned are working together for the support of CWHI focused inclusive class in the school. However, there is participation of male and female in the structure of SMC and Resource Center Management Committee (RCMC) but there is less participation of person with disability and hearing impaired in SMC and RCMC. Similarly, SMCs always do not involve all stakeholders in decision making process. Further, schools minimally inspire every member of the schools to understand and implement the mission of CWHI focused IE.

Since the Likert scale score is high (463 out of 728) in 'agree' domain, the majority of teachers (63.59%) teaching to CWHI can be said having somewhat positive perception towards the inclusivity in the schools. In other words, there is still room to work on inclusiveness of the members for other 36% to ensure inclusive environment in schools.

C. Problems and Challenges of CWHI Focused IE in the Schools

As discussed above, the major problems and challenges that the teachers are facing in teaching to CWHI students in the classrooms and schools are as follows:

1. Because of diversity of the students and maximum number, teachers feel obstacle and challenge to fulfill the learning need of each student and to provide special care to each student properly.
2. Since there is similar textbooks and curriculum available to CWHI (no special textbooks and curriculum for CWHI) students as of general students, teachers have to spend more time for the education of CWHI and the students have low level of understanding within limited timeframe.
3. The teachers have accepted that they need more knowledge for teaching the students properly but they will get minimum opportunity for specific training on CWHI-focused IE. Similarly, there is less research and study initiation taken on CWHI focused IE by the schools and there is no motivation to teachers for online, distance education and study on CWHI focused IE. These all have made teachers to feel something is lacking in their teaching; they feel that they are not delivering properly to educate the students and have less knowhow on how to integrate CWHI students with other students.

4. There are a lot of students and the availability of teachers for the students is in less number in schools.
5. There is minimum flexibility in the curriculum to consider the special need of the students. The general students' curriculum and textbooks take more time to teach because of slow-learning capacity of CWHI.
6. Since there is lack of information exchange culture on the updates of CWHI focused education in schools, teachers are teaching the students on their own traditional styles, which may result low learning opportunity to the students.
7. There is no availability of education consular in the school for special education to the students.
8. There is minimum level of disaster management training to the teachers and schools, so the students seem more disaster prone.
9. There is no written availability of child abuse control strategies in the schools, so the students are more vulnerable to abuse and misdeeds.
10. There is no proper availability of disabled friendly and accessible school building and compound in schools, so the students might be in risk.
11. There is less availability of brochure, prospectus on education policy and program relating to CWHI focused IE in schools; and there is minimal culture of learning, teaching, searching from different sources in schools regarding hearing impairment.
12. There is less free health check-up facility available to the students in the schools. Thus, CWHI students are not that much healthy enough.
13. There is less joint participation of SMC and parents in the conference, seminar of IE provided and organized by different organizations. There is minimal level of participation of teachers to the visit of exemplary CWHI focused schools and the teachers are not receiving regular

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professional and practical CWHI focused trainings. These all have resulted low level of understanding on CWHI focused education in schools.

14. There are less time to time meetings among SMC, parents, and experts for appropriate placement of the students in the schools. These might result low level of care to the students.

15. Not all hearing impaired students have textbooks and materials in schools and there is less practice of grouping and regrouping to teach the students in class. Similarly, there is no proper availability of note taker for hard to hearing students. These have resulted low level of learning of the students.

16. Most of the schools have not adopted green skills and practical education for quality education as of SDG goal no. 4 in schools.

17. There is no availability and use of hearing aid and other devices in teaching to the hard to hearing students in most of the schools.

18. There is no proper motivation to teachers to make IEP of the students.

19. There is less fund management by schools for effective education of the students; and there is less discussion between general teachers and resource teachers in the schools on how to teach the students properly.

20. There is low level of equitable opportunity to the students for being portfolio and members of child clubs of the schools which might feel them discriminated.

21. There is participation of male and female in the structure of SMC and RCMC but there is less participation of persons with disabilities and hearing impaired in SMC and RCMC in the schools. Similarly, SMCs always do not involve all stakeholders in decision making process. Further, schools minimally inspire every member of the schools to understand and implement the mission of CWHI focused IE. These all would be challenges to implement effective CWHI focused IE in the schools.

In line with the findings, other researches have also illustrated accordingly. A research paper on "Problems and Challenges of Inclusive Education for Students with Special Needs" has revealed out that there is lack of confidence of teachers to teach in inclusive settings; there is lack of training given to teachers for IE; there is no supervisory role and inputs mechanism to teachers; there is no specific curriculum to the needs of special needs children; and there is no appropriate teaching methodology to address the educational needs of children with special needs [11].

Teachers feel difficulty in classroom activities even though they use group and pair work in inclusive settings [12]. Similarly, teachers basically do not feel enthusiastic working and teaching with pupils with special educational needs children and that is not encouraging to the perspective of child rights and human rights agenda [13]. Though these researches are based on IE on special education need children, the findings can be matched in the problems and challenges in teaching to CWHI students either. It is because that CWHI students are also in the category of special education need students.

IV. INFERENTIAL STATISTICS

A. The Relationship between Teachers' Gender, Age, Years of Experience, Employment Status, Position, Disability and Implementation of CWHI Focused IE

TABLE XI
THE CHI-SQUARED AND P-VALUE OF THE DEPENDENT VARIABLES AGAINST THE INDEPENDENT VARIABLES OF THE SUCCESSFUL IMPLEMENTATION OF CWHI FOCUSED IE

Statement No.	Age of teachers df = 16 p-value	Gender of teachers df = 4 p-value	Years of experience of teachers df = 16	Position hold by teachers df = 16	Employment status of teachers df = 8	Disability of teachers df = 4
Roles and responsibilities of educational authority						
1.	0.041*	0.078	0.307	0.531	0.577	0.007*
2.	0.054	0.502	0.290	0.019*	0.370	0.202
3.	0.016*	0.423	0.685	0.196	0.281	0.081
4.	0.643	0.849	0.811	0.750	0.919	0.355
5.	0.136	0.192	0.429	0.694	0.652	0.166
6.	0.720	0.623	0.269	0.078	0.292	0.413
7.	0.028*	0.973	0.175	0.149	0.379	0.046*
8.	0.748	0.344	0.098	0.067	0.126	0.012*
9.	0.181	0.096	0.085	0.133	0.696	0.013*
10.	0.946	0.075	0.396	0.171	0.818	0.406
11.	0.505	0.784	0.096	0.399	0.368	0.098
12.	0.111	0.671	0.553	0.659	0.349	0.035*
13.	0.157	0.040*	0.479	0.802	0.048*	0.131
14.	0.027*	0.446	0.287	0.496	0.248	0.862
15.	0.837	0.798	0.794	0.196	0.521	0.016*
16.	0.093	0.433	0.451	0.236	0.313	0.118
17.	0.017*	0.684	0.113	0.529	0.526	0.002*
Important Knowledge						
18.	0.095	0.587	0.262	0.434	0.021*	0.230
19.	0.792	0.715	0.174	0.373	0.399	0.010*
20.	0.239	0.715	0.136	0.331	0.215	0.009*
21.	0.261	0.837	0.960	0.743	0.149	0.006*
22.	0.011*	0.887	0.316	0.230	0.475	0.009*
23.	0.586	0.552	0.352	0.446	0.726	0.841
24.	0.001*	0.180	0.188	0.562	0.015*	0.012*
25.	0.017*	0.610	0.449	0.149	0.033*	0.026*
Availability of rights						
26.	0.701	0.376	0.315	0.518	0.434	0.043*
27.	0.042*	0.213	0.552	0.621	0.035*	0.788
28.	0.014*	0.838	0.229	0.109	0.109	0.377
29.	0.109	0.500	0.734	0.758	0.071	0.105
30.	0.001*	0.712	0.685	0.093	0.305	0.070
Participation						
31.	0.001*	0.665	0.626	0.234	0.522	0.004*
32.	0.075	0.802	0.760	0.129	0.851	0.079
33.	0.461	0.556	0.985	0.729	0.793	0.640
34.	0.106	0.189	0.236	0.549	0.437	0.990
35.	0.006*	0.040*	0.087	0.654	0.595	0.204
Learning Environment						
36.	0.155	0.719	0.817	0.042*	0.404	0.001*
37.	0.271	0.724	0.261	0.100	0.067	0.061*
38.	0.010*	0.539	0.423	0.968	0.975	0.383
39.	0.292	0.259	0.068	0.280	0.701	0.019*
40.	0.751	0.699	0.366	0.116	0.173	0.928

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Statement No.	Age of teachers df = 16 p-value	Gender of teachers df = 4 p-value	Years of experience of teachers df = 16	Position hold by teachers df = 16	Employment status of teachers df = 8	Disability of teachers df = 4
41.	0.687	0.817	0.988	0.500	0.664	0.039*
42.	0.288	0.532	0.685	0.322	0.771	0.007*
43.	0.965	0.408	0.078	0.228	0.782	0.069
44.	0.709	0.963	0.851	0.145	0.904	0.095
45.	0.648	0.453	0.499	0.673	0.941	0.131
46.	0.533	0.190	0.782	0.269	0.696	0.096
47.	0.622	0.127	0.358	0.051	0.604	0.140
48.	0.524	0.661	0.427	0.186	0.666	0.636
49.	0.106	0.300	0.957	0.488	0.141	0.001*
50.	0.030*	0.243	0.034*	0.011*	0.031*	0.306
51.	0.078	0.722	0.575	0.583	0.833	0.050
52.	0.218	0.355	0.933	0.027*	0.522	0.262
53.	0.075	0.600	0.616	0.555	0.315	0.019*
54.	0.005*	0.747	0.027*	0.210	0.161	0.017*
55.	0.053	0.752	0.084	0.010*	0.268	0.278
Equality						
56.	0.100	0.160	0.787	0.673	0.046*	0.001*
57.	0.091	0.316	0.563	0.765	0.583	0.010*
Inclusiveness						
58.	0.168	0.296	0.116	0.068	0.636	0.008*
59.	0.208	0.254	0.212	0.031*	0.571	0.268
60.	0.233	0.209	0.770	0.244	0.878	0.612
61.	0.121	0.972	0.508	0.783	0.422	0.066

According to Table XI, a significant relation ($p < .0.05$) exists between the following:

➢ The age of teachers and their perception towards SMC activeness for the education of CWHI
➢ The age of teachers and their perception towards work plan made by SMC in schools
➢ The age of teachers and their perception towards admission campaign happens for out of school children
➢ The age of teachers and their perception towards nutritional support to the children in schools
➢ The age of teachers and their perception towards supporting facilities like sign language, hearing equipment, speech therapy, disabled friendly class, toilets, library, playground etc. in schools
➢ The age of teachers and their perception towards culture of learning, teaching, searching from diff. sources in schools
➢ The age of teachers and their perception towards head teachers, teachers, friends and staffs, management are known about health condition of students in schools
➢ The age of teachers and their perception towards teachers knowhow to integrate deaf students with other students in schools
➢ The age of teachers and their perception towards free health check up to the students in schools
➢ The age of teachers and their perception towards functional assessment system for the admission of the students in schools
➢ The age of teachers and their perception towards hostel facility to the students in schools

➢ The age of teachers and their perception towards motivate parents to discuss with teachers and staff in schools
➢ The age of teachers and their perception towards teachers are receiving regular professional and practical disable focus trainings in schools
➢ The age of teachers and their perception towards SMC, parents, experts meet time to time for appropriate placement of the students in schools
➢ The age of teachers and their perception towards use of hearing aid and other devices in schools
➢ The age of teachers and their perception towards adequate fund management for effective education of the students in schools

Similarly,
➢ The gender of teachers and their perception towards coordination with concerned organizations for health and medical support in schools
➢ The gender of teachers and their perception towards teachers are receiving regular professional and practical CWHI focused trainings

In the same way,
➢ The years of experience of teachers and their perception towards use of hearing aid and other devices in schools
➢ The years of experience of teachers and their perception towards adequate fund management for effective education of the students in schools

Further,
➢ The position hold by teachers and their perception towards child Statistical management by SMC in schools
➢ The position hold by teachers and their perception towards education development plans of the students in SIP of schools
➢ The position hold by teachers and their perception towards friends, canteen staff and other staff support the students in schools
➢ The position hold by teachers and their perception towards teachers are receiving support from the school for the development of education
➢ The position hold by teachers and their perception towards adequate fund management for effective education of the students in schools
➢ The position hold by teachers and their perception towards participation of male, female and disabled in the structure of SMC and Resource Center Management Committee

Again,
➢ The employment status of teachers and their perception towards coordination with concerned organizations for health and medical support in schools
➢ The employment status of teachers and their perception towards research and study on IE in schools
➢ The employment status of teachers and their perception towards head teachers, teachers, friends and staffs, management are known about health condition of the students in schools
➢ The employment status of teachers and their perception towards free health check up to the students in the schools

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➢ The employment status of teachers and their perception towards use of hearing aid and other devices in schools

➢ The employment status of teachers and their perception towards equitable opportunity to the students for being portfolio and members of child club in schools

Similarly,

➢ The disability of teachers and their perception towards SMC activeness for deaf child education in schools

➢ The disability of teachers and their perception towards admission campaign for out of school children in schools

➢ The disability of teachers and their perception towards text book used prescribed by authority in schools

➢ The disability of teachers and their perception towards formative, summative exam and report card system in schools

➢ The disability of teachers and their perception towards monitoring helping staff behavior in schools

➢ The disability of teachers and their perception towards child abuse control strategies in schools

➢ The disability of teachers and their perception towards supporting facilities like sign language, hearing equipment, speech therapy, disabled friendly class, toilets, library, playground etc. in schools

➢ The disability of teachers and their perception towards understanding on special need education among teachers, staff, parents and other students in schools

➢ The disability of teachers and their perception towards brochure, prospectus on CWHI in schools

➢ The disability of teachers and their perception towards identification of educational and practical need of students for refer, counseling, education placement etc. in schools

➢ The disability of teachers and their perception towards culture of learning, teaching, searching from diff. sources in schools

➢ The disability of teachers and their perception towards head teachers, teachers, friends and staffs, management are known about health condition of students in schools

➢ The disability of teachers and their perception towards teachers knowhow to integrate deaf students with other students in schools

➢ The disability of teachers and their perception towards free education to the students in schools

➢ The disability of teachers and their perception towards motivate parents to discuss with teachers and staff in schools

➢ The disability of teachers and their perception towards education development plans of the students are in SIP of the schools

➢ The disability of teachers and their perception towards support received from other organizations for welfare of the students in schools

➢ The disability of teachers and their perception towards teach on the base of students need and curriculum in schools

➢ The disability of teachers and their perception towards all students have textbooks and materials in schools

➢ The disability of teachers and their perception towards

friends, canteen staff and other staff support the students in schools

➢ The disability of teachers and their perception towards support team like care taker, sign language interpreter, note taker available in schools

➢ The disability of teachers and their perception towards equitable opportunity to the students for being portfolio and members of child club in schools

➢ The disability of teachers and their perception towards equal opportunity to the students for ECA/CRE of schools

➢ The disability of teachers and their perception towards participation of male, female and disabled in the structure of SMC and Resource Center Management Committee

The null hypotheses of the above mentioned items are rejected. In relation to the hypothesis set in implementation of CWHI focused IE, the Chi-square test was found not statistically significant for the majority of null hypotheses as represented by the items in Table XI and will thus be retained because there is no statistically significant relation ($p > 0.05$), between the independent and dependent variables. Teachers' age, gender, years of experience, position hold, employment status and disability with him or her show no statistically significant relation to their perception of the successful implementation of CWHI focused IE in schools.

B. The Relationship between Teachers' Gender, Age, Years of Experience, Employment Status, Position Hold, Disability and the Perception of Teachers towards CWHI Focused IE

According to Table XII, a significant relation ($p < .0.05$) exists between the following:

➢ The age of teachers and their perception towards educate students without changing any teaching process in schools

Similarly,

➢ The gender of teachers and their perception towards educate students without changing any teaching process in schools

➢ The gender of teachers and their perception towards treating equally to the students in schools

Further,

➢ The position hold by teachers and their perception towards creating appropriate environment for the education of the students even if there is no support from the schools

➢ The position hold by teachers and their perception towards the wants of students in understanding nicely in classrooms

Again,

➢ The employment status of teachers and their perception towards no special facility to them they will teach to the students in schools effectively

➢ The employment status of teachers and their perception towards making every student disciplined in schools

And,

➢ The disability of teachers and their perception towards with the help of support teacher they can teach them nicely

➢ The disability of teachers and their perception towards

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their negative feeling towards the students because of their inclusion with other general students

➢ The disability of teachers and their perception towards special curriculum needed for the students in schools

➢ The disability of teachers and their perception towards the need to exchange information regarding CWHI focused IE to other teachers

➢ The disability of teachers and their perception towards the need of more patience for the education of the students in schools

TABLE XII
THE CHI-SQUARED AND P-VALUE OF THE DEPENDENT VARIABLES AGAINST THE INDEPENDENT VARIABLES OF THE PERCEPTION OF TEACHERS TOWARDS CWHI FOCUSED IE

Statement No.	Age of teachers df = 16 p-value	Gender of teachers df = 4 p-value	Years of experience of teachers df = 16 p-value	Position hold by teachers df = 12 p-value	Employment status of teachers df = 8 p-value	Disability of teachers df = 4 p-value
Self Efficacy						
1.	0.010*	0.048*	0.421	0.664	0.197	0.814
2.	0.331	0.521	0.606	0.397	0.602	0.189
3.	0.463	0.605	0.589	0.076	0.919	0.211
4.	0.359	0.461	0.381	0.005*	0.855	0.462
5.	0.611	0.227	0.133	0.464	0.245	0.170
6.	0.821	0.162	0.593	0.089	0.041*	0.558
7.	0.434	0.623	0.537	0.112	0.997	0.148
8.	0.417	0.424	0.787	0.142	0.409	0.021*
9.	0.462	0.352	0.381	0.871	0.406	0.573
Teachers' Knowledge and Attitude						
10.	0.940	0.273	0.641	0.214	0.880	0.006*
11.	0.821	0.723	0.238	0.826	0.684	0.992
12.	0.944	0.131	0.486	0.663	0.664	0.289
13.	0.888	0.343	0.813	0.484	0.317	0.835
14.	0.960	0.167	0.226	0.283	0.913	0.012*
15.	0.861	0.878	0.371	0.623	0.235	0.021*
16.	0.769	0.851	0.528	0.439	0.931	0.284
17.	0.880	0.505	0.520	0.622	0.229	0.373
18.	0.770	0.002*	0.698	0.446	0.689	0.084
19.	0.930	0.154	0.849	0.664	0.645	0.0403
20.	0.882	0.384	0.552	0.485	0.192	0.036*
21.	0.312	0.429	0.590	0.238	0.026*	0.079
22.	0.296	0.083	0.078	0.229	0.494	0.071
Students' Perception						
23.	0.343	0.196	0.638	0.044*	0.490	0.061
24.	0.239	0.153	0.561	0.181	0.206	0.061

The null hypotheses of the above mentioned items are rejected. In relation to the hypothesis set in perception of teachers towards CWHI focused IE, the Chi-square test was found not statistically significant for the majority of null hypotheses as represented by the items in Table XII and will thus be retained because there is no statistically significant relation (p > 0.05), between the independent and dependent variables. Teachers' age, gender, years of experience, position hold, employment status and disability with him or her show no statistically significant relation to their perception towards CWHI focused IE in schools.

C. The Relationship between Teachers' Gender, Age, Years of Experience, Employment Status, Position Hold, Disability and Implementation of CWHI Focused Inclusive

The research question for the analysis was that do teachers' gender, age, years of experience, employment status, disability, and position hold affect the successful implementation of IE with a focus on hearing impairment in the classrooms. To find out, null hypothesis was set accordingly, teachers' age, gender, years of experience, employment status, position hold, and disability do not affect to the perception of teachers in implementing CWHI focused IE.

To check the relationship, Chi-square test was done and p-value of each of the variables was found out.

In relation to the hypothesis set in implementation of CWHI focused IE, the Chi-square test was found not statistically significant for the majority of null hypotheses as represented by the items in Table XII and will thus be retained because there is no statistically significant relation (p > 0.05), between the independent and dependent variables. Teachers' age, gender, years of experience, position hold, employment status and disability with him or her show no statistically significant relation to their perception of the successful implementation of CWHI focused IE in schools. However in some of the cases mentioned below, the set null hypothesis was rejected and some are completely retained.

V. ROLES AND RESPONSIBILITIES

Roles and Responsibilities of Educational Authority with Teachers' Age

In roles and responsibilities of educational authority, there are 17 variables. Out of 17 variables, a significant relation (p < .0.05) exists in 5 variables (i.e. 29.41%) between age of teachers and

✓ SMC activeness for the education of CWHI
✓ Work plan for the education of CWHI is made by SMC
✓ Admission campaign initiation by schools for out of school hearing impaired children
✓ School provides nutritional support to CWHI
✓ Supporting facilities to CWHI like sign language, hearing equipment, speech therapy, CWHI friendly class, toilets, library, playground etc.

The meaning of these relations is that the age of teachers affects perception towards SMC activeness for the education of CWHI; the work plan for the education of CWHI; admission campaign initiation by schools for out of school hearing impaired children; school nutritional support to CWHI and supporting facilities to CWHI.

Roles and Responsibilities of Educational Authority with Teachers' Gender

Out of 17 variables, a significant relation (p < .0.05) exists in one variable (i.e. 5.88%) between gender of teachers and,

✓ School coordinates with concerned organizations for health and medical support to CWHI

The meaning of this relation is that the gender of teachers

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affects perception towards school coordination with concerned organizations for health and medical support to CWHI.

Roles and Responsibilities of Educational Authority with Teachers' Years of Experience

Out of 17 variables, a significant relation ($p < .05$) exists with none of the variables (i.e. 0%) between years of experience of teachers. That means teachers' years of experience do not affect perception towards roles and responsibility of educational authority.

Roles and Responsibilities of Educational Authority with Teachers' Employment Status

Out of 17 variables, a significant relation ($p < .05$) exists in one variable (i.e. 5.88%) between employment status of teachers and,

✓ School coordinates with concerned organizations for health and medical support to CWHI

That means teachers' employment status affects perception towards school coordination with concerned organizations for health and medical support to CWHI.

Roles and Responsibilities of Educational Authority with Teachers' Position

Out of 17 variables, a significant relation ($p < .05$) exists in one variable (i.e. 5.88%) between teachers' position and,

✓ CWHI data are managed by SMC

That means position hold by teachers affects perception towards the roles and responsibilities of SMC in managing CWHI data.

Roles and Responsibilities of Educational Authority with Teachers' Disability

Out of 17 variables, a significant relation ($p < .05$) exists in seven variables (i.e. 41.17%) between teachers' disability and,

✓ SMC activeness for CWHI education in schools
✓ Admission campaign for out of school CWHI
✓ Text book used prescribed by authority in schools
✓ Formative, summative exam and report card system in schools
✓ Monitoring helping staff behavior in schools
✓ Child abuse control strategies in schools
✓ Supporting facilities like sign language, hearing equipment, speech therapy, disabled friendly class, toilets, library, playground etc. in schools

The meaning of these relations is that teachers' own disability affects perception towards SMC activeness for CWHI education; admission campaign for out of school CWHI; textbook used prescribed by authority; formative and summative exam and report card system; monitoring helping staff behavior approach; child abuse control strategies and supporting facilities in schools.

Important Knowledge

Important Knowledge with Teachers' Age

In important knowledge, there are 8 variables. Out of 8 variables, a significant relation ($p < .05$) exists in 3 variables

(i.e. 37.5%) between age of teachers and,

✓ There is a culture of learning, teaching, searching from diff. sources in school regarding hearing impairment
✓ Head teachers, teachers, friends and staff, management are known about health condition of the students in school
✓ Teachers' knowhow to integrate CWHI students with other students in school

The meaning of these relations is that teachers' age affects perception towards the culture of learning, teaching, searching from diff. sources in school regarding hearing impairment; Head teachers, teachers, friends and staff, management are known about health condition of the students in school; and teachers' knowhow to integrate CWHI students with other students in school.

Important Knowledge with Teachers' Gender

Out of 8 variables, a significant relation ($p < .05$) exists in none of the variables (i.e. 0%) with gender of teachers. That means, teachers' gender does not affect perception towards important knowledge required in schools and teachers.

Important Knowledge with Years of Experience of Teachers

Out of 8 variables, a significant relation ($p < .05$) exists in none of the variables (i.e. 0%) with years of experience of teachers. That means, teachers' years of experience does not affect perception towards important knowledge required in schools and teachers.

Important Knowledge with Position Hold by Teachers

Out of 8 variables, a significant relation ($p < .05$) exists in none of the variables (i.e. 0%) with position hold by teachers. That means, teachers' position hold does not affect perception towards important knowledge required in schools and teachers.

Important Knowledge with Employment Status of Teachers

Out of 8 variables, a significant relation ($p < .05$) exists in 3 variables (i.e. 37.5%) between employment status of teachers and,

✓ Research and study initiation on IE in school
✓ Head teachers, teachers, friends and staff, management are known about health condition of the students in school
✓ Teachers' knowhow to integrate CWHI students with other students in school

The meaning of these relations is that teachers' employment status affects perception towards research and study initiation on IE; head teachers, teachers, friends and staff, management are known about the health condition of the students; and teachers' knowhow to integrate CWHI students with other students in schools.

Important Knowledge with Disability of Teachers

Out of 8 variables, a significant relation ($p < .05$) exists in 6 variables (i.e. 75%) between disability of teachers and,

✓ Understanding on inclusive and special need education among teachers, staff, parents and other students in school
✓ Availability of brochure, prospectus on education policy and programs relating to hearing impairment focused IE

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in school
- ✓ Identification of educational and practical need of the students for refer, counseling, education placement etc
- ✓ There is a culture of learning, teaching, searching from diff. sources in school regarding hearing impairment
- ✓ Head teachers, teachers, friends and staff, management are known about health condition of the students in school
- ✓ Teachers' knowhow to integrate CWHI students with other students in school

The meaning of these relations is that teachers' own disability affects perception towards understanding on inclusive and special need education among teachers, staff, parents and other students in school; Availability of brochure, prospectus on education policy and programs relating to hearing impairment focused IE in schools; Identification of educational and practical need of the students for refer, counseling, education placement etc.; There is a culture of learning, teaching, searching from diff. sources in school regarding hearing impairment; Head teachers, teachers, friends and staff, management are known about health condition of the students in school; and teachers' knowhow to integrate CWHI students with other students in schools.

Availability of Rights

Availability of Rights with Age of Teachers

In availability of rights, there are 5 variables. Out of 5 variables, a significant relation ($p < .05$) exists in 3 variables (i.e. 60%) between age of teachers and,
- ✓ Availability of free health check up to the students in school
- ✓ Functional assessment system for the admission of the students in school
- ✓ Availability of hostel facility to the students in school

The meaning of these relations is that teachers' age affects perception towards availability of free health check up to the students in school; Functional assessment system for the admission of the students in school; and availability of hostel facility to the students in school

Availability of Rights with Gender of Teachers

Out of 5 variables, a significant relation ($p < .05$) exists in none of the variables (i.e. 0%) with gender of teachers. That means teachers' gender does not affect perception towards availability of rights to CWHI.

Availability of Rights with Years of Experience of Teachers

Out of 5 variables, a significant relation ($p < .05$) exists in none of the variables (i.e. 0%) with years of experience of teachers. That means, teachers' years of experience does not affect perception towards availability of rights to CWHI.

Availability of Rights with Position Hold by Teachers

Out of 5 variables, a significant relation ($p < .05$) exists in none of the variables (i.e. 0%) with position hold by teachers. That means, teachers' position hold does not affect perception towards availability of rights to CWHI.

Availability of Rights with Employment Status of Teachers:

Out of 5 variables, a significant relation ($p < .05$) exists in one variable (i.e. 20%) between employment status of teachers and,
- ✓ Availability of free health check up to the students in school

The meaning of this relation is that teachers' employment status affects perception towards availability of free health check up to the student in schools.

Availability of Rights with Disability of Teachers

Out of 5 variables, a significant relation ($p < .05$) exists in one variable (i.e. 20%) between disability of teachers and,
- ✓ Availability of free education to the students in school

The meaning of this relation is that teachers' own disability affects perception towards availability of free education to the students in schools.

Participation

Participation with Age of Teachers

In participation, there are 5 variables. Out of 5 variables, a significant relation ($p < .05$) exists in 2 variables (i.e. 40%) between age of teachers and,
- ✓ School motivates parents to discuss with teachers and staff
- ✓ Teachers are receiving regular professional and practical CWHI focused trainings

The meaning of these relations is that teachers' age affects perception towards school motivation to parents to discuss with teachers and staff; and teachers' regular professional and practical CWHI focused trainings.

Participation with Gender of Teachers

Out of 5 variables, a significant relation ($p < .05$) exists in one variable (i.e. 20%) between gender of teachers and,
- ✓ Teachers are receiving regular professional and practical CWHI focused trainings

The meaning of this relation is that teachers' gender affects perception towards teachers' regular professional and practical CWHI focused trainings.

Participation with Years of Experience of Teachers

Out of 5 variables, a significant relation ($p < .05$) exists in none of the variables (i.e. 0%). That means, teachers' years of experience does not affect participation of CWHI and teachers for their education.

Participation with Position Hold by Teachers

Out of 5 variables, a significant relation ($p < .05$) exists in none of the variables (i.e. 0%). That means, teachers' position hold does not affect participation of CWHI and teachers for their education.

Participation with Position Employment Status of Teachers

Out of 5 variables, a significant relation ($p < .05$) exists in none of the variables (i.e. 0%). That means, teachers' employment status does not affect participation of CWHI and teachers for their education.

Participation with Disability of Teachers

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In participation, there are 5 variables. Out of 5 variables, a significant relation (p < .0.05) exists in one variable (i.e. 20%) between disability of teachers and,

✓ School motivates parents to discuss with teachers and staff

The meaning of this relation is that teachers' disability affects perception towards school motivation to parents to discuss with teachers and staff.

Learning Environment

Learning Environment with the Age of Teachers

In learning environment, there are 20 variables. Out of 20 variables, a significant relation (p < .0.05) exists in 3 variables (i.e. 15%) between age of teachers and,

✓ SMC, parents, experts meet time to time for appropriate placement of the students
✓ Use of hearing aid and other devices in teaching to the students
✓ Adequate fund management by schools for effective education of the students

The meaning of these relations is that teachers' age affects perception towards SMC, parents, experts meeting time to time for appropriate of the students; use of hearing aid and other devices in teaching to the students and adequate fund management by schools for effective education of the students.

Learning Environment with Gender of Teachers

Out of 20 variables, a significant relation (p < .0.05) exists in none of the variables (i.e. 0%). That means gender of teachers does not affect perception towards learning environment in the schools.

Learning Environment with Years of Experience of Teachers

Out of 20 variables, a significant relation (p < .0.05) exists in 2 variables (i.e. 10%) between years of experience of teachers and,

✓ Use of hearing aid and other devices in teaching to the students
✓ Adequate fund management by schools for effective education of the students

The meaning of these relations is that teachers' years of experience affects perception towards use of hearing aid and other devices in teaching to the students; and adequate fund management by schools for effective education of the students.

Learning Environment with Position Hold by Teachers

Out of 20 variables, a significant relation (p < .0.05) exists in 4 variables (i.e. 20%) between position hold by teachers and,

✓ Education development plans of the students in SIP
✓ Use of hearing aid and other devices in teaching to the students
✓ School motivates teachers to make IEP of the students
✓ Regular discussion between general teacher and resource teacher in school

The meaning of these relations is that position hold by teachers affects perception towards education development plans of the students in SIP; use of hearing aid and other devices in teaching to the students; school motivation to teachers to make IEP of the students; and regular discussion between general teacher and resource teacher in schools.

Learning Environment with Employment Status of Teachers

Out of 20 variables, a significant relation (p < .0.05) exists in 1 variables (i.e. 5%) between employment status of teachers and,

✓ Use of hearing aid and other devices in teaching to the students

The meaning of these relations is that employment status of teachers affects perception towards use of hearing aid and other devices in teaching to the students.

Learning Environment with Disability of Teachers

Out of 20 variables, a significant relation (p < .0.05) exists in 8 variables (i.e. 40%) between disability of teachers and,

✓ Education development plans of the students are in SIP
✓ Support received from other organizations for the welfare of the students
✓ Teach on the basis of students need and curriculum
✓ All CWHI have textbooks and materials
✓ School has identified the diversity of learning skills of the students
✓ Other friends, canteen staff and other staff support the students in school
✓ Availability of support team like care taker, sign language interpreter, note taker in school
✓ Adequate fund management by schools for effective education of the students

The meaning of these relations is that disability of teachers affects perception towards education development plans of the students in SIP; Support received from other organizations for the welfare of the students; teachers teaching on the basis of students need and curriculum; all CWHI have textbooks and materials; School has identified the diversity of learning skills of the students; Other friends, canteen staff and other staff support the students; Availability of support team like care taker, sign language interpreter, note taker in school; and adequate fund management by schools for effective education of the students.

Equality

Equality with the Age of Teachers

In equality, there are 2 variables. Out of 2 variables, a significant relation (p < .0.05) exists in none of variables (i.e. 0%). That means teachers' age does not affect equality in schools.

Equality with the Gender of Teachers

Out of 2 variables, a significant relation (p < .0.05) exists in none of variables (i.e. 0%). That means teachers' gender does not affect equality in schools.

Equality with Years of Experience

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Out of 2 variables, a significant relation (p < .0.05) exists in none of variables (i.e. 0%). That means teachers' years of experience do not affect equality in schools.

Equality with the Position Hold by Teachers

Out of 2 variables, a significant relation (p < .0.05) exists in none of variables (i.e. 0%). That means position hold by teachers does not affect equality in schools.

Equality with Employment Status of Teachers

Out of 2 variables, a significant relation (p < .0.05) exists in one variable (i.e. 50%) between employment status of teachers and,
- ✓ School provides equitable opportunity to the students for being portfolio and members of child club of the schools

The meaning of this relation is that employment status of teachers affects perception towards school providing equitable opportunity to the students for being portfolio and members of child clubs of the schools.

Equality with Disability of Teachers

Out of 2 variables, a significant relation (p < .0.05) exists in both variables (i.e. 100%) between disability of teachers and,
- ✓ School provides equitable opportunity to the students for being portfolio and members of child club of the schools
- ✓ School provides equal opportunity to the students for extra curriculum activities/creative activities of the schools

The meaning of these relations is that disability of teachers affects perception towards school providing equitable opportunity to the students for being portfolio and members of child clubs of the schools; and school providing equal opportunity to the students for extra curriculum activities/ creative activities of the schools.

Inclusiveness

Inclusiveness with the Age of Teachers

In inclusiveness, there are 4 variables. Out of 4 variables, a significant relation (p < .0.05) exists in none of the variables (i.e. 0%). That means, the age of teachers does not affect the inclusiveness in the schools.

Inclusiveness with Gender of Teachers

Out of 4 variables, a significant relation (p < .0.05) exists in none of the variables (i.e. 0%). That means, the gender of teachers does not affect the inclusiveness in the schools.

Inclusiveness with Years of Experience of Teachers

Out of 4 variables, a significant relation (p < .0.05) exists in none of the variables (i.e. 0%). That means, the years of experience of teachers does not affect the inclusiveness in the schools.

Inclusiveness with Position Hold by Teachers

Out of 4 variables, a significant relation (p < .0.05) exists in one variable (i.e. 25%) between position hold by teachers and,
- ✓ Teachers, resource teacher and other concerned are working together for the support of CWHI focused inclusive class in the schools

The meaning of this relation is that position hold by teachers affects perception towards working together culture of teachers, resource teacher and other concerned for the support of CWHI focused inclusive class in the schools.

Inclusiveness with Employment Status of Teachers

Out of 4 variables, a significant relation (p < .0.05) exists in none of the variables (i.e. 0%). That means, employment status of teachers does not affect the inclusiveness in the schools.

Inclusiveness with Disability of Teachers

Out of 4 variables, a significant relation (p < .0.05) exists in one variable (i.e. 25%) between disability of teachers and,
- ✓ Participation of male, female and person with hearing disability in the structure of SMC and Resource Center Management Committee

The meaning of this relation is that disability of teachers affects perception towards participation of male, female and person with hearing impairment in the structure of SMC and RCMC.

The Relationship between Teachers' (Gender, Age, Years of Experience, Employment Status, Position Hold, Disability) and Perception of Teachers towards CWHI Focused IE

The research question for the analysis was that do teachers' gender, age, years of experience, employment status, disability, and position hold affect the perception of teachers towards CWHI focused IE in schools. To find out, null hypothesis was set accordingly, teachers' age, gender, years of experience, employment status, position hold, and disability do not affect the perception of teachers towards CWHI focused IE in schools.

To check the relationship, Chi-square test was done and p-value of each of the variables was found out (Detail in Table XII).

In relation to the hypothesis set in perception of teachers towards CWHI focused IE, the Chi-square test was found not statistically significant for the majority of null hypotheses as represented by the items in Table XII and will thus be retained because there is no statistically significant relation (p > 0.05), between the independent and dependent variables. Teachers' age, gender, years of experience, position hold, employment status and disability with him or her show no statistically significant relation to their perception towards CWHI focused IE in schools. However in some of the cases mentioned below, the set null hypothesis was rejected and some are retained,

Self-Efficacy

Self-Efficacy with the Age of Teachers

In self efficacy, there are 9 variables. Out of 9 variables, a significant relation (p < .0.05) exists in one variable (i.e. 11.11%) between age of teachers and
- ✓ I can educate the students without changing any process

The meaning of this relation is that the age of teachers affects perception towards self-efficacy to educate the students without changing any process.

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Self-Efficacy with Gender of Teachers

Out of 9 variables, a significant relation (p < .0.05) exists in one variable (i.e. 11.11%) between gender of teachers and

✓ I can educate the students without changing any process

The meaning of this relation is that the gender of teachers affects perception towards self-efficacy to educate the students without changing any process.

Self-Efficacy with Years of Experience of Teachers

Out of 9 variables, a significant relation (p < .0.05) exists in none of the variables. That means years of experience of teachers do not affect perception towards self-efficacy.

Self-Efficacy with Position Hold by Teachers

Out of 9 variables, a significant relation (p < .0.05) exists in one variable (i.e. 11.11%) between position hold by teachers and,

✓ I can create appropriate environment for the education of students even if there is no support from the school

The meaning of this relation is that position hold by teachers affects perception towards self-efficacy to create appropriate environment for the education of students even if there is no support from the school.

Self-Efficacy with Employment Status of Teachers

Out of 9 variables, a significant relation (p < .0.05) exists in one variable (i.e. 11.11%) between employment status of teachers and,

✓ Without any special facility to me, will teach to the students

The meaning of this relation is that employment status of teachers affects perception towards self-efficacy to teach the students even if not any special facility provided by the schools.

Self-Efficacy with Disability of Teachers

Out of 9 variables, a significant relation (p < .0.05) exists in one variable (i.e. 11.11%) between disability of teachers and,

✓ With the help of support teacher, I can teach them nicely

The meaning of this relation is that disability of teachers affects perception towards self-efficacy to teach the students nicely with the help of support teacher.

Teachers' Knowledge and Attitude

Teachers Knowledge and Attitude with the Age of Teachers

In teachers' knowledge and attitude, there are 13 variables. Out of 13 variables, a significant relation (p < .0.05) exists in none of the variables. That means age of teachers does not affect perception towards teachers' knowledge and attitude.

Teachers Knowledge and Attitude with Gender of Teachers

Out of 13 variables, a significant relation (p < .0.05) exists in one variable (i.e. 7.69%) between gender of teachers and,

✓ I have to treat equally to the students

The meaning of this relation is that gender of teachers affects perception towards teachers' knowledge and attitude on treating equally to the students.

Teachers' Knowledge and Attitude with Years of Experience of Teachers

Out of 13 variables, a significant relation (p < .0.05) exists in none of the variables. That means years of experience of teachers do not affect perception towards teachers' knowledge and attitude.

Teachers Knowledge and Attitude with Position Hold by Teachers

Out of 13 variables, a significant relation (p < .0.05) exists in none of the variables. That means position hold by teachers does not affect perception towards teachers' knowledge and attitude.

Teachers Knowledge and Attitude with Employment Status of Teachers

Out of 13 variables, a significant relation (p < .0.05) exists in one variable (i.e 7.69%) between employment status of teachers and,

✓ I have to make every student disciplined

The meaning of this relation is that employment status of teachers affects perception towards teachers' knowledge and attitude to make every student disciplined.

Teachers Knowledge and Attitude with Disability of Teachers

Out of 13 variables, a significant relation (p < .0.05) exists in 4 variables (i.e. 30.76%) between disability of teachers and,

✓ I feel negative towards the students because of their inclusion with other students
✓ There is a need of special curriculum for the students
✓ There is a need to exchange information regarding disabled focus inclusive education
✓ I need more patience for the education of the students

The meaning of these relations is that disability of teachers affects perception towards teachers knowledge and attitude to feel negative towards the students because of their inclusion with other students; have a need of special curriculum for the students; have a need to exchange information regarding disabled focused IE; and have a need of more patience for the education of the students.

Teachers' Perception on Students' Perception

Students' Perception with the Age of Teachers

In students' perception, there are 2 variables. Out of 2 variables, a significant relation (p < .0.05) exists in none of the variables. That means age of teachers does not affect perception towards students' perception.

Students' Perception with Gender of Teachers

Out of 2 variables, a significant relation (p < .0.05) exists in none of the variables. That means gender of teachers does not affect perception towards students' perception.

Students' Perception with Years of Experience of Teachers

Out of 2 variables, a significant relation (p < .0.05) exists in none of the variables. That means years of experience of teachers do not affect perception towards students' perception.

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Students' Perception with Position Hold by Teachers

Out of 2 variables, a significant relation (p < .0.05) exists in one variable (i.e. 50%) between position hold by teachers and,

✓ They want to be understood nicely

The meaning of this relation is that position hold by teachers affects perception towards students' perception to know that the students want to be understood nicely.

Students' Perception with Employment Status of Teachers

Out of 2 variables, a significant relation (p < .0.05) exists in none of the variables. That means employment status of teachers does not affect perception towards students' perception.

Students' Perception with Disability of Teachers

Out of 2 variables, a significant relation (p < .0.05) exists in none of the variables. That means, disability of teachers does not affect perception towards students' perception.

VI. CONCLUSION OF INFERENTIAL STATISTICS

It has been found that teachers' age, gender, years of experience, position hold, employment status and disability with him or her show no statistically significant relation to their perception of the successful implementation of CWHI focused IE in schools. However in some of the cases mentioned in discussion part, the set null hypothesis was rejected and some are completely retained. Similarly, teachers' age, gender, years of experience, position hold, employment status and disability with him or her show no statistically significant relation to their perception towards CWHI focused IE in schools. However in some of the cases mentioned in discussion part, the set null hypothesis was rejected and some are retained.

VII. CONCLUSION

In Nepal, generally it has been found that the education of children with disability is challenging. When we talk about the education of CWHI, it is still more challenging, which has been found by this study too. The government has managed special, resource class and integrated schools for the education of CWHI but there is management problem in most of the resource classes and integrated schools. The special schools are somewhat in good condition which have been providing education to the CWHI at their level best but the challenges and problems exist mainly in resource classes and integrated schools at serious level.

When we talk about the perception of teachers towards CWHI focused IE in terms of self-efficacy, knowledge and attitude and students' perception, in most of the cases they have good perceptions. However, the level of self-efficacy is not up to the level dealing with diverse nature of the students. This can be further elaborated that there are less no. of teachers available for the education of CWHI dealing to the large no. of students in schools. The teachers have accepted that they have minimum knowledge on CWHI as they only know the sign language as most of them have got training on sign language only. They will get minimum chance to take part in different trainings relating to hearing impairment and IE. It has made them less capacitated to teach the students perfectly and will minimize the caring attitude to the students either. There is general textbook and rigid curriculum (NOT Special) available for CWHI, which have directly challenged to the learning capability of CWHI as they have slow learning capabilities. Teachers have understanding that the students want to be taught perfectly and want to be treated as other general students; but due to teachers' minimum knowledge towards CWHI, there might be some challenges to predict their perception towards students' wants.

There are many problems and challenges for successful implementation of CWHI focused IE in the schools of Nepal, which has been illustrated in the findings. In nutshell, it can be concluded that without special care and special textbook including flexible curriculum for the students with adequate soft trainings on CWHI focused IE to the teachers with good heath and hygienic food and accommodation facility in schools to the students, the better education of the students is not possible.

The IE and educational theory [14] clearly pointed out that there is a need of democratic authority, inclusiveness and democratic classroom, the democratic curriculum, student rights, the nature of participation in decisions that affect one's life, establishing optimum environments for learning, and equality for CWHI. When we analyze the situation of these features in the schools, except some special schools for CWHI, all other schools have problems and challenges in this regard.

In democratic authority, out of many problems, one example is that SMCs always do not involve all stakeholders in decision making process. Thus, there is still room to work for other 30% to strengthen the roles and responsibilities of educational authority in the schools. In inclusiveness, out of many problems, one example is that schools minimally inspire every member of the schools to understand and implement the mission of CWHI focused IE. Thus, there is still room to work on inclusiveness of the members for other 36% to ensure inclusive environment in schools. In democratic curriculum, the teachers have perceived that the textbooks and curriculum are rigid in nature which must be followed as prescribed by the authority as similar to general students. In student rights (availability of rights), out of many problems, it is found that there is less free health check-up facility available to the students in the schools. Thus, there is still room to work for other 16% to avail the rights to the students for their education. In participation, out of many problems, one example is that there is less participation of persons with disabilities and hearing impaired in SMC and RCMC in the schools. Thus, there is still room to work for other 43% to ensure participation for the education of CWHI students in schools. In learning environment, out of many problems, one example is that there is no proper motivation to teachers to make IEP of the students. Thus, there is still room to work for other 29% to enrich learning environment for the education of CWHI in schools. In equality, out of many problems, one example is that there is low level of equitable opportunity to

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the students for being portfolio and members of child clubs of the schools. Thus, there is still room to work on equality of the students for other 22% to ensure equitable environment for CWHI.

None of the set theoretical indicators of IE for CWHI have been met, which has been found out by this study. Thus, we can say that the education to the CWHI is really not adequately provided as prescribed by policy and procedures in Nepal.

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