Mainstreaming Students with Hearing Impairment in Regular Schools: A Teachers' Perspective

Abstract: This study aimed at identifying the teachers' perspective toward mainstreaming students with Hearing Impairment (HI) in regular schools in Jordan. In addition to determining the possible differences according to school type, grade level, placement, specialization, and teachers' perception of success in taking care of HI students. To achieve the objectives of the study, the researchers developed a questionnaire that consisted of 48 items. The study sample consisted of 105 teachers who teach HI students from grade two up to the secondary stage. The results revealed that teachers' perspective of mainstreaming were positive on eight items, neutral on thirty-seven items, and negative on three items. Moreover, the results showed significant differences at ($\alpha = 0 > .05$) due to school type in favor of private schools, placement in favor of regular schools, grade level in favor of elementary level, and specialization in favor of other specializations which are unrelated to special education. In the other hand, the results showed no significant differences due to teachers' perspectives toward their success in care of HI students.

Keywords: Teachers' perspective, Hearing Impairment, Mainstreaming, Regular schools.