

Parents of Children with Hearing Loss in Inclusive Education in Turkey: Which Problems Do They Face and What Do They Need?

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ABSTRACT

This study aimed to determine the problems and needs of the parents of children with hearing loss in primary and secondary inclusive schools in Turkey. A mixed methods exploratory sequential design was conducted, where the qualitative data were followed by quantitative data. The participants were determined by purposive sampling method. In the qualitative phase, semi-structured interviews were held with the parents, and the themes related to the problems and needs of the parents were created by analyzing the data through an inductive approach. The data were not only used to identify the problems and needs, but also formed the basis of the Parents' Problems and Needs Questionnaire (PPNQ). A total of 66 parents participated in the study. In the quantitative phase, the PPNQ was developed and administered. The quantitative data obtained through the questionnaire were combined with the qualitative data. Qualitative data of the research were made using content analysis, and quantitative data were made using descriptive analysis method. The findings indicated that the primary problems for parents were the absence/inadequacy of the educational support services. Parents had communication problems with the teachers, they fell short regarding the education of their children, and problems arose regarding the approach of typically developing peers and their parents towards the children with special needs. These problems implied that the parents needed more information on inclusive education, psychological support, and financial support. As a result, the necessity of arrangements has emerged to provide educational support services for both the parents and students, especially in inclusive educational settings in Turkey. Therefore, it can be alleged that it is vital to invigorate the available regulations.

KEYWORDS

Inclusion; hearing loss; inclusive education, deaf education; parents; mixed methods.

INTRODUCTION

Hearing loss can be detected in the first days of infancy through objective tests within the scope of the Universal Newborn Hearing Screening Program and its national versions. Early intervention, beginning with early diagnosis, and the improvements in hearing technology, such as hearing aids and cochlear implants, have revealed substantial progress in the education of children with hearing loss (Turan, 2018). Thus, the children with hearing loss (CHL) have had more opportunity to be educated with their peers through inclusion when compared to the past.

It has been claimed that equal educational opportunities could be provided for CHL and their normally hearing peers, and it would be easier for them to adapt to society through the experiences that they could gain during this education (Lynch and Hanson 2011). The CHL need to be educated together with their hearing peers, mostly by considering their academic level and language learning needs (Antia, Jones & Luckner, 2011). Therefore, it has been observed that the general education curriculum, namely inclusive education, is becoming widespread worldwide (Voltz, Sims & Nelson, 2011) and in Turkey (Akay & Gürgür, 2018), instead of the special education curriculum for the education of CHL.

Special education services and inclusion in Turkey

The practices of inclusive education covering the CHL have increased in Turkey in recent years. Considering the data of the Ministry of National Education Strategy Development Directorate, the number of inclusive students, which was 93,000 in the 2010/2011 academic year, reached 261,000 in the 2019/2020 period. The legal regulations for students with special need, which stipulate that they to be educated in regular classes, were established in the Code for Special Education Services (2018), in line with the principle of 'least restrictive environment'. This constitutes the legal basis for CHL to be educated in the same environment as their peers through provision of the necessary educational support services. Thus, regular schools where CHL may receive education come to the forefront. The children with special needs receive education in different educational environments based on their needs, which can be classified as boarding schools, special education schools, special classes, and regular classes, from the most restrictive one to the least. It was quoted that the physical conditions of classes in regular schools have not been arranged in accordance with inclusive students, and some problems have arisen, such as shortcomings in providing the necessary educational support services (Gürgür, Kış & Akçamete, 2012).

Studies regarding inclusive practices

Inclusion is the product of teamwork, and children, teachers, and parents are the core elements of the team. It has been emphasized that parents are essential for the success of education, as they provide home-school cooperation and maintain educational support activities at home (Nketsia, 2017). In this regard, it was important to review earlier studies to set the framework. In doing so, it was observed that the studies were conducted with the educators with or without

inclusive students, the students with or without special needs, and finally, with the parents of children with special needs or those with typical development.

Studies with educators and students

Since inclusion began to be implemented in Turkey, most of the research conducted has been aimed at determining the views of the educators towards inclusion. By and large, the results have illustrated that the general education teachers who had a child with disability in his/her classroom did not have enough knowledge about instructional adaptation and some of their adaptations were limited in nature. The studies where the participants were informed about inclusion reported positive changes in attitudes (Akay & Gürgür, 2018).

The studies with the teachers who had a CHL in the classroom, it was observed that the number of these research studies was relatively less, and they mostly aimed at determining the attitudes of educators towards inclusion and the sources of the experienced problems (Sindelar, Brownell & Bilingsley, 2010). It has been pointed out that primary school teachers with the collaborative teaching approach were successful in ensuring the active participation of students during the course, using course materials, presenting and evaluating the course, communicating with the students with special needs, and giving feedback to increase the quality of teaching (Robinson, 2017). In summary, it can be alleged that the studies conducted with educators have focused on attitudes towards inclusion, increasing the quality of inclusive education, and the problems experienced by teachers.

On the side of the students, it was observed that the studies have been aimed at determining the social difficulties and academic progress of students with disabilities when compared to their typically developing peers. First of all, it was found that the studies conducted with the students with intellectual disabilities focused on identifying the problems encountered in their relationships with their peers (Blackman, 2016) and teaching the students with typical development how to help their peers with disabilities (Çolak, Vuran & Uzuner, 2013). On the other hand, the studies conducted with CHL focused on the problems experienced by the students (Berndsen & Luckner, 2012) and examined its effects on the psychosocial development of the students. There have also been studies on the conditions of educational environments. It can be argued that they have all emphasized the need for the CHL to have sufficient language and communication skills before educational placement, and the importance of achieving academic competency in an inclusive environment.

Studies with parents

The study of Sucuoğlu (1995), with the parents of children with special needs, was about participating in education from the perspective of inclusion in Turkey. It was revealed that other studies have focused on the problems experienced by parents and the academic achievements of their children, determining the attitudes of teachers, students, and their parents towards inclusion (Batu & Öncül, 2005).

It was concluded that the parents needed information and informative training on how to teach some skills to their children in studies with the parents of CHL (Bekar, 2020; Cankuvvet,

2015; Kılıç, 2020). It was revealed that the international studies conducted with the parents concentrated on the educational needs of the parents of children with disabilities (Siklos & Kerns, 2006).

Inclusion research in Turkey and international studies revealed that the needs of parents should be determined, and that they and their children should be supported, and their problems should be overcome. The views of the parents are important for inclusion to be successful. Although there have been some studies with the parents of children with developmental disabilities in Turkey, no studies with the parents of CHL in inclusive educational settings could be found. Considering that the CHL take part in inclusive practices, it is necessary to identify the problems and needs of their parents and offer solutions.

Purpose

The purpose of this study was to determine the problems and needs of the parents of CHL in primary and secondary schools in Turkey. The research questions were as follows:

- 1) What are the opinions of the parents on inclusive education in general?
- 2) What are the expectations of parents from inclusive education?
- 3) What problems do parents experience during inclusive processes?
- 4) According to the parents, what are the problems experienced by the CHL during the inclusive education?
- 5) What are the solutions suggested by the parents for the problems experienced during the inclusive education?

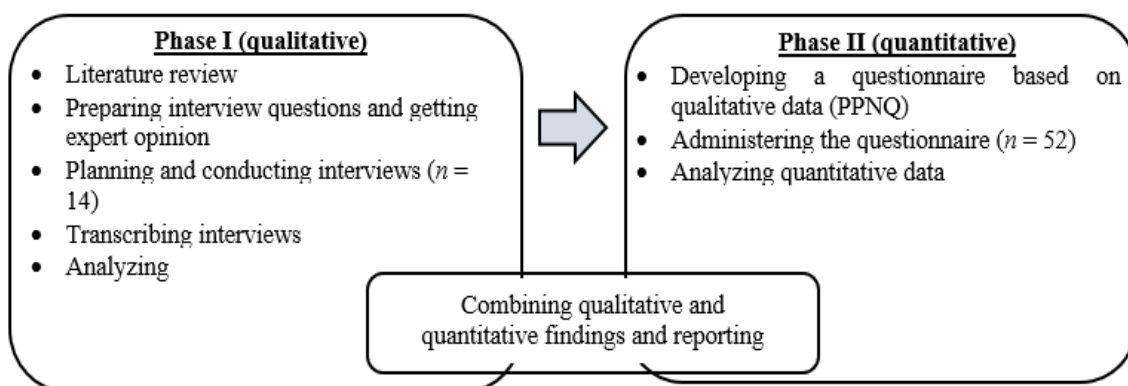
METHOD

Design

Mixed methods research with exploratory sequential design was chosen for the study design. The research process is shown in Figure 1.

Figure 1

Research process.



Mixed methods research is not a rough combination of qualitative and quantitative methods, but is formed using superior aspects of those methods in a way that supports each other in a study on a certain subject (Creswell & Creswell, 2017). In this study, qualitative data

were first obtained and analyzed due to the nature of the research process, and then an instrument (questionnaire) was developed in line with the obtained data based on the qualitative data. In this way, the findings of both analyses were explained independently, but interpreted in combination with each other in the discussion section. Therefore, an exploratory sequential design, one of the mixed methods research designs, based on the classification of Creswell and Creswell (2017), was used in this study. That is why complete conceptualization could not be achieved, depending on whether the subject under investigation was not satisfactorily studied in the literature or with different groups according to the explanation of Creswell and Zhang (2009). There are various approaches to the classification of mixed methods research. The methodology of this study was inductive by its theoretical orientation, explanatory by the purpose of use of the data, and sequential by timing based on the classification of Guest (2013), exploratory sequential by initially collecting qualitative data according to Mills and Gay (2016), and an advanced exploratory pattern among the basic patterns of Creswell and Creswell (2017).

Participants

The participants of the study consisted of the parents of CHL in inclusive education through adopting the purposive sampling method. Information about the participants for both phases of the study is presented in Table 1.

Table 1

Participants of the study and data collection tools/techniques.

Phase	Data collection tools/techniques	No. of parents
I. Qualitative	Interview protocol	14
Conducting semi-structured interviews	Participant information form Researcher's diary	
II. Quantitative	PPNQ*	52
Administering a questionnaire	Participant information form	
Total		66

*Parents' Problems and Needs Questionnaire

As shown in Table 1, semi-structured interviews were conducted with 14 parents (determined by purposive sampling method) including 6 mothers, 7 fathers, and 1 grandmother of a CHL in inclusive primary and secondary schools. Of the parents, 3 graduated from primary school, 3 graduated from high school, and 8 had an undergraduate degree.

The Parents' Problems and Needs Questionnaire (PPNQ) was developed based on the analysis of interviews with parents and administered to a wider sample. A sampling method similar to the previous stage was used. There were 59 parents of CHL in primary and secondary inclusive schools. Although it was attempted to reach the whole sample, only 52 parents accepted the questionnaire. Of the 52 parents in the quantitative phase, 33 were mothers and 19 were fathers. The educational backgrounds of the parents were determined to be high

school: 38.5%, undergraduate: 21.2%, and graduate degrees: 3.8%, respectively. Of the CHL, 57.7% were girls. The mean age of the CHL was 10 years and 3 months.

Data Collection Techniques and Process

The research consisted of 2 phases. In the first phase the data were obtained using the semi-structured interviews, participant information form, and the researcher's diary. In the second phase, quantitative data were collected through a questionnaire (PPNQ) and participant information form. The data obtained through the semi-structured interviews were analyzed inductively and a questionnaire was developed and administered on this basis.

Semi-structured interview: This technique was used in this research for 2 main purposes: 1) to obtain qualitative data for determining the problems and needs of parents of CHL, and 2) to obtain data as a source for the questionnaire developed in the subsequent phase, as it was a sequential mixed methods study. Interview questions were developed through determining their validity and reliability by experts (Glesne, 2016). The consent form was collected from each participant and pseudonyms were given to the participants to ensure confidentiality. The interviews, which lasted a total of 417 min, were conducted by the first researcher in a place and period in which the parents were available.

Participant information form: The forms, which including sections for determining the demographic information of the participants and the characteristics of their CHL, were used in both phases.

Researcher's diary: The researchers were not the teachers of the students and received the data from their parents. The first researcher kept a diary, which was listed to be among the data sources of the qualitative research method by Christensen, Johnson and Turner (2014), in which observations about all of the parts and process of the research, as well as feelings and thoughts, were recorded. Reflective diaries, covering all the aspects of research processes before and after the semi-structured interviews, and following administration of the questionnaires were kept on a personal computer.

PPNQ: The questionnaire, comprising 39 items, was developed on the basis of the findings from the qualitative analysis and had a 4-point Likert-type scale with the grading as: "I do not agree at all (1 point)", "I do not agree (2 points)", "I agree (3 points)", and "I completely agree (4 points)". Before administration of the questionnaire, the voluntary participation of the participants was taken as a basis, as was the case before the interviews, and the informed consent form, which included informative text regarding the purpose of the research, was signed by the participants. In order to determine the content validity of the PPNQ, 10 field experts evaluated the items of the questionnaire as a whole and individually. The questionnaire was administered to 52 parents of CHL who agreed to participate. The return rate was 100%, as the surveys were administered one-on-one by the first researcher.

Data Analysis

The analysis of semi-structured interviews was conducted in 2 stages: preparation for analysis and the content analysis of data with an inductive approach. The audio recordings were

transcribed using computer software during the preparation process. The statements of the participants were conveyed as they were, without any corrections, abbreviations, or summarization during the process of transcribing. Afterwards, the accuracy of the transcripts was checked by an expert and the second author, without following a certain order or method. In the process of content analysis, main and sub-themes were created to make inferences from the data. Following these procedures, the findings that formed the basis of the first phase of the study and the developed questionnaire (PPNQ) were obtained. After completing the administration of the PPNQ, the data were entered into the Statistics Package for the Social Sciences software. It was checked against the possibility of incorrect data entry. Then, descriptive statistical analyses (mean and standard deviations) for the responses to all of the items were performed and the questionnaire items were ranked based on their weights. The findings obtained as a result of the analysis of the data by the qualitative and quantitative data collection technique/tool were combined.

Validity-Reliability

As it was relevant to the whole study, the validity and reliability were attempted to be explained through the criteria of credibility and accuracy. First of all, the researcher obtained the necessary permissions from the Eskişehir Provincial Governorship before starting the interviews. Validity and reliability are associated with the concept of 'trustworthiness' (Creswell, 2014). Trustworthiness has been described with triangulation, the supervision of the research process, the analysis process with the conceptual framework, and the detailed writing of the findings for verifiability. Accordingly, in this study, data diversification was achieved through semi-structured interviews with the parents, the administration of the questionnaire, and the researcher's diary. Investigator triangulation was provided by enabling field experts to examine the data set from different perspectives. As for theory triangulation, the opinions of the experts on the education of CHL were taken regarding the obtained data. In order to determine the content validity of the questionnaire from which quantitative data were taken, it was sent to 10 field experts to evaluate both the questionnaire as a whole and the items of the questionnaire separately. The feedback from the field experts was evaluated together with the thesis advisor and the questionnaire was finalised and made ready for application. Finally, the mixed methods research design was adopted in the study, and the methodology triangulation was achieved by seeking answers from different perspectives. It can be argued that some kind of methodological diversity was provided, as mixed methods research contains the characteristics of 2 different methods by their nature, even though they are classified under a different paradigm called pragmatism.

FINDINGS

The problems and needs of the parents of CHL were determined using qualitative and quantitative data collection tools/techniques together. While reporting the findings, the basic structure was formed depending on the emerging themes from the qualitative data analysis, as

presented in Table 2. In complementary words, due to the nature of the exploratory sequential pattern, data from both methods were reported in association with each other rather than under separate headings.

Table 2

Themes regarding the views of the parents.

-
1. The meaning of inclusion for parents
 2. The problems experienced during inclusion
 3. The positive aspects of inclusion
 4. The factors affecting the success of inclusion
 5. The needs of the parents
 6. The expectations and suggestions of parents
-

Meaning of inclusion for the parents

The meaning of inclusion for the parents was mostly referred to as being together with hearing peers of the CHL, and A1 quoted this as *“Being together with regular children”*. In the questionnaire, it was included with the items of ‘The difference of inclusion from other educational environments is that the CHL receive an education with their hearing peers’ and ‘Inclusion is that the CHL feel that they are not different from the hearing ones’ and high scores were found to be achieved. Moreover, sub-themes were created regarding the contribution to the language development of the students, the difference of educational environments with inclusive education, and teacher paying attention to the students individually.

Problems experienced during inclusion

Nine sub-themes related to the current theme were generated: problems with teachers, lack of educational support services, problems arising from the individual characteristics of the students, the inadequacy of parents in the education of their children, the failure of the persons and institutions responsible for the inclusive practices, inappropriate physical conditions of the classrooms, the negative approaches of their peers towards the CHL, the approach of the parents of hearing children to the CHL and their parents, and the problems related to society. Regarding the content of some of the sub-themes, problems with teachers can be exemplified by the statements of A1 *“...Many teachers at schools do not want inclusive students, as s/he could be trouble for them, increase the workload, unfortunately...”*, as the idea shared by all of the parents. This finding was included in the PPNQ, with the item of ‘Primary school teacher is fulfilling his/her responsibilities for my child’, and it was revealed that half of the participants chose ‘I do not agree at all’ and ‘I do not agree’, which supported the interview data. Regarding the lack of educational support services, A13 stated that *“The education at school was not enough for my child as it is necessary to teach some things in personal”*. The mean of the representative item in the questionnaire was 2.45, with 33% who disagreed and 10% who completely disagreed. As the CHL were in question, one of the crucial findings was that the reason why the CHL could not listen to the lesson well was the lack of acoustic insulation in the

classroom and lack of proper seating to be able to listen well to the teacher. As a result, the overlapping interview and questionnaire findings pointed out that the most important problem experienced by the parents was non-provided educational support services within the scope of inclusion.

Positive aspects of inclusion

The contributions of inclusion were determined to be regarding the linguistic, socioemotional, and academic development of the students, and the benefits to the parents. To illustrate, A10 emphasized the contribution of inclusion to language development with the expressions *"The contribution is, I mean, the child can speak the language normally, as he/she is together with regular children..."* The representative item in the PPNQ had responses of 52% who agreed and 38% who completely agreed, indicating that the parents believed inclusive practices to be beneficial for the language development of their child. Regarding the socioemotional development of the student, A1 expressed that the self-confidence of his/her child improved since he/she started the inclusive education, *"...Now, on the contrary, he/she is very confident, he/she can say I know a song and sing even if he/she doesn't know it..."* The representative item in the questionnaire had a 3.05 average, with 58% who agreed. This finding overlapped with the qualitative data, indicating that inclusive education contributed to the socioemotional development of CHL. Another finding was the contribution to the academic development according to the statement by A7, *"...As I said, in terms of success, it supported primary school a lot, he/she went and felt the environment, saw his/her friends, organized himself/herself better and accelerated his/her work..."* The average of the representative item in the questionnaire had a mean of 3.01, with 55% who agreed, implying that inclusive education contributed to the academic development of their children.

Factors affecting the success of inclusion

Ten sub-themes were created with regard to the impact of the individual characteristics of the students, influence of the teacher, support of stakeholder institutions, positive attitude of school administration, positive relationship of the students with their peers, awareness of the parents, contribution of the rehabilitation centers to the parents and the students, design of a proper curriculum for the student and the provision of educational support services, proper seating arrangement within the classroom, and perspective of society towards the individuals with special needs. Some views of the parents on this theme can be given as follows.

Regarding the effect of the individual characteristics of the students, A11 stated that the hearing loss was diagnosed late due to the additional disability of his/her child and thus caused disruptions in the child's education, *"We learned this thing about hearing too late... well now a brain disorder has been detected, it even affects all his/her muscles regarding walking ..."*. Regarding the influence of the teacher, it was revealed that the teacher accepted the student, informed the parents about the student, and took an active role during the process based on the expressions of A3, that *"Yes, he/she has in the school, the teacher directs us for example, very, very well, we have not always decided on our own, with the support of teacher I am in*

contact with ...". Nine parents highlighted the importance of the support of stakeholder institutions, such as Guidance and Research Centers (GRCs), school administration and teachers, and rehabilitation center as being responsible for the education of students among the factors affecting the success of inclusion. This subject in the questionnaire "It is important for the success of integrating the positive approach of the teacher to my child? As a result of the descriptive analysis, the average was 3.53, and the response percentage was stated as 60% who completely agreed and 36% who agreed. "Having enough knowledge of the teacher about the education of the hearing impaired significantly affects the success of mainstreaming," and with an average of 3.61 and response percentage of 71%, as expected in line with the qualitative analysis result. It was emphasized that the design of a proper curriculum for the student and the provision of educational support services, which was another important sub-theme, was a crucial factor affecting the success of the implementation.

Needs of the parents

The sub-themes of information, psychological support, and financial needs related to the theme of the needs of the parents also emerged. The words of A6, '*... they had friends like us, working in the institution, and we got to know them and asked what are you doing?, so what do you think...*', were remarkable regarding information requirements, and it was concluded that they did not have enough information about the process and could not contact competent people to receive information. Based on the analysis of the representative item in the questionnaire regarding the finding, an average of 2.92 with 35% who agreed and 4% who totally disagreed, was obtained, and it was decided that the parents needed information. Thus, it was deduced that the parents needed to be informed about the inclusive education system that they were involved in and the hearing aids used by their children. They also needed psychological support to cope with their problems. For example, A1 voiced that '*Now, in this case of, well, illness, in other words, in such disability situations, they do not have such consultants. You don't have too many mentors to guide you*'. The analysis of the representative questionnaire item related to this finding was found to match the qualitative data, with an average of 2.74, and 37% who agreed and 24% who completely agreed. As for financial needs, it was uttered that '*... we bought it thanks to the municipality,*' for the hearing aids needed by his/her child. The representative item in the PPNQ, '*I need financial support*', had high scores, with 38% who agreed and 35% who completely agreed. As a result, it can be claimed that the parents of CHL had information, psychological support, and financial needs.

Expectations and suggestions of the parents

There were 5 sub-themes: expectations from the state, expectations from the school administration and teachers, expectations from the parents of their peers, suggestions to overcome their problems, and suggestions for parents. It was observed that the parents mostly had expectations from the Ministry of Education and GRCs. Their expectations from the state were determined to be a regular follow-up of the education of the CHL, establishing a specific

institution for diagnosis and especially, for hearing technology amplification, and providing information regularly about the education of their children.

It was revealed that the parents expected school administrators and teachers to provide educational support services for the inclusive students, and notify them about the education of the students with special needs, including those with hearing loss. Concordantly, it was found that the average of the representative item in the questionnaire was 3.40, with 58% who completely agreed. In summary, the parents had expectations that all parents of hearing children and all people in society should be more conscious of CHL and other special needs.

The overall examination of the findings yielded that the problems experienced by the parents regarding the education of their children, their needs to overcome those problems, their suggestions for the solution of their problems, and the enhancement of their children's education were determined and it was concluded that both the qualitative and quantitative findings of the study supported each other to a great extent.

DISCUSSION

In this part of the study, which aimed to determine the problems and needs of the parents of CHL in inclusive education, the findings were discussed with the findings in the literature.

Meaning of inclusion for parents

The ideas about what inclusion meant for parents emerged in this theme. Participants noted that inclusion was an environment enabling their children to be together with their hearing peers, and supporting the language development of their students, mentioned the differences of inclusive education from other educational environments, and finally identified it as providing one-on-one education to the student by the teacher. Based on this, it can be deduced that there were positive thoughts about the participation of the students and parents, who have an important place in the lives of these children, in education, similar to the study of Yigen (2008) on determining the opinions and expectations of parents of inclusive students regarding the educational processes. Moreover, it was added that the students were socialized in the community and developed both academically and socially due to the inclusive education at school. In a similar study, Okagaki et al. (2002) interviewed the parents of 36 children with special needs in different developmental stages to determine their attitudes and expectations towards inclusion. As a result of their study, it was determined that the parents found that their child playing with their peers who had typical development to be beneficial for the socialization of their children. It seemed that the parents in the present study had thoughts similar to those of Okagaki et al. On the other hand, it was concluded that the parents of CHL hoped that the language development of their children would improve so that they would be able to speak closer to the language development levels of their peers.

Problems experienced during inclusion

By and large, it can be alleged that the quantitative findings supported the qualitative ones, and accordingly, the parents thought that primary school teachers did not exactly fulfil their

responsibilities towards their students. It was also emphasized in the literature that the knowledge and skills of the teacher about inclusion were among the most important factors to ensure the successful implementation of inclusion (Sindelar, Brownell & Billingsley, 2010). In this regard, it can be deduced that the teachers are not fully competent about special education, inclusion, and the education of individuals with hearing loss, even though they have had some training on inclusive education.

Parents must be involved in the planning of the education, so that the parents, who are both valuable sources of information and the supporters of the practices to be implemented, may actively participate in the process. Consequently, it could facilitate the development of realistic lesson plans (Mitchell, 2008). On the other hand, it was observed that teachers had expectations from parents to be more interested in their children and to cooperate with them. As a result, it would not be wrong to say that not only do the parents of CHL have problems with the teachers of their children, but also, the teachers have some problems with parents.

The lack of educational support services or the shortcoming of existing ones was another problem experienced by parents. In this regard, similar to the present finding, studies on the determination of special education services provided to CHL (Voltz, Sims & Nelson, 2011) revealed that individualized education plans (IEPs) were not prepared in school during the inclusive processes of CHL. It was explained to be the resulting of a lack of training for the teachers concerning individuals with hearing loss. The findings of the present study, in addition to the previous research, uncovered that the parents had problems due to the lack of educational support services for both themselves and their children, even though the importance of educational support services in inclusion has been emphasized in the literature. Another problem experienced by parents was that they did not know their legal rights satisfactorily at both the beginning and during the education of their child. The parents did not have sufficient information about the nature of their child's disability, did not find the achievements that their child attained to be adequate, did not have information about inclusive education, but they desired that their children were educated in regular schools (De Boer, Pijl & Minnaert, 2010). In this regard, it can be argued that the parents of CHL should be informed about what inclusive education primarily is, and about both the responsibilities of the teacher and the families during this process.

The parents also had problems due to the lack of responsibility of contact persons and institutions for the educational progress of their children. Primary school teacher and school counsellor, school administration, and GRCs were accepted to be the responsible persons and institutions. Previous research (Tekinarslan et al., 2018) also uncovered that there are a limited number of institutions in Turkey to inform and guide parents, and there is poor coordination among the existing ones. It would not be wrong to say that the solution can only be possible with the healthy communication and cooperation of all stakeholders.

Another finding that needs to be discussed is the improper physical conditions of the classrooms. It has been emphasized that the classroom environment should be as attractive as

possible and encourage the participation of students in learning and to develop a positive attitude towards education (Granlund & Roll-Pettersson, 2001). Furthermore, some precautions should be taken in the classroom so that the CHL will hear the teacher well and follow the lesson. In short, these measures should primarily include materials that will provide sound insulation in the classroom and also, the placement of students should be in a way that they are able to hear the teacher and classmates well. Inclusive classes should be arranged following the requirements of the students. The present study indicated that the reasons why the students could not listen well to the lesson were the lack of acoustic insulation in the classroom and the misplacement of students. It is inevitable that proper physical arrangements will affect education and student achievement in an affirmative way.

It has been noted that inclusive students experience problems due to the negative approach of their peers, and all of the interactions between the teacher-student and student-student influence the classroom environment (Gal, Schreur & Engel-Yeger, 2010). Accordingly, the importance of the interaction between the children with typical development and those under inclusion is clear. It is known that CHL have difficulties in managing their behaviors due to poor language development and thus, their social interactions could be badly affected. Similarly, Özdemir (2016) reported that nearly half of the CHL had negative relationships with their peers. As a result of this, it can be claimed that it creates an obstacle to the healthy progress of education and the complete realization of its purposes. Not only the behaviors of the parents of children with special needs, but also those of the parents of children with typical development are significant during the educational processes. Therefore, all of the parents of students in the classroom should be informed.

In summary, it was observed that the parents of inclusive students experienced many problems. Greater efforts should be made to eliminate all of these problems and ensure education with desirable standards. All of the individuals in classrooms should have equality of opportunity while playing games, receiving education, and engaging in social activities. The settings allowing all individuals to take steps towards their development should be provided in the classroom environment. In addition to aiming at academic development, it is important to make serious effort towards socialization, in terms of participation in society.

Factors affecting the success of inclusion

The first factor affecting the success of inclusion is the individual characteristics of the children. The individual characteristics are followed by the presence of additional disability, mental state, and the age at diagnosis of hearing loss. Within the scope of this study, it was observed that the student's hearing loss was ignored and diagnosed late, so there were disruptions in his/her education. It could also be understood that the education of the student was affected due to his/her mental state. In this case, the student's self-acceptance and self-esteem inevitably affect his/her education as well as his/her life.

It was revealed that some of the parents had a positive approach to both the teacher and their children. Some of the parents, on the other hand, contemplated that they had

communication problems with the teachers, and so their child's education was badly affected. It has been emphasized that the teacher's positive or negative approach towards both the students and their parents is a crucial factor in the success of inclusion (Dias & Cadime, 2016; Heiman, 2014).

Another essential element affecting the success of education was the support of stakeholder persons and institutions. Stakeholders such as GRCs, school administration, teachers, and rehabilitation centers are expected to be responsible for the education of students. As a result, it was obvious that the efforts of the parents and the students are not sufficient for the education to be successful, and that stakeholders and institutions need to work in harmony. It can be argued that cooperation among all stakeholders is necessary to overcome the possible problems in the past and present.

One of the aims of inclusion is that the student communicates well with his/her peers and is accepted by them. In this regard, the significance of students with typical development has been pointed out in the literature (Weisel & Dror, 2006). Inclusive education is based on the idea that both students with and without hearing loss should accept each other as they are, without excluding the children with special needs in their first social environment through which both of them can develop communication skills. It was mentioned by their parents that some of the CHL had positive relationships with their peers and had healthier socioemotional development. Another issue to be emphasized is that of acceptance of the child by the parents. As stated by the findings of the present study and the literature (Robinson, 2017), it can be alleged that the consciousness of parents of CHL plays an important role in the success of their children.

Needs of the parents

It was determined that the parents needed information, psychological support, and financial support, respectively. They emphasized that they obtained information from unreliable sources, they were not aware of the existence of an institution that they could appeal to for information, and they could not get reliable information from the teachers. Parents need information about communicating effectively with their children and managing their behaviors. The tension that they experience regarding the education of their child may decrease, they could be able to accept the situation that their child is in more easily and thus, they may contribute to educational processes further through meeting the above mentioned needs (Lindsay, 2007).

Expectations and suggestions of the parents

The expectations of the parents were from all stakeholders, including the state, school administration, teachers, and the parents of their peers. First of all, their expectations from the state came to the forefront. It consisted of regular follow-up by the responsible institutions beginning at the beginning of the student's education, and the establishment of a specific institution where diagnosis and instrumentation could be made specific to the individuals with hearing loss. It was concluded that they wished for regular inspection of the teachers at the school and to be informed about the education of their children. As a result, it was predicted

that the family-like behaviors of the teachers, school administration, and parents who, with or without inclusive students at school, would overcome those problems (Hornby, 2012). For each parent, children are the most precious and it is the wish of all parents that their children will have a good future with the best education.

CONCLUSION

What made the findings of the present study different from the literature was that the qualitative data were obtained primarily through semi-structured interviews and then, an original questionnaire based on those data was developed and analyzed. In other words, the data were obtained from different sources based on evidence. On the other hand, the problems and needs of the parents of CHL could not have been revealed as clearly as in the present study considering the previous studies on the subject under investigation, especially those in the national literature. Moreover, not only the problems and needs of parents, but also their thoughts, suggestions, and expectations about the education system in Turkey have been presented and exemplified. Thus, the findings of the present study differed from those of previous ones, and it is anticipated that the findings will contribute to the healthier progress of inclusive education, especially in Turkey, together with all stakeholders.

It should not be forgotten that the placement of CHL in regular schools is not sufficient for inclusion, and special education support services should be provided for their academic achievement and socioemotional development. It has been emphasized in the literature that there are some problems in the provision of special education support services in Turkey, despite all of the regulations. On the other hand, it should be kept in mind that inclusive education is the responsibility of all of society together with other institutions and organizations, as well as the Ministry of National Education. Therefore, it is inevitable for the Ministry of National Education to make systematic arrangements where educational support services can be provided for the proper functioning of the aforementioned system. Moreover, the parents voiced their problems in the present study, but it appeared that they did not see themselves as a part of the problem or solution. Therefore, it can be claimed that they did not recommend realistic solutions, even though they made some suggestions toward the solutions to the problems.

Considering the sample in newer studies on the parents of CHL in inclusive settings, it can be suggested to collect data from different provinces of Turkey in order to compare them, and the problems experienced by CHL and those with other special needs children can be investigated comparatively through a wider perspective with a larger group of researchers.

It is important to conduct studies that include implementation (intervention) to eliminate the problems and fulfil the needs identified in the process of inclusive education. In this vein, it may be suggested to conduct studies that address informative programs and educational support services for the parents.

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