

Role of Special Education institutes in the Rehabilitation of Students with Hearing Impairment as Perceived by Teachers and Parents

Aqsa Saleem

M. Phil Scholar, Department of Education,
Institute of Southern Punjab, Multan, Punjab, Pakistan
Aqsasaleem029@gmail.com (Author)

Iqra Pervaiz

M. Phil Scholar, Department of Education,
Institute of Southern Punjab, Multan, Punjab, Pakistan
iqraparvez7@gmail.com (Co-Author)

Dr. Muhammad Nadeem Iqbal

Assistant Professor (Special Education), Department of Education
Bahauddin Zakariya University Multan (Corresponding Author) *
nadeemiqbal@bzu.edu.pk

1.1 Abstract

The role of special education institutes in the rehabilitation of students with hearing impairments is critical to ensuring their academic, social, and emotional development. This study explores the perceptions of teachers and parents regarding the effectiveness of these institutions in supporting students with hearing impairments. Through a mixed-methods approach, including surveys and interviews with teachers and parents, the study investigates the specific educational strategies, rehabilitative services, and support systems that are employed by special education institutes to facilitate the integration and progress of these students. Key findings suggest that teachers and parents perceive these institutes as instrumental in providing specialized educational resources, individualized learning plans, and therapeutic interventions that address both the cognitive and communicative needs of students with hearing impairments. Additionally, the study highlights challenges such as resource limitations, teacher training, and parental involvement, which may impact the effectiveness of these institutions. The findings emphasize the importance of collaborative efforts between teachers, parents, and the institutions to ensure holistic rehabilitation and social integration of students with hearing impairments. Recommendations for improving the quality of services, enhancing teacher training, and fostering greater parental engagements are also discussed. This research contributes to the understanding of how special education institutes play a pivotal role in the rehabilitation process and offers insights into areas that require further development to better support students with hearing impairments.

Keywords: Assistive Technology, Hearing Impairment, Special Education

1.2 Introduction

Special education institutes play a crucial role in the rehabilitation of students with hearing impairments, providing a range of services tailored to meet their unique educational, social, and emotional needs. The perceptions of teachers and parents regarding these institutes are essential in understanding their effectiveness and identifying areas for improvement. This introduction explores the multifaceted role of special education institutes in the rehabilitation of students with hearing impairments, drawing on recent research to highlight key themes and insights.

Importance of Specialized Support: Special education institutes are designed to offer specialized support that mainstream educational settings often cannot provide. These institutes employ trained professionals who are skilled in addressing the specific needs of students with hearing impairments. According to Anderson and Matkin (2020), teachers in these institutes are equipped with the necessary knowledge and tools to implement effective teaching strategies that cater to auditory and communication challenges. This specialized support is vital in helping students achieve their academic potential and develop essential life skills.

Individualized Education Programs (IEPs): One of the key features of special education institutes is the development and implementation of Individualized Education Programs (IEPs). These programs are tailored to the specific needs of each student, ensuring that educational goals are personalized and achievable. Teachers perceive IEPs as a cornerstone of effective rehabilitation, as they allow for

continuous assessment and adjustment of teaching methods and resources (Brown & Remine, 2019). The collaborative nature of IEPs, involving teachers, parents, and other professionals, fosters a holistic approach to student development.

Technological Integration: The integration of technology, such as hearing aids, cochlear implants, and FM systems, is another critical aspect of rehabilitation in special education institutes. Recent advancements in auditory technology have significantly enhanced the ability of hearing-impaired students to participate fully in the educational process. Teachers highlight the importance of having access to the latest technology and training to use these tools effectively (Johnson & Seaton, 2021). These technologies not only improve communication but also boost students' confidence and independence.

Parental Involvement and Collaboration: Parents play an integral role in the rehabilitation process, and their perceptions provide valuable insights into the effectiveness of special education institutes. Research indicates that parents value the inclusive and collaborative environment fostered by these institutes, which often involves regular communication and joint decision-making (Garberoglio et al., 2019). Parental involvement in the educational process is linked to better academic and social outcomes for students. Parents also appreciate the emotional and psychological support provided by special education professionals, which is crucial for coping with the challenges of raising a child with hearing impairment.

Social and Emotional Development: Beyond academic support, special education institutes are instrumental in promoting the social and emotional development of hearing-impaired students. These institutes create a nurturing environment where students can interact with peers facing similar challenges, fostering a sense of community and belonging. Teachers emphasize the importance of social skills training and extracurricular activities in helping students build confidence and develop healthy relationships (Jones & Cripps, 2019). The holistic approach of special education institutes ensures that students receive comprehensive support that addresses all aspects of their development.

Challenges and Areas for Improvement: Despite the many benefits, special education institutes also face challenges in effectively supporting hearing-impaired students. Teachers and parents identify several areas for improvement, including the need for ongoing professional development, increased funding for resources and technology, and enhanced support for transition planning as students move from school to post-secondary education or the workforce (Marschark & Hauser, 2020). Addressing these challenges is crucial for ensuring that special education institutes can continue to meet the evolving needs of hearing-impaired students.

1.3 Literature Review

Hearing impairment, a condition that affects a person's ability to hear, ranges from mild hearing loss to profound deafness. This condition poses significant challenges for students in traditional educational settings, where auditory communication is a primary mode of instruction. For these students, the ability to access, participate in, and benefit from the standard curriculum can be severely hindered, impacting their academic performance, social integration, and overall development. Special education programs are designed to address the unique needs of students with disabilities, including those with hearing impairments. These programs provide tailored instructional strategies, specialized support services, and assistive technologies aimed at promoting the academic, communicative, and social development of these students. The goal is not only to facilitate their integration into mainstream education but also to ensure they achieve their full potential. Understanding the role of special education in the rehabilitation of students with hearing impairments is crucial for improving these programs. This understanding is best gained by examining the perspectives of those directly involved in the education process: teachers and parents. Teachers, as the primary implementers of special education strategies, provide insights into the effectiveness, challenges, and areas for improvement in these programs. Parents, on the other hand, offer a unique perspective on their child's progress and the impact of special education on their overall development. This chapter aims to explore the perceptions of teachers and parents regarding the role of

special education institutes in the rehabilitation of students with hearing impairments. It will delve into the various aspects of special education, including instructional methods, use of assistive technologies, and support services, as well as the perceived outcomes of these interventions. By highlighting the experiences and viewpoints of both teachers and parents, this chapter seeks to provide a comprehensive understanding of the current state of special education for students with hearing impairments and to identify areas where improvements can be made to better support these students in their educational journey.

1.4 Significance of the Study

The significance of researching the role of special education in the rehabilitation of students with hearing impairments, as perceived by teachers and parents, includes Improved educational strategies: understanding the perceptions of teachers and parents can lead to the development of more effective educational strategies tailored to the needs of students with hearing impairments. Enhanced rehabilitation programs: insights from the research can inform the design and implementation of comprehensive rehabilitation programs that address both academic and social aspects of development. Policy development: the findings can contribute to policy-making by highlighting areas that require additional resources or changes in existing policies to better support students with hearing impairments. Parental and teacher engagement: by examining the perspectives of both teachers and parents, the research can promote greater collaboration and engagement between home and school, leading to a more supportive learning environment. Advocacy and awareness: the research can raise awareness about the unique challenges faced by students with hearing impairments and advocate for their needs, leading to a more inclusive and equitable education system

1.5 Objectives of the Study

Following objectives were formed in this study:

1. To analyze the role of special education institutes in the rehabilitation of student with hearing impairment in educational setting
2. To investigate the perception of teachers and parents regarding the role of special education institutes in the rehabilitation of student with hearing impairment
3. To explore the role of special education institutes in the rehabilitation of student with hearing impairment as perceived by teachers and parents based on demographics.

1.6 Research Questions

Following research questions were raised to guide the study:

1. How do teachers perceive the effectiveness of special education programs in rehabilitating students with hearing impairments?
2. What specific challenges do parents identify in the rehabilitation process for their children with hearing impairments through special education?
3. In what ways do special education services support the academic progress of students with hearing impairments according to teachers and parents?
4. How do parents and teachers assess the social integration of students with hearing Impairments in special education settings?
5. What are the perceived differences in outcomes between students with hearing impairments in inclusive education settings versus specialized programs, from the perspectives of teachers and parents?

1.7 Population of the Study

All members of a group are referred to as the population when the word is used in study. Any set of people, things or goals from which measurement samples are drawn is called a population. A collection of people,

things, or occurrences that meet specific requirements and allow us to draw broad conclusions from the study. The population was 189 because census method was used for data collection from teachers in division Multan & D.G Khan.

Table 1 Description of *Population*

Division	Population		Total
	Male	Female	
Multan	62	49	111
D.G Khan	46	32	78
Total	108	81	189

1.8 Sample of the Study

All members of a group are referred to as the population when the word is used in study. Any set of people, things or goals from which measurement samples are drawn is called a population. A collection of people, things, or occurrences that meet specific requirements and allow us to draw broad conclusions from the study. The population was 189 because census method was used for data collection from teachers in division Multan & D.G Khan.

1.9 Instrumentation

The research instrument is the set of tools that the researcher uses to collect data. The research procedure for this study involved creating a questionnaire on one's own with the assistance of specialists or under the supervision of a supervisor in order to gather data.

1.9.1 Content Validity Index (CVI)

The Content Validity Index (CVI) assessed the research tool's relevance and clarity, with expert teachers recommending minor revisions; the final instrument was refined, reliable, and confirmed through pilot testing.

Table 2 *Content validity index of the tool*

Sr.#	Areas	Yes	No	TSE	Mean
		f (%)	f (%)	f (%)	
1	Relevancy	4 80%	0	1 20%	2.6
2	Clarity	4 80%	0	1 20%	2.6
3	Simplicity	5 100%	0	0	3
4	No Ambiguity	5 100%	0	0	3
5	Total Mean				2.8

Scale with 3 options (Yes=3, No=1 and to some extent=2). Table 2 shows that according to the 5 experts, the relevancy of tool is 80%, clarity of tool is 80%, simplicity is 100% and no ambiguity is 100%.

1.9.2 Pilot Testing

Pilot testing is carried out to guarantee that the tool's content is accurate. Pilot testing of the tool on a sample of 12 teachers in district Multan was conducted to identify its flaws and misunderstandings and ambiguities of the questionnaire. So after the pilot testing process, the questionnaire was modified, and then its final version was developed and prepared.

Table 3 *Sample size for pilot testing*

Sr.	Division	Teacher		Parents		Total
		Male	Female	Male	Female	
1	Multan	3	2	2	2	9
2	D.G Khan	2	2	2	2	8
Total		5	4	4	4	17

1.10 Data Collection Procedure

For the purpose of data collection questionnaire is used separately for teachers and students. The parents questionnaire was translated into Urdu to ensure comprehension additionally; a sign language video was created to further aid understanding for students with hearing impairments. These measures aimed to enhance inclusivity and accessibility in the research process. In the conducted research, a census method was employed, encompassing both personal interactions and postal methods for data collection. Personally gathered information was complemented by data obtained through postal channels, ensuring a broad spectrum of demographic representation. A meticulously designed questionnaire served as a reliable instrument for comprehensive data gathering.

1.11 Analysis

1.11.1 Demographic Static of Teachers

Table 4 *Frequency Distribution on the Basis of Demographics*

Demographic Variables		Participants Response	
		Frequency	%age
Gender	Male	148	78.30
	Female	41	21.7
Age	05-10 years	18	9.40
	11-15 Years	84	44.2
	16-20 Years	87	46.4
Division	Multan	122	49.3
	D G Khan	67	50.7

Table 4. shows descriptive statistics used to analyze sample participants demographic information. Table 4 states that (78.3%) teachers were males and (21.7%) were females. Table 4 displays that (9.4%) teachers were at age of 05-10 year, (44.2%) were at age of 11-15 year, (46.4%) were at age of 16-20 year, (0%) were at age of 21-25 year.

1.11.2 Statement Wise Analysis of Teachers Data

Table 5 *Individualized Education Plans*

Sr. #	Statements of Questions	SD Af (%)	Df (%)	NSf (%)	Af (%)	SAf (%)	M	SD
1	Customized learning objectives tailored to each student's needs.	31 (16.4)	26 (13.8)	32 (16.9)	48 (25.4)	50 (26.5)	3.32	1.42
2	Regular progress monitoring and evaluation	24 (12.7)	28 (14.8)	27 (14.3)	44 (23.3)	64 (33.9)	3.51	1.41
3	Collaborative effort involving educators, parents, and sometimes students themselves	28 (14.8)	28 (14.8)	25 (13.2)	52 (27.5)	54 (28.6)	3.40	1.42
4	Evaluate the effectiveness of Individualized Education Plans (IEPs) in meeting diverse learning needs	29 (15.3)	32 (16.9)	38 (20.1)	58 (30.7)	30 (15.9)	3.14	1.31
5	Rate satisfaction with collaboration among parents, educators, and professionals in developing and implementing IEP	28 (14.8)	23 (12.2)	32 (16.9)	58 (30.7)	46 (24.6)	3.37	1.37
Overall Mean		3.34						

Table 4.2 Explore the role of special education institutes in rehabilitation of students with hearing impairment on the basis of teacher's opinion of the questionnaire. Respondents agreed (51.9%) that customized learning objectives tailored to each student's needs with M (3.32) & SD (1.42) Indicate that (56.1%) agreed that Regular progress monitoring and evaluation is necessary having M (3.51) & SD (1.41). Statement of this table also elaborates that Collaborative effort involving educators, parents, and sometimes students themselves such as respondents' agreed (56.1%) and disagreed (29.6%) with M (3.40) & SD (1.42) Indicates (46.6%) agreed and on the other hand (32.2%) Evaluate the effectiveness of Individualized Education Plans (IEPs) in meeting diverse learning needs having M (3.14) & SD (1.31). Agreed respondent (55.4%) Rate satisfaction with collaboration among parents, educators, and professionals in developing and implementing IEP. and (27%) record their opinion as they disagreed with M (3.37) & SD (1.37).

Table 6 Factor B Specialized Curriculum and Teaching Methods

Sr. #	Statements of Questions	SD Af (%)	Df (%)	NSf (%)	Af (%)	SAf (%)	M	SD
1	Assess the impact of specialized curriculum and teaching methods on student learning outcomes.	13 (6.9)	8 (4.2)	43 (22.8)	78 (41.3)	45 (23.8)	3.71	1.09
2	Evaluate the effectiveness of specialized curriculum and teaching methods in addressing diverse learning needs	10 (5.3)	16 (8.5)	29 (15.3)	91 (48.1)	41 (21.7)	3.73	1.06

3	Tailored instructional approaches catering to diverse learning styles	46 (24.3)	14 (7.4)	29 (15.3)	62 (32.8)	36 (19)	3.14	1.46
4	Implementation of specialized educational strategies for optimal student engagement	35 (18.5)	10 (5.3)	35 (18.5)	56 (29.6)	51 (27)	3.41	1.42
5	Curriculum modifications to accommodate individual needs and abilities	20 (10.6)	16 (8.5)	35 (18.5)	59 (31.2)	57 (30.2)	3.62	1.29
Overall Mean		3.52						

Table 6 Explore the role of special education institutes in rehabilitation of students with hearing impairment on the basis of teacher's opinion of the questionnaire. Statement of this table also elaborates that Assess the impact of specialized curriculum and teaching methods on student learning outcomes such as respondents strongly agreed (65.1%) on other hand (11.1%) record their response as disagreed with M (3.71) & SD (1.09) Respondent agreed (69.8%) that evaluate the effectiveness of specialized curriculum and teaching methods in addressing diverse learning needs. Having M (4.57) & SD (.83). Shows (51.8%) agreed that Tailored instructional approaches catering to diverse learning styles. with M (3.14) & SD (1.46). Indicates that (90.7%) agreed and (4.8%) disagreed that Implementation of specialized educational strategies for optimal student engagement having M (3.41) & SD (1.42). Shows (61.4%) agreed that Curriculum modifications to accommodate individual needs and abilities with M (3.14) & SD (1.46).

Table 7 Assistive Technology Devices

Sr. #	Statements of Questions	SDA f (%)	D f (%)	NS f (%)	A f (%)	SA f (%)	M	SD
1	Tools designed to enhance accessibility for individuals with disabilities.	18 (9.5)	25 (13.2)	25 (13.2)	72 (38.1)	47 (24.9)	3.56	1.26
2	Aid in overcoming barriers to learning and communication.	15 (7.9)	20 (10.6)	43 (22.8)	62 (32.8)	47 (24.9)	3.56	1.20
3	Range from simple devices like magnifiers to complex software and hardware solutions.	30 (15.9)	23 (12.2)	40 (21.2)	45 (23.8)	49 (25.9)	3.32	1.40
4	Measure the utilization and efficacy of assistive technology devices in supporting students' academic performance.	30 (15.9)	15 (7.9)	41 (21.7)	61 (32.3)	40 (21.2)	3.35	1.31
5	Evaluate the satisfaction level regarding the accessibility and functionality of assistive technology devices in educational settings	33 (17.5)	10 (5.3)	34 (18)	63 (33.3)	47 (24.9)	3.43	1.38
Overall mean		3.44						

Table 7 explore the role of special education institutes in rehabilitation of students with hearing impairment on the basis of teacher's opinion of the questionnaire. Statement of this table also elaborates

that Tools designed to enhance accessibility for individuals with disabilities such as respondents agreed (63%) and disagreed (22.7%) with M (3.56) & SD (1.26). Elaborate that (57.7%) agreed that Aid in overcoming barriers to learning and communication with M (3.56) & SD (1.20). Respondents agreed (49.7%) that Range from simple devices like magnifiers to complex software and hardware solutions having M (3.32) & SD (1.40). S4 of this table shows that (53.5%) of teachers' agreed that Measure the utilization and efficacy of assistive technology devices in supporting students' academic performance having M (3.35) & SD (1.31). Indicates that respondents agreed (58.2%) that evaluate the satisfaction level regarding the accessibility and functionality of assistive technology devices in educational settings with M (3.43) & SD (1.38).

Table 8 Frequency *Distribution on the Basis of Demographics*

Demographic Variables		Participants Response	
		Frequency	%age
Gender	Male	28	45.90
	Female	33	54.09
Age	18-25 years	15	24.59
	36-45 Years	22	36.06
	46-55 Years	24	39.34
Area	Rural	35	57.37
	Urban	26	42.62
	Others		0
Profession	Business	20	32.78
	Job	25	40.98
	Labor	16	26.22
Disability Level	Mild	18	29.50
	Moderate	16	26.22
	Severe	13	21.31
	Profound	14	22.95

Table 8 shows descriptive statistics used to analyze sample participants demographic information. Table 4.13 states that (45.90%) teachers were males and (54.09%) were females. Table 4.13 displays that (24.59%) teachers were at age of 18-25 year, (36.06%) were at age of 36-45 year, (39.34%) were at age of 46-55 year. Table 4.13 states that (57.37%) were from rural areas and the (42.62%) were from urban areas Above table shows that (32.78%) parents belongs to business category, (40.98%) were job holder and the (26.22%) were belongs to labor profession

1.11.3 Statement Wise Analysis of Parents Data

Table 9 Early Intervention Program

Sr. #	Statements of Questions	SDA f (%)	DA f (%)	NS f (%)	A f (%)	SA f (%)	M	SD
1	I am aware of the early intervention programs available for my child's developmental needs	9 (14.8)	26 (42.6)	1 (1.6)	22 (36.1)	3 (4.9)	3.2 6	1.2 3
2	I actively seek out information about early	11 (18.0)	20	8	17 (27.9)	5 (8.2)	3.2 4	1.2 7

	intervention services and resources.		(32.8)	(13.1)				
3	I believe that early intervention programs are beneficial for my child's overall development.	6 (9.8)	25 (41.0)	7 (11.5)	19 (31.1)	4 (6.6)	3.16	1.17
4	I am willing to participate in early intervention activities and therapies with my child.	7 (11.5)	27 (44.3)	13 (21.3)	11 (18.0)	3 (4.9)	3.39	1.06
5	I value the role of early intervention in providing support and assistance to my child and family	17 (27.9)	27 (44.3)	5 (8.2)	9 (14.8)	3 (4.9)	3.75	1.16
	Overall Mean	3.36						

Table 4.14 Explore the role of special education institutes in rehabilitation of students with hearing impairment on the basis of parent's opinion of the questionnaire. Participants either agreed or strongly agreed (57.4%) that I am aware of the early intervention programs available for my child's developmental needs with M (3.26) & SD (1.23). Respondents either agreed or strongly agreed (50.8%) that I actively seek out information about early intervention services and resources. having M (3.24) & SD (1.27). Parents either agreed or strongly agreed (50.8%) that I believe that early intervention programs are beneficial for my child's overall development M (3.16) & SD (1.17). Participants either agreed or strongly agreed (55.8%) that I am willing to participate in early intervention activities and therapies with my child. M (3.39) & SD (1.06). Respondents either agreed or strongly agreed (72.2%) that I value the role of early intervention in providing support and assistance to my child and family having M (3.75) & SD (1.16).

Table 4.10 Access to Audiology Service

Sr. #	Statements of Questions	SDA f (%)	DA f (%)	NS f (%)	A f (%)	SA f (%)	M	SD
1	I am aware of the audiology services available for my child's hearing needs.	14 (23.0)	19 (31.1)	13 (21.3)	11 (18.0)	3 (4.9)	3.50	1.13
2	I actively seek out information about audiology clinics and professionals in my area.	8 (13.1)	22 (36.1)	13 (21.3)	15 (14.3)	3 (4.9)	3.27	1.12
3	I believe that access to audiology services	6 (9.8)	28 (45.9)	14 (23.0)	10 (16.4)	3 (4.9)	3.39	1.03

	is essential for my child's hearing health							
4	I am proactive in scheduling regular appointments for my child's hearing evaluations.	7 (11.5)	27 (44.3)	13 (21.3)	10 (16.4)	4 (6.6)	3.3 7	1.09
5	I prioritize seeking timely intervention and support from audiology professionals for my child's hearing concerns.	13 (21.3)	28 (45.9)	5 (8.2)	13 (21.3)	2 (3.3)	3.6 0	1.14
	Overall Mean	3.426						

Table 4.10 Explore the role of special education institutes in rehabilitation of students with hearing impairment on the basis of parent's opinion of the questionnaire. Parents either agreed or strongly agreed (56.1%) that I am aware of the audiology services available for my child's hearing needs having M (3.50) & SD (1.13). Respondents either agreed or strongly agreed (49.2%) that I actively seek out information about audiology clinics and professionals in my area with M (3.27) & SD (1.12). Participants either agreed or strongly agreed (55.7%) that I believe that access to audiology services is essential for my child's hearing health having M (3.39) & SD (1.03). Parents either agreed or strongly agreed (55.8%) that I am proactive in scheduling regular appointments for my child's hearing evaluations having M (3.37) & SD (1.09). Participants either agreed or strongly agreed (67.2%) that I prioritize seeking timely intervention and support from audiology professionals for my child's hearing concerns having M (3.60) & SD (1.14).

Table 4.11 Speech and Language Therapy

Sr. #	Statements of Questions	SDA f (%)	DA f (%)	NS f (%)	A f (%)	SA f (%)	M	SD
1	Speech and Language Therapy aims to improve communication skills and overall quality of life.	8 (13.1)	16 (26.2)	17 (27.9)	14 (23.0)	6 (9.8)	3.0 9	1.1 9
2	Individuals receiving Speech and Language Therapy may experience improvements in speech fluency and clarity.	8 (13.1)	22 (36.)	13 (21.3)	17 (27.9)	1 (1.6)	3.3 1	1.0 7
3	I believe that access to audiology services is essential for my child's hearing health	9 (14.8)	30 (49.)	6 (9.8)	10 (16.4)	6 (9.8)	3.4 2	1.2 1
4	Early intervention with Speech and Language Therapy can	7	25 (41.0)	13	13 (21.3)	3 (4.9)	3.3 2	1.0 9

	significantly impact developmental outcomes.	(11.5)		(21 .3)				
5	Speech and Language Therapy encompasses various techniques, including articulation therapy, language intervention, and augmentative communication strategies	5 (8.2)	29 (47.5)	13 (21 .3)	11 (18.0)	3 (4.9)	3.3 6	1.0 3
	Overall Mean	3.3						

Table 4.11 Explore the role of special education institutes in rehabilitation of students with hearing impairment on the basis of parent's opinion of the questionnaire. Respondents either agreed or strongly agreed (39.3%) that Speech and Language Therapy aims to improve communication skills and overall quality of life with M (3.09) & SD (1.19). Participants either agreed or strongly agreed (49.2%) that Individuals receiving Speech and Language Therapy may experience improvements in speech fluency and clarity having M (3.31) & SD (1.07). This table also elaborates that Speech and Language Therapy interventions are tailored to address specific communication difficulties such as parents either agreed or strongly agreed (64.0%) with M (3.42) & SD (1.21). Respondents either agreed or strongly agreed (52.5%) that Early intervention with Speech and Language Therapy can significantly impact developmental outcomes having M (3.32) & SD (1.09). Participants either agreed or strongly agreed (55.7%) that Speech and Language Therapy encompasses various techniques, including articulation therapy, language intervention, and augmentative communication strategies with M (3.36) & SD (1.03).

Table 4.12 Educational Support Services

Sr. #	Statements of Questions	SDA f (%)	DA f (%)	NS f (%)	A f (%)	SA f (%)	M	SD
1	Educational support services are essential for student success.	5 (8.2)	29 (47.5)	13 (21.3)	11 (18.0)	3 (4.9)	3.3 6	1.0 3
2	Access to tutoring and academic advising enhances learning outcomes.	11 (18.0)	28 (45.9)	8 (13.1)	12 (19.7)	2 (3.3)	3.5 5	1.1 0
3	Adequate resources for educational support positively impact academic performance.	12 (19.7)	29 (47.5)	7 (11.5)	10 (16.4)	3 (4.9)	3.6 0	1.1 2
4	Availability of counseling services improves student well-being and retention.	18 (29.5)	33 (54.1)	3 (4.9)	6 (9.8)	1 (1.6)	4.0 1	.90
5	Effective communication channels between students and support staff foster a supportive learning environment.	21 (34.4)	28 (45.9)	3 (4.9)	8 (13.1)	1 (1.6)	3.9 8	1.0 4
	Overall Mean	3.7						

Table 4.12 Explore the role of special education institutes in rehabilitation of students with hearing impairment on the basis of parent's opinion of the questionnaire.

1.12 Discussion

The part that safety and health measures assume in the fundamentals of literal physical advancement of students with hearing impairment is major. Thus, hearing impairment can influence not only the sphere of communication, language, but physical activity as well, as physical education and recreation can be a problem for Hard of hearing students. Measures of safety and health can therefore assist in guaranteeing that children in this category have equal chances in improving their physical skills. It is the professional pedagogical knowledge of the physical education teachers, who are able to adapt the activity for the inclusion of HI students, and include sign language and touch cues where necessary to enhance the meaningfulness of the task and safety of the child. Employing devices such as higher quality instruments like an FM system, which amplifies the sound that the hearing-impaired students are receiving and provided wearable technologies that offer the hearing-impaired students a feel of the event and the activities going on in their environment increase their chances of participating physically.

That is why it is suggested to use such visual warning signals as preliminary light or hand signals so hearing-impaired students will be aware of how to avoid possible dangers or notice other changes in the environment. On the same note, getting sign language interpreters or having note-takers can be helpful when the instructor is talking to the hearing-impaired student so that the student will feel welcome and safe. Teachers and staff need to know any medical aspects regarding the impairment; for example, if the child has balance problems or should avoid loud noises. Promoting other extra activities such as sports that makes use of little or no signal other than touch for example swimming, other forms of art such as visual arts can also enhance the physical development and enable the child to get interacted with others. By informing hearing students on hearing impairment; prejudice and optimistically embracing play with impaired children; prejudice can be d-emphasized and children with impairments can be easily accepted. When these safety and health measures are put in place educators will enhance development and safety of hearing-impaired students which in turn will enable them to thrive to the best of their potential.

1.13 Conclusion

From the findings of the study: Researcher concluded that in government sector of schools with hearing impairment the facilities are limited. I concluded that staff is limited in government sector schools. Less resources provide in the government sector schools. Safety alarms are not installed in government sector schools. I concluded that proper emergency exits are not there in government sector schools. There are no extra co-curricular activities are not performed. Students with hearing impairment do not recognize safety symbols written on boards because proper guidance is not given to them in government sector schools. In government sector proper hygiene routines are not followed by everyone. Govt. sector institutes lack Weather alert system which indicate the students in bad weather either they stay in the buildings or not. Researcher concluded that in private sector child with hearing impairment have a good chance to get proper physical development. Private sector maintains good hygiene system for everyone in their institution. Private sector staff is very cooperative in the comparison of the govt. sector. In govt. sector hearing impaired schools there is lack of assistive devices for hearing impairment rather than private institutes provides assistive devices to students. Faculty does not work on physical development of a hearing-impaired student in govt. school but on other side the private schools like AL Noor, Beacon House, Bloom Field Hall & Lahore Grammar School do work on the safety health measures and students' development.

1.14 Recommendations

The study on the basis of findings recommended that for addressing, the government should keep the needs of special education on top of the agenda. Government should allocate more resources in the budget, especially for hearing impaired education, health and physical development of those who are living in rural areas. The government should hire professional Physical Therapist, Occupational Therapist and Audiologists for the treatment and the physical development of hearing-impaired students.

1. There physical development is also one of the main problems faced by hearing impaired students in socialization. In order to address this problem, Sign Language expert should be introduced at elementary level so that they can get physical development to understand the procedure by which safety health measures are done easily. The government should give the emergency exit evacuation plan in the building of every special education institution across Pakistan.
2. The Islamic teacher should guide the rights and safety hygiene of hearing-impaired students regarding in the light of the Holy Quran and Hadith at Institute. The print and electronic media should broadcast all safety health measures by the help of sign language experts for the safety measures of hearing-impaired students.
3. Professional higher Authorities can also play a pivotal role in helping them solve their problems on a sustainable basis. As these professionals are trained in the art of provision assistance to all safety health measures. Therefore, they should be involved in the identification of their problems. In addition, government should help the Private and government sector departments as well as NGOs in the solution of their problems.
4. The government should establish a section in the institutes of HI where they should be taught skills regarding safety health measures for their physical development. The emergency kits should be installed in every section of the Institutions. The smart TVs should be installed that indicate safety health precautions.
5. Rec (2006) A group of 19 member states have come together to discuss policies that will assist parents take good care of their children. These policies will outline the steps that the government should take to support parents in this role and provide the conditions that parents need to do so. Rec (2002) A high-quality, easily accessible, reasonably priced, and adaptable child day care service is something that all eight member states should work to improve.
6. "Children's Rights Protection Act" Section 26, According to Articles 1, 3, and 4, it is the duty of state and local governments to assist families financially. This includes funding for schools, hospitals, and other medical facilities; as well as for cultural, athletic, and recreational groups that aim to encourage children's physical and creative growth; providing for children's free time; and generally assisting families in raising their children.
7. The researcher recommend that Pakistan Government should follow and implement foreign policies like European Committee of ministers held 2002 in the all public or private institutions of Pakistan for the development of all kinds of safety health measures for weaker section of the society for example, hearing impaired Students.
8. The Government should install the emergency blinking lights that give the signals in every institution for hearing impaired with sign language interpretation.
9. The emergency button should be installed in every institution. When the button is pressed in case of emergency it directly alert and send location to Police, Fire Brigade department and rescue 1122.

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