

**COMMUNICATION APPROACHES USED BY PARENTS FOR EFFECTIVE
INTERACTION AMONG THEIR DEAF CHILDREN IN TALAVERA
AND SAN JOSE CITY, NUEVA ECIJA**

KOUGIE GUNGON UNIDO

**An undergraduate thesis submitted to the faculty of the Department of
Development Communication, College of Arts and Sciences,
Central Luzon State University, Science City of Munoz,
Nueva Ecija, Philippines, in partial fulfilment
of the requirements for the degree**

BACHELOR OF SCIENCE IN DEVELOPMENT COMMUNICATION

JUNE 2019



Republic of the Philippines
CENTRAL LUZON STATE UNIVERSITY
Science City of Muñoz, Nueva Ecija


COLLEGE OF ARTS AND SCIENCES
Department of Development Communication

APPROVAL SHEET

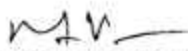
This undergraduate thesis entitled **COMMUNICATION APPROACHES USED BY PARENTS FOR EFFECTIVE INTERACTION AMONG THEIR DEAF CHILDREN IN TALAVERA AND SAN JOSE CITY, NUEVA ECIJA** prepared, presented and submitted by **KOUGIE GUNGON UNIDO** in partial fulfillment of the requirements for the degree, **BACHELOR OF SCIENCE IN DEVELOPMENT COMMUNICATION**, is hereby approved and accepted.


JOY NICOLE G. LUCERO
Adviser
02-07-19
Date



MARIA CORAZON M. VERA CRUZ
Critic
2-7-19
Date


ANDREA MAY C. MALONZO
Research Coordinator
Department of Development Communication
Date

Accepted as partial fulfillment of the requirements for the degree of **BACHELOR OF SCIENCE IN DEVELOPMENT COMMUNICATION**


DR. DANILO S. VARGAS
Department Chair
Department of Development Communication
Date


RICH MILTON R. DULAY
Research Coordinator
College of Arts and Sciences
2/8/19
Date


DR. EVARISTO A. ABELLA
Dean
College of Arts and Sciences
Date

BIOGRAPHICAL SKETCH

On the 15th day of October year 1998 at Cabanatuan City General Hospital the researcher of this study Kougie Unido was born, an only child of Mr. Jose Unido and Mrs. Emma Unido. They lived peacefully in San Alejandro, Quezon, Nueva Ecija or commonly known as Visoria. The researcher finished his primary school at San Alejandro Elementary School, he graduated with honors, while he finished secondary at Julia Ortiz Luiz National High School at Sagaba, Sto. Domingo Nueva Ecija. He is currently taking his Bachelor degree in Development Communication at Central Luzon State University located in Science City of Munoz, Nueva Ecija.

In his four years in tertiary he was a dean's listers in two consecutive semesters 2nd semester 2016-2017 and 1st semester 2017-2018. He chose this course to pursue his dream to be part of a magazine show production team. In his course he experienced to be a news writer, editor, radio anchor, disc jockey, radio drama actor, layout artist, jingle composer and to be a catalyst for change which is the essence of being a Development Communicator.

The researcher is a full-time student motivated by his love for learning and succeeding as he strive to become a best version of his self and become a successful man in today's society.

This research serves as his big step as a future development communicator who creates an avenue to foster the development of the lives of many people who belongs to the marginalized sector.

ACKNOWLEDGEMENT

The researcher would like to sing his rhythm of praises and deepest gratitude to the support and assistance extended to him by numerous people who contributed to make this study possible.

The researcher would like to thank his adviser, Ms. Joy Nicole G. Lucero, for her undying support despite her very busy schedule. She guided the researcher in the right direction with this study. The researcher would like to say that she has been awesome throughout this whole process. Also, to the researcher's critic Prof. Maria Corazon M. Vera Cruz who also contributed for the refinement of this study, her knowledge and experience helped the researcher to further improve his study.

The researcher would also like to thank the principals of both schools, namely Dr. Christian C. Halili of San Jose West Central School, and Ms. Lourdes D. Fraile of Talavera Central Elementary School, for assisting and allowing the researcher to conduct his study on their schools.

To the researcher's family, he wants to thank them for supporting him in all aspects especially their philanthropy that made this study possible. To the researcher's friends KANAYON for their wonderful support while the researcher spent time in working on this study.

All of the support, gentle guidance, patience and encouragement have been instrumental in the researcher's growth as a diligent individual. Without all of the aforementioned people, none of this would have been a success.

VALAR MORGHULIS!

TABLE OF CONTENTS

	PAGE
BIOGRAPHICAL SKETCH	
ACKNOWLEDGEMENT	
LIST OF TABLES	viii
LIST OF FIGURE	x
LIST OF APPENDICES	xi
ABSTRACT	xii
INTRODUCTION	1
Background of the study	1
Statement of the Problem	3
Objectives of the Study	4
Hypothesis of the Study	5
Significance of the Study	5
Scope and Limitations of the Study	6
Time and Place of the Study	7
REVIEW OF RELATED LITERATURE	8
Deafness	8
Socio-demographic	9
Communication Characteristics	10
Communication Approaches	10
Sign Language	11
Cued Speech	12
Lip Reading	12
Auditory Verbal Communication	12
Real-time Transcription	13
Captioning	13
Learning Development of Deaf Children	14
Deaf Child in Hearing Parents	14
METHODOLOGY	16
Theoretical Framework	16
Conceptual Framework	17

Operational Definition of Terms	19
Locale of the Study	22
Research Design	22
Sampling	22
Data Gathering Instrument	23
Data Gathering Procedure	23
Data Analysis	24
RESULTS AND DISCUSSION	25
Respondents' Socio-demographic Characteristics	25
Age	25
Sex	25
Educational Attainment	26
Occupation	26
Monthly Income	27
Communication Characteristics	28
Sources of Information	28
Interpersonal Communication	29
Internet	29
Broadcast	29
Print Materials	30
Information Received	31
Use of Information Received	31
Benefits of Information Received	31
Knowledge Level of the Parents about Manual Communication Approaches in Dealing with Deaf Child.	33
Usage Level of the Parents about Manual Communication Approaches in Dealing with Deaf Child.	34
Usage Level of the Parents about New Technology Approaches in Communication Deaf Children.	35
Problem Encountered by Parents Using Manual and New Technology Approaches.	35
Other Alternative Approaches Used by Parents in Communicating with their Children.	37
Effective Interaction between Parents and Deaf Children	38
Correlation between Respondents' Socio-demographic Characteristics and Communication Characteristics.	39
Correlation between the Respondents' Socio Demographic Characteristics and Effective Interaction between their Deaf Child.	40
Correlation between the Respondents' Communication Characteristics and Effective Interaction between their Deaf Child.	41

Correlation between the Respondents' Knowledge Level about Manual Communication Approaches and Effective Interaction.	42
Correlation between the Respondents' Usage Level about Manual Communication Approaches and Effective Interaction.	43
Correlation between the Respondents' Usage Level about New Technology Approach and Effective Interaction.	43
Correlation between the Respondents' Alternative Approach and Effective Interaction between their Deaf Child.	44
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	46
Summary	46
Respondents' Socio-demographic Characteristics	46
Respondents' Communication Characteristics	46
Respondents' Knowledge and Usage Level about Existing Communication Approaches	47
Respondents' Usage Level on New Technology Approaches	47
Respondents' Problem encountered in using manual and new technology approaches	47
Other Alternative Approaches Used by Parents in Communicating with their Children	48
Relationship between the Respondents' Socio-demographic Characteristics, Communication Characteristics, Knowledge and Usage Level on Manual Communication, Usage Level on New Technology Approach and Other Alternative Approaches to the Effective interaction between them and their Deaf Child	48
CONCLUSIONS	49
RECOMMENDATION	51
BIBLIOGRAPHY	52
LIST OF APPENDICES	xii

LIST OF TABLES

TABLE		PAGE
1	Sample size from the two public schools	23
2	Respondents' socio-demographic characteristics	27
3	Respondents' source of information	30
4	Respondents' message received, use and benefits of message received	32
5	Respondents' usage level on manual communication approaches in dealing with deaf children	33
6	Respondents' usage level on manual communication approaches in dealing with deaf children.	34
7	Respondents' usage level about new technology approaches	35
8	Respondents' problem encountered using manual communication approaches and new technology approach	36
9	Respondents' other alternative approaches in communicating	37
10	Effective Interaction using manual communication approach	38
11	Correlation between respondents' socio-demographic characteristics and communication characteristics	39
12	Correlation between socio-demographic characteristics and effective interaction between their deaf child	40
13	Correlation between communication characteristics and effective interaction between their deaf child	41
14	Correlation between respondents' knowledge level about manual approaches and effective interaction	42
15	Correlation between respondents' usage level about manual approaches and effective interaction	43
16	Correlation between respondents' usage level new technology approach and effective interaction	44

17	Correlation between the Respondents' Alternative Approaches and Effective Interaction between their Deaf Child	45
----	--	----

LIST OF FIGURE

FIGURE		PAGE
1	Research paradigm showing the relationship of independent and dependent variables	18

LIST OF APPENDICES

APPENDIX		PAGE
1	Letter of request to the principals.	56
2	Photo documentation	58
3	Data measuring instrument	59

ABSTRACT

UNIDO, KOUGIE G. Department of Development Communication, College of Arts and Sciences, Central Luzon State University, Science City of Munoz, Nueva Ecija, Philippines. June 2019. **COMMUNICATION APPROACHES USED BY PARENTS FOR EFFECTIVE INTERACTION AMONG THEIR DEAF CHILDREN IN TALAVERA AND SAN JOSE CITY, NUEVA ECILJA.**

Adviser: **JOY NICOLE GROSPE LUCERO**

The study aimed to determine the communication approaches used by parents whose children were diagnosed with hearing impairment, and how these approaches can lead to the effective interaction between them and their children. The study was conducted in two public schools that were offering Special Education (SPED) programs namely Talavera Central Elementary School and San Jose West Central School. Purposive sampling was used to select the respondents of the study which were the parents of deaf children in the two public schools. All of the parents were asked if they willing to be part of the study. A total of 20 respondents were considered. Interview schedule was used to gather the needed data.

Results showed that the age of the respondents ranged from 20-59 years old, and 65 percent of them are mother. Half or 50 percent of them were high school graduate, and almost all had blue collar jobs with a monthly income of Php 5,000.

Meeting was their preferred source of information in which 95 percent of the information that they have received was all about using sign language. They used this information to interact with their child and shared it to other members of the family and

this information made them more knowledgeable about the preferred language of their child.

They only have a moderate level of knowledge in using manual approach and the most used was sign language. In terms of new technology approach, 60 percent were using hearing aids. The problem encountered was insufficient knowledge in manual approach and they were irritated in using the hearing aid. The other alternative approach used by parents were using pen and paper, home signs and mobile phone through text message and messenger application as mode of communication. There was a significant relationship between knowledge level on sign language and usage level on new technology to effective interaction. There were also significant relationship between the problem encountered in using manual approach to the effective interaction between parents and their deaf children, while there were highly significant relationship between the alternative approach and effective interaction, aside from that all variables didn't affect the effective interaction between parents and their deaf children.

BIBLIOGRAPHY

- Assistive Technologies for Individuals Who are Deaf or Hard of Hearing.* (2014). Retrieved from GALLAUDET UNIVERSITY: <http://www3.gallaudet.edu/clerc-center/info-to-go/assistive-technology/assistivetechologies.html>
- Belt, C. (2014). *Technology Deaf Communication.* Retrieved from Life Print: <https://www.lifeprint.com/asl101/topics/technology-deaf-communication.html>
- Berke, J. (2017). *How to Communicate with Deaf and Hard of Hearing People.* Retrieved from Very Well Health: <http://verywellhealth.com>
- Conger, & Dogan. (2007). *Social Class and Socialization in Families.* Retrieved from New York: Guilford Press: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3594401/#!po=5.20833>
- Deafness and Hearing Loss.* (2018). Retrieved from WHO.int: <http://www.who.int>
- Egalite, A. J. (2016). *How Family Background Influences Student Achievement.* Retrieved from Education Next: <http://educationnext.org>
- Evans, L., Wu, Y., & Price, E. (2015). *A new hope? Experiences of Accessibility of services in deaf and hard of hearing audiences post-digital television switchover.* Retrieved from <http://eprints.brighton.ac.uk/15231/1/Binder1.pdf&ved=2ahUKEwix65L5oJDdAhUCXsSKHYieBcMQFjAFegQIAhAB&usg=AOvVaw14L3wgRYI2X5SyyHILJAYS>
- Flaherty, M. (2015). What We Can Learn from Hearing Parents of Deaf Children. *Australasian Journal of Special Education.*
- Hearing Impairment: Deaf and Hearing Loss Information.* (2017). Retrieved from Disabled World: <http://www.disabled-world.com>
- Hornakova, A., & Hudakova, A. (2013). *Effective communication with deaf patients.* Retrieved from JAHR: https://hrcaj.srce.hr/file/162608&ved=2ahUKEwiL8bqsfhZAhXBf7wKHdL_BFoQFjALegQIAxAB&usg=AOvVaw0EPOLc fH6c4NIDHgiDxDLe
- Khodambashi, S., Carlsen, P., Hoiseth, M., Berntsen, K., & Andreassen Jaatum, E. A. (2016). *Hearing Impairment: An Initial Exploration of Information Sharing Practices.* Retrieved from <http://ceur-ws.org/Vol->

1574/paper7.pdf&ved=2ahUKEwjlhdemmpDdAhXPu1MKHc
ZzALIQFjAAegQIAxAB&usg=AOvVaw1EoUK9jzbzSyIVkxMokcDAz

Kroll, J. (2017). *What are the Odds of Being Born Mute* . Retrieved from Healthy Living:
<https://healthyliving.azcentral.com>

Levonian. (2013). *Child Abuse and the Deaf. A Silent Curse* . Retrieved from
www.alldeaf.com

Madell, J. (2014). *When Their Child Is Born Deaf, Parents Need Accurate Information*.
Retrieved from Hearing Health and rech. Matter : <http://hearinzhealthmatters.org>

Newcombe, R. (2012). *Lip Reading for Deaf Children*. Retrieved from Kids
Development: <http://www.kidsdevelopment.com.uk/lip-reading-for-deaf-children.html>

Porter, A. (2005). *PARENTS OF DEAF CHILDREN SEEKING INFORMATION AND SUPPORT ON THE INTERNET: THE AUSTRALIAN EXPERIENCE*. Retrieved
from https://espace.library.uq.edu.au/view/UQ:8364/Ann_porter_compl.pdf&ved=2ahUKEwinzYyspKHdAhVLLo8KHaYXDTQQFjAKegQICBAB&usg=AOvVaw2unyKCrVznxuEbyvNfvQ8Z

Ramires, N., Montone, C., Alves, F., Barreiro, B., Toledo, E., & Peluso, P. (2016).
Quality of life related factors for parents of children with hearing loss. Retrieved
from <http://dx.doi.org/10.1590/1413-812320152110.224720>

Santos, S. M., & Catia, M. (2011). Entering school: The drama of families with deaf
children . *Procedia*. Matosinhos: Elsevier Ltd.

Scott, S. (2018). *What Is a Blue-Collar Worker and a White-Collar Worker*. Retrieved
from Small Business: <https://smallbusiness.chron.com/bluecollar-worker-whitecollar-worker-11074.html>

Shah, M. A., & Anwar, M. (2014). Impact of Parents Occupation and Family Income on
Children's Performance. *International Journal of Research*.

Sharifirad, G. R., Rezaeian, M., & Etemadi, Z. S. (2012). Knowledge, attitude and
performance of academic members regarding effective communication skills in
education. *Journal of Education and Health Promotion* .

Usaini, M. I., & Abubakar, N. B. (2015). *The Impact of Parents' Occupation on Academic Performance of Secondary School Students in Kuala Terengganu*.
Retrieved from EDUPEDIA PUBLICATION:
<https://edupediapublications.org/journals/index.php/IJR/article/viewFile/669/289>

&ved=2ahUKEwjxyIy9w_3cAhWHO48KHadhD_oQFjABegQICRAB&usq=AO
vVaw3IihIR9Zwm7fX7WnqXXC0V

Weaver, K. A., & Staner, T. (2011). *We Need to Communicate! Helping Hearing Parents of Deaf Children Learn American Sign Language*. Retrieved from
kimberly.weaver@gatech.edu

What is Auditory Verbal therapy? (2016). Retrieved from Auditory Verbal UK:
<https://www.avuk.org/what-is-auditory-verbal-therapy>

Yazar, T., & Arifoglu, G. (2012). *A Research of Audio visual educational aids on the creativity levels of 4-14 year old children as a process in primary education*. Retrieved from ScienceDirect: <https://www.sciencedirect.com/science/article/pii/>