

## DOES TEACHERS' PERSONAL BACKGROUND AFFECT THE PERCEPTIONS OF TEACHERS TOWARD CWHI FOCUSED INCLUSIVE EDUCATION AND SUCCESSFUL IMPLEMENTATION OF CWHI FOCUSED INCLUSIVE EDUCATION IN THE SCHOOLS?

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### Abstract

*Inclusive Education is an education system which offers every child the right to receive quality education in an educational environment that is child-friendly biasfree and multicultural. The focus of the study is children with hearing impairment (CWHI) and their education. Philosophically, the study's paradigm is post positivism, where post positivist world view of quantitative approach with the description of biographical analysis of the respondents with inferential analysis of the variables are revealed out. This is related with natural model on objective reality. The data has been collected through individual survey with the teachers and head teachers. The survey questionnaire was prepared that was filled by the respondents from the schools where children with hearing impairments study of 7 provincial 20 districts of Nepal, through which inferential analysis of independent variables (age, gender, years of experience, employment status, position of respondents and disability of respondents) and dependent variables for implementation of inclusive education (roles & responsibilities of educational authority, important knowledge, availability of rights, participation, learning environment, equality, and inclusiveness) and dependent variables for school teachers' perception toward hearing impairment (self-efficacy, teachers' knowledge and attitude and student perception) are measured to identify significance level. Two null hypotheses were set to find the significance level of dependent variables and independent variables. By and large, it is found that teachers' age, gender, years of experience, position hold, employment status and disability with him or her show no statistically significant relation to successfully implement CWHI focused inclusive education and perception to CWHI focused inclusive education in schools. However in some of the cases, the set null hypotheses were rejected and some were completely retained.*

**Keywords:** Children with Hearing Impairment (CWHI), Disability, Inclusive Education, Perceptions

*Introduction*

### INTRODUCTION

Inclusive education is a broad area which is not simply 'accommodating' those who have been deprived of education. According to Barton (1997), "Inclusive education is about responding to diversity; it is about listening to unfamiliar voices, being open, empowering all members and about celebrating 'difference' in dignified ways.

Inclusive education is a process of addressing and responding to diversity of needs of all learners on the classroom, in the school and on the society and thereby reducing exclusion within and from education no matter what causes for exclusion could be. It is concerned with removing all barriers to learning and with the participation of all learners vulnerable to

exclusion and marginalization. It is a strategic approach designed to facilitate learning process for all children. It addresses the common goals of decreasing and to education, at least at the elementary level and enhancing access, participation and learning success in quality basic education for all (UNESCO, 2005).

The concept of inclusive education (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. In order to make this definition operative, the following groups should be involved: oppressed, marginalized and Dalit and indigenous people and minority, deprived of facility and suffering from social and cultural oppression. Inclusive education also focuses on the children affected by conflict, trafficking and superstition-related diseases (CERID, 2006).

In Nepal, integrated schools for blinds in 1965; Special schools for deaf in 1966; Special schools for blinds, physically disabled and intellectual disabled in 1970 and 1982 respectively were initiated. Nepal's government in 1997 formulated Special Education Policy to extend access to education of disabled children. Special education has been accepted as an identity of disabled children and for the special provisions to be provided for disabled children who are deaf, physically impaired, blind and intellectually disabled. In the context of disabled children, different programs are being conducted for ensuring accessibility of disabled children and creating environment for disabled children. On which, conduction of resource classes, establishment of audit centers, brail, accessible textbooks including symbolic language textbooks are managed. 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 (ECD to Secondary level) are there studying such schools in Nepal (DoE, 2016).

In Nepal the concept of inclusiveness in education emerged with the initiation of Education for All (EFA). Under the inclusive education, children came to be categorized as disabled, disadvantaged and marginalized. The disabled category included blind, deaf, physically helpers and mentally retarded children, the disadvantaged category included *Dalit*, ethnic minority-group and remote dwellers children and girls, and the marginalization category included orphan, street and bonded-labor children. 13 groups are identified under inclusive education which includes sexually abused, in prison, and diseased children and labeled them as Special Focus Group (CERID, 2006). The focus of the study is children with hearing impairment (CWHI) and their education. 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. A study book "Education Policy and Equal Education Opportunities", by Open Society Foundation mentioned that there is no public education system in the world that is entirely free of unequal educational opportunities. Aspects such as socio-economic background, motivation, and the policy/political context, just to name a few, are the most likely candidates in explaining differences among pupils in compulsory school systems. However, public education systems are often expected to play an important mediating role in addressing various forms of educational opportunity differentials by fostering inclusive education. Thus, while there are important cross-country variations in the forms, extent, and

degree of systematic inequalities of educational opportunity, and in the discrepancies in the policy responses, the overarching question here regards the extent to which education policy mediates or reinforces such discrepancies. Thus, inclusive education becomes one of the policy directives that have been most often adopted to ease the challenges of unequal education opportunities in public education systems for the persons with disability.

It has already mentioned above that Nepal has adopted inclusive approach for education with the initiative of EFA. In general assumptions, the practice of inclusive education for the children with disability (hearing impairment) seems to be happening in Nepal. However, it is necessary to find out whether the actual practice of inclusive education considering the children with hearing impairment is being happened in Nepal or not. Whether the main practitioners “teachers’ are being practiced it properly with its essence or not and how the teachers perceive inclusive education when practicing it with CWHI in schools of Nepal are the main concern areas of this study. In inclusive education, CWHI are the focus of this study where the perceptions of inclusive education among teachers towards CWHI in Nepal are revealed out by checking the significance relationship of dependent and independent variables set.

### RESEARCH QUESTION

Do Teachers’ personal background (Gender, Age, Years of Experience, Employment Status, Disability and Position) affect the perception of teachers towards CWHI focused inclusive education and successful implementation of CWHI focused inclusive education in the schools?

### PURPOSE OF THE STUDY

The intent of this study is to examine the relationship between the perceptions and the effectiveness of inclusive education with children with hearing impairment through set variables. The purpose of this descriptive and inferential quantitative method was to obtain statistical quantitative results by checking the significance level of dependent variables and independent variables through the use of chi-square test as mathematical tool.

### FORMULATION OF HYPOTHESIS

The experimental or research hypothesis for this study are formulated as follows:

A relation exists between teachers’ perceptions of hearing impairment focused inclusive education and the successful implementation of inclusion for hearing impaired children in the classrooms of schools.

### NULL HYPOTHESIS

The null hypothesis ( $H_0$ ) states that there is no relation between variables and that any observed relationship is only a function of chance. For the purpose of this investigation the null hypothesis reads as follows:

Null: Teachers’ age, gender, years of experience, employment status, position, and disability do not affect to the perception of teachers in implementing CWHI focused inclusive education.

And,

Teachers’ age, gender, years of experience, employment status, position and disability do not affect the perception of teachers towards CWHI focused inclusive education in schools.

### METHODOLOGY

The study will choose quantitative research approach with deductive method. The main notion of the study is to find know whether the significant relationship exists between teachers’ perceptions of hearing impairment focused inclusive education and the successful

implementation of inclusive education for hearing impaired children in the classrooms of schools.

### RESEARCH DESIGN

The research design for the study is descriptive and inferential (Chi-square test) ones on which the quantitative data collection and analysis of the data has been done. Thus, quantitative data has been collected through individual survey with 282 teachers and head teachers. The survey questionnaire was prepared that was filled by the respondents from the schools where children with hearing impairments study of 7 provincial 20 districts namely Jhapa, Morang, Sunsari (Province 1), Bara, Rautahat (Province 2), Kathmandu, Lalitpur, Bhaktapur, Kavre, Sindhupalchowk, Sindhuli and Makwanpur (Province 3), Kaski, Syanjha, Baglung and Gorkha (Province 4), Rupendehi, Dang (Province 5), Surkhet (Province 6) Doti (Province 7) through which perceptions of inclusive education towards hearing impairment were figured out. The questionnaire has three parts as biographic information of the respondent; implementation of inclusive education (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 student perception towards), on statement format in terms of completely agree; agree, undecided, disagree and completely disagree. The questionnaire was set according to the indicators designed for inclusive education in relation to inclusive education and educational theory. For the indicators, Quality Indicators for Inclusive Education (Jangira&Kapoor, 2017) was referred along with Inclusive Education Policy, 2016 of Nepal for People with Disabilities. The data were analyzed using SPSS version 20.

### RESULTS

#### Inferential Statistics

The Relationship between Teachers' Gender, Age, Years of Experience, Employment status, Position, Disability and Implementation of CWHI Focused Inclusive Education

**Table No. 1**The Chi-squared and p-value of the dependent variables against the independent variables of the successful implementation of CWHI focused Inclusive Education

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
<b>Roles and responsibilities of educational authority</b>						
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*
<b>Important Knowledge</b>						

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*
<b>Availability of rights</b>						
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
<b>Participation</b>						
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
<b>Learning Environment</b>						
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
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
<b>Equality</b>						
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*
<b>Inclusiveness</b>						
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 1, a significant relation ( $p < 0.05$ ) exists between the following:

- The age of teachers and their perception towards SMC activeness for the education of children with hearing impairment
- 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 inclusive education 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
- 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 inclusive education, the Chi-square test was found not statistically significant for the majority of null hypotheses as represented by the items in Table 19 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 inclusive education in schools.

**THE RELATIONSHIP BETWEEN TEACHERS' GENDER, AGE, YEARS OF EXPERIENCE, EMPLOYMENT STATUS, POSITION, DISABILITY AND THE PERCEPTION OF TEACHERS TOWARDS CWHI FOCUSED INCLUSIVE EDUCATION**

*Table No. 2 The Chi-squared and p-value of the dependent variables against the independent variables of the perception of teachers towards CWHI focused Inclusive Education*

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
<b>Self Efficacy</b>						
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
<b>Teachers' Knowledge and Attitude</b>						
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
<b>Students' Perception</b>						
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

According to table 2, 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 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 inclusive education to other teachers.
- The disability of teachers and their perception towards the need of more patience for the education of the students in schools.

The null hypotheses of the above mentioned items are rejected. In relation to the hypothesis set in perception of teachers towards CWHI focused inclusive education, the Chi-square test was found not statistically significant for the majority of null hypotheses as represented by the items in Table 20 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 inclusive education in schools.

## DISCUSSION

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

The research question for the analysis was that do teachers' gender, age, years of experience, employment status, disability, and position affect the successful implementation of inclusive education 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, and disability do not affect to the perception of teachers in implementing CWHI focused inclusive education.

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 inclusive education, the Chi-square test was found not statistically significant for the majority of null hypotheses as represented by the items in Table 31 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 inclusive education in schools. However in some of the cases mentioned below, the set null hypothesis was rejected and some are completely retained.

## 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 does effect on 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 variables (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 does effect on 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 ( $p < 0.05$ ) exists in none variable (i.e 0%) between years of experience of teachers. That means teachers' years of experience do not affect on 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 ( $p < 0.05$ ) 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 does effect on 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 ( $p < 0.05$ ) exists in one variable (i.e 5.88%) between teachers' position and,

- ✓ CWHI data are managed by SMC

That means position hold by teachers does affect on 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 ( $p < 0.05$ ) 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 does affect on 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 ( $p < 0.05$ )

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 does effect on 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 ( $p < 0.05$ ) exists in none of the variables (i.e. 0%) with gender of teachers. That means, teachers' gender does not effect on perception towards important knowledge required in schools and teachers.

#### **Important Knowledge with Years of Experience of Teachers:**

Out of 8 variables, a significant relation ( $p < 0.05$ ) exists in none of the variables (i.e. 0%) with years of experience of teachers. That means, teachers' years of experience does not effect on perception towards important knowledge required in schools and teachers.

#### **Important Knowledge with Position Hold by Teachers:**

Out of 8 variables, a significant relation ( $p < 0.05$ ) exists in none of the variables (i.e. 0%) with position hold by teachers. That means, teachers' position hold does not effect on perception towards important knowledge required in schools and teachers.

#### **Important Knowledge with Employment Status of Teachers:**

Out of 8 variables, a significant relation ( $p < 0.05$ ) exists in 3 variables (i.e. 37.5%) between employment status of teachers and,

- ✓ Research and study initiation on inclusive education 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 does affect on perception towards research and study initiation on inclusive education; 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 ( $p < 0.05$ ) 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 inclusive education 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 does affect on 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 inclusive education 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 ( $p < 0.05$ ) 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 does effect on 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 ( $p < 0.05$ ) exists in none of the variables (i.e 0%) with gender of teachers. That means teachers' gender does not effect on perception towards availability of rights to CWHI.

#### Availability of Rights with Years of Experience of Teachers:

Out of 5 variables, a significant relation ( $p < 0.05$ ) exists in none of the variables (i.e. 0%) with years of experience of teachers. That means, teachers' years of experience does not effect on perception towards availability of rights to CWHI.

#### Availability of Rights with Position Hold by Teachers:

Out of 5 variables, a significant relation ( $p < 0.05$ ) exists in none of the variables (i.e. 0%) with position hold by teachers. That means, teachers' position hold does not effect on perception towards availability of rights to CWHI.

#### Availability of Rights with Employment Status of Teachers:

Out of 5 variables, a significant relation ( $p < 0.05$ ) 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 does effect on 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 ( $p < 0.05$ ) 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 does effect on 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 ( $p < 0.05$ ) 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 does effect on 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 ( $p < 0.05$ ) 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 does effect on perception towards teachers' regular professional and practical CWHI focused trainings.

### **Participation with Years of Experience of Teachers:**

Out of 5 variables, a significant relation ( $p < 0.05$ ) 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 ( $p < 0.05$ ) 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 ( $p < 0.05$ ) 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:**

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 does effect on 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 does effect on 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 effect on 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 does effect on 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 individual education plan (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 does effect on 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 does effect on 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 does effect on 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:**

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 does effect on 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 does affect on 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 does affect on 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 does affect on 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, and Disability) and Perception of Teachers towards CWHI Focused Inclusive Education. 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 inclusive education 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 inclusive education 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 30).

In relation to the hypothesis set in perception of teachers towards CWHI focused inclusive education, the Chi-square test was found not statistically significant for the majority of null hypotheses as represented by the items in Table 30 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 inclusive education 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 does effect on perception towards self-efficacy to educate the students without changing any process.

#### **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 does effect on 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 does not effect on 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 does effect on 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 does effect on 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 does effect on 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 effect on 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 does effect on 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 does not effect on 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 effect on 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 does effect on 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 does effect on 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 inclusive education; 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 effect on 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 effect on 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 does not effect on perception towards students' perception.

**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 does effect on 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 effect on 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 effect on perception towards students' perception.

#### CONCLUSION

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

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#### ABBREVIATIONS

CERID: Research Centre for Educational Innovation and Development

CRE: Creative Exercise

CWHI: Children with Hearing Impairment

DoE: Department of Education

ECA: Extra Curriculum Activity

ECD: Early Child Development

EFA: Education for All

RCMC: Resource Class Management Committee

SIP: School Improvement Plan

SMC: School Management Committee

SPSS: Statistical Package For The Social Sciences

UNESCO: United Nations Educational Scientific and Cultural Organization