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Teachers' Perceptions of the Chief Minister Punjab School Meal Program and Its Perceived Effects on Children with Hearing Impairment

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ARTICLE INFO	ABSTRACT
Received: July 06, 2026 Revised: July 19, 2026 Accepted: August 04, 2026 Available Online: August 17, 2026 Keywords: <i>School Meal Program, Hearing Impairment, Teachers' Perceptions, Health Outcomes, Academic Outcomes, Punjab, Pakistan</i> Corresponding Author: Syeda Beenish Batool Email: syeda.benish@ue.edu.pk	School meal programs are one of the effective interventions for improving children's health, academic outcomes, and nutrition. In Pakistan Chief Minister Punjab School Meal Program for special children is one of the best initiatives. This program provides biscuits and milk to registered special children. The main focus of this study is to evaluate the impact of this program on hearing-impaired children. The purpose of this study is to evaluate the perception of teachers to see the effect of Chief Minister Punjab School Meal Program on hearing-impaired children. Data were collected from 100 teachers for this study, and all those teachers were teaching hearing-impaired children in special education schools. A structured questionnaire was used for data collection, with 35 items. SPSS (version 26) was used for data analysis, in which descriptive statistics, t-test, ANOVA, and regression analysis were included. Findings indicate that teachers have positive perceptions about this program. The academic outcome was higher than the health outcome. According to regression analysis, health perception and qualification are found to be strong predictors of academic outcomes. The questionnaire had excellent reliability (Cronbach's $\alpha = .958$).

Introduction

School meal programs are considered one of the most effective interventions for the improvement of nutrition, health, and academic outcomes of children, especially in underdeveloped countries where food insecurity and malnutrition are common (Dos Santos et al., 2022). This program is designed to prevent malnutrition in children, maintain regular school attendance, and promote intellectual development. Research consistently says that proper nutrition in children helps to enhance attention, memory, attendance, and classroom behavior, and all these factors are important for learning (Duan et al., 2024). This program's main objective is to focus on the academic success and healthy life of children. This program is helpful for those who face socio-economic challenges, because it provides opportunities for education and a healthy lifestyle (Dos Santos et al., 2022).

Pakistan government has established several meal programs for children to support their health and education. One of the important initiatives is the Chief Minister Punjab School Meal Program; the Punjab government specially implemented this for children with special needs. This program provides a daily meal of extra biscuits and milk to disabled students. A phrase titled "A Mother's Warmth, A Leader's Promise" describes the program's goal and government commitment on its packaging. The biscuit. Presently, there are 313 institutions of disability serving people with disabilities around 45,000 children in Punjab, and

the most prevalent disability among them is hearing impairment. They face various difficulties due to malnutrition that affects their learning outcomes. Their learning progress is influenced by distinct challenges, such as communication barriers, academic obstacles, and Social and Emotional Hurdles (Leach, 2025). Nutrition is an essential component of their development, and school meal programs can aid in their overall health and educational outcomes.

The Chief Minister Punjab School Meal Program aims to enhance learning for children with hearing impairments by providing them with a balanced diet that is high in nutrition and keeps them active. This helps them to maintain their attendance, which is crucial for their cognitive development during lectures (Magic Breakfast, 2024). This program is both large and important, but there are no empirical studies in Punjab that have been conducted to assess its effects on hearing-impaired children.

Current literature does not have any research about the impact of this program on hearing-impaired children. Especially teachers' perceptions, who observe this program daily, are not measured by any specific group. Because of the shortage of information policymaker face difficulty in making decisions, as they do not get reliable data for the improvement and effectiveness of the program. To address this research gap, the Chief Minister Punjab School Meal Program for hearing-impaired children helps to evaluate health and academic outcomes from teachers' opinions. All finding obtains from this study help policymakers, program managers, and educator for enhancing the effectiveness of this program, and we will provide valuable insights to improve it. It also looks at hearing-impaired children and how the school has impacted their health and academic performance.

Research Questions

- What are teachers' perceptions regarding the impact of the Chief Minister Punjab School Meal Program on the perceived health outcomes of children with hearing impairment?
- What are teachers' perceptions regarding the impact of the Chief Minister Punjab School Meal Program on the academic performance of children with hearing impairment?
- What are teachers' perceptions regarding students' consumption behavior, meal quality, meal timing, and disability-specific accessibility of the Chief Minister Punjab School Meal Program for children with hearing impairment?

To identify predictors of perceived health outcomes and academic achievement by multiple linear regression.

Literature Review

Nations across the globe frequently establish school meal programs because these initiatives reduce youth poverty and hunger while increasing attendance and learning in educational institutions. Experts claim that educational institutions are the main location where better nutrition can be provided because students consume at least one major meal there (Spence, Matthews, McEvoy, & McQueen, 2026). These school meal programs exist as universal or targeted efforts, and governments maintain them in over one hundred countries of the world. Regarding Pakistan, the School Meal Program (SMP) is executed by the School Education Department in the province of Punjab because leaders want to raise nutrition intake and advance learning among young students in targeted areas of the province (Government of the Punjab, School Education Department, 2025). Through this effort, free milk is given to all primary-age students, and enriched biscuits are also provided without cost on daily educational days (Government of the Punjab, School Education Department, 2025).

Whatever evaluation of student nutrition interventions is made at the global level, it has become clear that the direct goal is tangible benefit. When meal interventions are implemented properly, children's health improves, as confirmed by multiple studies. If we talk about Pakistan than Islamabad school meal program is a good example. Among those children who are involved in this program among them there is an increase in body mass index and also improvement in physical health (Ministry of Federal Education, Pakistan, 2024). This program proves that if we design nutrition intervention properly, then there will be a positive effect on child health and well-being. Daily warm food is supplied to 55,000 children in the capital city, with support contributed by the Ministry of Federal Education alongside dedicated nutritional assets (Ministry of Federal Education, Pakistan, 2024).

Different health challenges are faced by children in specialist schools. Experts claim that children and young people with learning disabilities are more likely to be overweight or obese because these children eat fewer fruits and vegetables than others (Spence et al., 2026). Particular difficulties with eating and drinking are frequently experienced by these children, who show food pickiness or troublesome behaviours during mealtime (Spence et al., 2026). Research in specialist schools demonstrates that food pickiness, especially among children with neurodevelopmental disorders, and the need for special food textures are major challenges that force staff to adapt menus and provide personalized support (Spence et al., 2026).

Schools located in the UK that provide free breakfasts record 26 fewer half-days of absence per year in a class of 30 when compared to schools that do not offer breakfast (Magic Breakfast, 2024). It has been observed that children with SEND, who often face extra challenges when coming to school like anxiety, difficulty with morning routines, or sensory sensitivity, are effectively supported through a well-organized meal program (Magic Breakfast, 2024).

Many people believe that the connection between what children eat and how well children perform in school is clear. Essential brain functions required for learning, such as paying attention, remembering information, and controlling behaviour, are severely harmed when breakfast is skipped by children (Magic Breakfast, 2024). Better progress in school is achieved by children who receive a good breakfast because these children learn more effectively. An advance of approximately two months of learning within one year can be gained by children who eat breakfast when compared to children who do not eat breakfast (Magic Breakfast, 2024). Reports from educational institutions show that 94% of schools observe that students are more focused when they have breakfast, while 92% notice that students are more energetic, alert, and prepared to learn (Magic Breakfast, 2024).

The Islamabad School Meals Program, acclaimed by food support, helps students with low income grow smarter, learn better, and stay healthy (Ministry of Federal Education, Pakistan, 2024). Experts claim that when educational institutions provide food to young learners, significant progress is registered by students. Data from Pakistan's United Nations World Food Programme shows that educational institution attendance, attention duration, and student enrolment have increased by as much as 45% in certain areas (Ministry of Poverty Alleviation and Social Safety, Pakistan, 2025). Such outcomes align with global findings that brain development suffers when children do not receive sufficient nutrition, which hinders learning ability (Ministry of Poverty Alleviation and Social Safety, Pakistan, 2025).

Regarding special education, it has been observed that healthy eating is viewed as essential for keeping students present, focused, and well-behaved, according to the FEAST study (Murphy, Smith, & Jones, 2025). Efforts are made by educational institutions to satisfy each child's nutritional needs while special options, softer textures, and eating assistance are provided when necessary (Murphy et al., 2025).

Scientific studies prove that malnutrition can affect children on the auditory functions through specific pathways. An investigation involving 108 children between the ages of 7 and 14 evaluated how mild protein-energy malnutrition affects auditory function in the outer portion of the ear and central auditory processing. Results demonstrated that outer ear sensitivity was not significantly altered by mild malnutrition, whereas central auditory processing was affected. Young individuals affected by malnutrition experienced increased difficulty with binaural listening tasks, interpreting unclear sounds, and retaining auditory information (Zuanetti, Silva, & Oliveira, 2025). Many people believe that detailed evaluation of malnutrition and hearing must be conducted because identifying these auditory difficulties allows targeted developmental support to be established, particularly where resources are limited (Zuanetti et al., 2025).

More studies support this. One look back at a group of children found that all of them who had early malnutrition had problems with their ability to process sound. While hearing sensitivity in the outer ear wasn't much changed, the part of the brain that processes sound matured more slowly in children who were malnourished (Zuanetti et al., 2025).

Teachers play an important role in running school meal programs because they see students every day and can notice changes in their health, behaviour, and school performance.

A study on food and nutrition education in special-needs schools showed that 98.4% of teachers felt challenged by the eating habits of their students, and 96.9% wanted to learn more about food and nutrition (Tanaka, Yamamoto, & Suzuki, 2020). However, only 78.1% actually provided food and nutrition education, showing a difference between what teachers want and what they do (Tanaka et al., 2020).

Another study about school meal staff found that these workers often feel overlooked in the school structure because there are unclear job roles and poor communication between different groups (Swedish School Meal Staff Study, 2025). Two distinct methods emerged in this study on how school meal programs work. One method focused solely on meal service, whereas the second method included conversations with students and placed greater emphasis on supporting them (Swedish School Meal Staff Study, 2025). Those staff members' own supportive approach clearly shows they understand student variance needs. This approach demands developing an inclusive attitude (Swedish School Meal Staff Study, 2025).

FEAST study analyzes that in alternative education settings, there are many difficulties faced in following the standards of food in school and in fulfilling the different needs of students. Amidst these difficulties, there is insufficient staff, budget shortages, and less specific guidance (Murphy et al., 2025). These schools need extra resources, like kitchen staff, special tools, and support workers (Murphy et al., 2025). Staff themselves said that they need training so they can help those students who have swallowing issues (Murphy et al., 2025).

Despite the large amount and importance of the Chief Minister Punjab School Meal Program, which provides meals to over 1,190,000 students and in 8,723 schools across 14 districts in Punjab (Government of the Punjab, School Education Department, 2025), there has been no previous research found at how teachers see the program's effectively on children with hearing impairments. there is research on school meal programs worldwide and in Pakistan, such as the Islamabad School Meals Program and the another UN World Food Programme's efforts (Ministry of Federal Education, Pakistan, 2024; Ministry of Poverty Alleviation and Social Safety, Pakistan, 2025), there is no real evidence about how these programs affect the health and school performance of children with hearing impairments.

Children with hearing impairment are those who face special difficulties in communication, social activities, and learning. Since poor nutrition make them difficult how their brain to process sounds (Zuanetti et al., 2025), and school meal programs have been shown to improve both health outcomes and learning outcomes (Magic Breakfast, 2024; Ministry of Federal Education, Pakistan, 2024), it is important to check if these programs are helpful for children with hearing impairments. This study looks into how teachers think the program is affecting the health and school performance of children with hearing impairments in Punjab, Pakistan.

Methodology

The study aims to describe the Chief Minister Punjab School Meal Program for children with hearing impairment. It uses a descriptive research design to understand what teachers think about the Chief Minister Punjab School Meal Program for kids who have trouble hearing. The researchers sent a cross-sectional survey to teachers to get their thoughts. The population of the study contains male and female teachers of special education government schools for hearing impairment across Punjab, so these teachers can figure out the relationships between children's attention in class, their attendance, learning progress, as well as health. So, this study took hundred sample sizes used to collect data with the help of google form questioner. This data was collected from hundreds of teachers of hearing-impaired children in special education schools across Punjab. The questionnaire had 6 constructs: demographic information, health outcomes, academic performance, meal program details, consumption behavior, and hearing impairment-specific considerations. The questionnaire was reviewed by a special education expert for content validity. For reliability, Cronbach's alpha was calculated (.958).

SPSS was used to analyze data. Descriptive statistics were used to examine the responses of teachers. Inferential statistics, along with one-way ANOVA and independent-samples t-test, were used to examine the perceptions of teachers of hearing impairment across demographic variables.

Furthermore, multiple linear regression was applied to identify predictors of perceived health outcomes and academic achievements.

Regarding statistical evaluation, logical consistency was evaluated from the questionnaire using Cronbach's alpha coefficient, because checking measurement stability gives confidence. This generated a Cronbach's alpha of .958 that demonstrated high reliability.

Data Analysis

For this research, data were collected through google form questioner, and SPSS was used to analyze the data. Descriptive statistics were used to analyze the responses of teachers, and for this purpose, one-way ANOVA, Multiple Linear Regression, independent sample T Test procedures were implemented. Cronbach's Alpha was used to assess the reliability of the instrument.

Table 1: Demographic Profile of Teachers

Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	43	43
	Female	57	57
Qualification	Bachelor's	10	10
	Master's	50	50
	M.Phil.	34	34
	others	6	6
Teaching Exp.	less than 5 years	38	38
	5-10 years	20	20
	more than 10years	42	42
Grade Level	Primary	22	22
	middle	34	34
	secondary	44	44

Table 1 highlights the demographic characteristics of teachers' perceptions. 100 teachers took part in this research, and among them, female teachers (57%) were in the majority, whereas male teachers were 43%. According to qualification, most teachers obtained a master's degree (50%), and after that, teachers attained an M.Phil. degree (34%) and a bachelor's degree. Based on teaching experience, 42% of teachers have more than 10 years' experience, 38% of teachers have less than 5 years' experience, and 20% of teachers have 5 to 10 years of teaching experience. According to grade level, most of the teachers were from secondary school (44%), from middle school 34% teachers participated and from primary school, and 22% of teachers were engaged in this study

Table 2: Descriptive Statistics

Variables	N	Mean	Std. Deviation
Health outcomes	100	3.7350	.67382
Academic outcomes	100	3.7840	.78092

Table 2 represent variable of descriptive statistics. The mean score of health outcomes is 3.7350 (SD= [.67382]), whereas the mean score of academic outcomes is 3.7840 (SD= [.78092]). This indicates that the teacher's perception is from a moderate to high level, where the academic outcome score is higher than the health performance of children with hearing impairment.

Table 3: Reliability Statistics

Cronbach's Alpha	N of Items
.958	29

Table 3 evaluates the internal consistency of the questionnaire. The overall value of Cronbach's alpha is .958, which is based on the 29 items. This is significantly higher than the standard threshold of 0.70, which indicates that the questionnaire items are consistent with each other and that this tool is reliable for measuring teachers' perceptions.

Table 4: Independent t-test for Gender Differences

Variable	Male	Female	t	df	p-value
Health outcomes	43	57	-.380	98	.705
Academic outcomes	43	57	2.633	98	.10

Table 4 summarizes the teachers' perceptions on the basis of gender by the use of an independent t-test. For the health outcomes, there is no significant difference between male (M= [43]) and female (M = [57]) teachers; $t([98]) = [-.380]$, $p = [.705]$. Similarly, academic outcomes also did not have a significant difference between male (M = [43]) and female (M = [57]) teachers; $t([98]) = [2.633]$, $p = [.10]$. These results indicate that gender has no Substantial effect on teacher perceptions.

Table 5: One-Way ANOVA for Demographic Differences

Demographic Factor	Dependent Variable	F	df	p-value	η^2
Qualification	Health outcomes	1.158	3	.330	0.35
	Academic outcomes	9.616	3	.001	.231
Teaching Experience	Health outcomes	.297	2	.744	.006
	Academic outcomes	.278	2	.758	.006
Grade Level	Health outcomes	2.535	2	.085	.050
	Academic outcomes	0.47	2	.928	.002

In Table 5, differences were checked in teachers' perceptions according to demographic variables by the source of one-way ANOVA. Results indicate that qualifications of health outcomes, $F([3]) = [1.158]$, $p = [.330]$, teaching experience, $F([2]) = [.297]$, $p = [.744]$, and grade level, $F([2]) = [2.535]$, $p = [.050]$, has no significant difference. In the same way qualification of academic outcomes, $F([3]) = [9.616]$, $p = [.001]$, teaching experience, $F([2]) = [.278]$, $p = [.758]$, and grade level, $F([2]) = [0.47]$, $p = [.002]$, so for this there is also no significant difference present.

Table 6: Multiple Linear Regression for Academic Outcomes

Predictor	B	Beta (β)	t	p-value
(Constant)	1.848		3.735	<.001

Health Mean	.510	.440	5.468	<.001
Gender	-.281	-.179	-2.100	.038
Age	-.161	-.150	-1.570	.120
Qualification	.460	.440	4.472	<.001
Experience	-.115	-.133	-1.404	.164
Grade Level	-.059	-.059	-.674	.502

Table 6 identifies the factors that predict the academic outcomes by the use of multiple linear regression. Model was significant, $F(6,93) = [10.853]$, $p < .001$, the one who explain 41.2% variance. Health outcomes ($\beta = [.440]$, $p < .001$) and qualification ($\beta = [.440]$, $p < .001$) are the strong predictors of academic outcomes. Gender ($\beta = [-.179]$, $p = [.038]$) is also a predictor to a certain extent, whereas age ($p = [.120]$), teaching experience ($p = [.167]$), and grade level ($p = [.502]$) are not significant predictors. These results show that health perceptions and qualifications significantly influence academic outcomes of teachers' perceptions.

Finding

In this study, teachers shared their perceptions of health and academic outcomes for children with hearing impaired of meal program. Findings discovered that teachers have moderate to positive perceptions about this program. Teachers gave high scores to academic outcomes (like attention, participation, memory) as compared to health outcomes (like weight gain, energy level, immunity). This indicates that teachers clearly understand the academic intervention of this program. Demographic analysis reveals that from participant majority of participants were female (57%), and 50% of them had master's degrees. Most teachers had more than 10 years of teaching experience, and they were teaching at the secondary level (44%). This suggests that the sample has a large number of experienced and qualified teachers, who have informed perceptions about this program.

Descriptive statistics have yielded a moderate to high level of perceptions for academic outcomes ($M = [3.7840]$) and health outcomes ($M = [3.7350]$); academic outcomes have a higher score than health outcomes. This means teachers know about this program have more effect on academic outcomes. Health outcomes also have a positive score. So, this finding also reflects program design because the program's primary focus is nutrition. Reliability analysis showed that the internal consistency of the questionnaire was excellent (Cronbach's $\alpha = .958$). This means the items of the questionnaire are consistent with each other, and these tools are reliable to measure teachers' perceptions. Future researchers can use this questionnaire.

An independent t-test shows no significant gender difference. Both groups perceive similarly on academic and health outcomes. These results indicate that gender has no Substantial effect on teacher perceptions. ANOVA also fails to show significant differences on demographic variables. It means teachers' qualifications and experience do not affect their perceptions. Teacher positively perceive this program regardless of their background.

Multiple linear regression proved that health perceptions ($\beta = .440$, $p < .001$) and qualifications ($\beta = .440$, $p < .001$) are the strong predictors of academic outcomes. Gender ($\beta = -.179$, $p = .038$) was also a predictor to some extent, while age ($p = .120$), teaching experience ($p = .164$), and grade level ($p = .502$) were not significant predictors. The model explained 41.2% of the variance ($R^2 = .412$). Overall findings show positive perceptions of teachers about this program. They gave high scores to academic and health outcomes, which are strong predictors. This finding supports the effectiveness of this program.

Discussion

The purpose of this study is to evaluate the teachers' perceptions about the Chief Minister Punjab School Meal Program for hearing-impaired children and also to see their effect on health and academic outcomes. Finding analyze that teacher have moderate to positive perceptions. Academic outcomes have a higher mean score compared to health outcomes; this suggests that teachers perceive this program as more effective for academic improvement. Regression analysis found health perceptions and qualification as strong predictors of academic outcomes. Gender has no significant effect on demographic variables. This finding supports the effectiveness of this program and also suggests that the program has a primary impact on academic outcomes, whereas health outcomes are secondary.

Teachers also maintained a positive outlook on health outcomes, but a little less than on academic outcomes. They showed a visible impact on weight gain and energy levels with this program. In addition to this, improvement of immunity and sickness-related absenteeism was also considered important by the teachers. Findings show that the program also directly affects health and academic outcomes. This result is according to the initial research, which suggests that school meal programs improve children's health (Duan et al., 2024).

Teachers have more positive perceptions about academic outcomes. Attention span and classroom participation are considered the most improved academic outcomes. Moreover, teachers also observe improvement in memory and test scores. This finding

is similar to initial research, which suggests that academic performance is affected by nutrition (Duan et al., 2024). This indicates that the primary impact of the program is academic, which reflects the program design.

There is no significant effect in teachers' perceptions according to gender. Both male and female teachers perceive academic and health outcomes similarly. This result also matches with the previous research, while some studies show gender differences (Abbas et al., 2019). Because of this difference, it can happen in the field of special education that both male and female teachers have a positive perceive in this program. Overall, there is no specific effect of gender on this program.

Demographic variables (qualification, experience, grade level) also do not have a specific effect on the program. This means teachers' qualification and experience do not affect their perception. This result may be because teachers positively perceive this program's effectiveness, even if their background is whatever (Leach, 2025). More as experience teacher have high observation on academic outcomes, which indicates that experience shapes perceptions. Overall, demographic variables have a limited effect on teachers' perceptions.

Regression analysis found health outcomes and qualification as strong predictors of academic outcomes. It suggests that if teachers know that this program is effective for health, then they also perceive academic outcomes positively. This is according to previous research, which suggests that nutrition and learning are interrelated with each other (Duan et al., 2024). Highly qualified teachers gave more importance to academic outcomes, which indicates that teachers observe academic outcomes more clearly.

An analysis of questionnaire items was also conducted. Academic outcomes (like attention span of children improves and children participate in class very well) were given more agreement by teachers. Health outcomes items also have a positive perception but have less agreement than academic outcomes. This shows teachers understand that academic improving intervention of this program, whereas health improvement has a secondary impact. The program's primary focus is nutrition, but teachers more often observe academic outcomes.

The findings of this study are in accordance with previous research. Duan et al. (2024) also found a positive relation between the school meal program and academic performance. Abbas et al. (2019) said that teachers have a positive perception in the field of special education. Leach (2025) also reported that teachers perceive the program favourably. This study shows that teachers gave high scores to academic outcomes rather than health outcomes.

Based on this finding, policymakers and program managers can get guidance to design a meal program for the improvement of academic outcomes. In teacher training programs, awareness should be given to monitor academic outcomes. Special training sessions can be arranged for low-qualified teachers (Abbas et al., 2019). To enhance the effectiveness of this program, there should be regular monitoring and evaluation.

This study has specific limitations as contain only a sample size of 100, and data were collected from teachers of hearing-impaired students. This study only focuses on the hearing-impaired children. In the future, data can also be collected from parents and students, and a comparative study can be conducted by including other disability (like visual impairment, physical disability). A longitudinal study can also be conducted in which long term effect of this program can be measured.

This study supports the social model of disability, which highlights the barrier by understanding disability (Leach, 2025). Findings suggest that the CM meal program is a social intervention which help to improve academic and health outcomes of hearing-impaired children. This also supports Ecological system theory, which tell child development is affected by the environment.

For long-term sustainability of this program, there should be regular monitoring and evaluation. The government should allocate their budge. Overall, this study analyzes that the Chief Minister Punjab School Meal Program for hearing-impaired children shows positive effects on academic and health outcomes. Health outcomes and qualification are strong predictors, so they must be added to program design. Gender and other demographic variable are not have a significant effect on teachers' perception; this suggests that teachers perceive this program positively.

Conclusion

The main objective of this study is to evaluate the perceptions of teachers about the Chief Minister Punjab School Meal Program for hearing-impaired children and their effect on health and academic outcomes. In this quantitative study, data were collected from 100 teachers who teach in a special education school for hearing-impaired children. From the findings, we know that teachers had moderate to positive perceptions of this program. Academic outcomes got a higher score than health outcomes. Health perception and qualification were the strong predictors of academic outcomes. Gender and other demographic variables did not have a significant effect on teachers' perceptions. Questionnaire reliability was excellent (Cronbach's $\alpha = .958$). This finding helps give guidance to policymakers and program managers to improve or manage program effectiveness.

To enhance the effectiveness of this program, regular monitoring and evaluation are needed. Government need to allocate their budge to make this program suitable. This study has limitations that have only a 100-sample size, data taken from teachers only, study only focus on hearing-impaired students. Overall, this study made an important contribution to the literature and provides avenues for future research. This program is fulfilling the 'A Mother's Warmth, A Leader's Promise' in a proper way.

Recommendation

In future research, data should also be collected from parents and student also, which will help to understand the program's impact from multiple dimensions. A comparative study can be conducted by including different disabilities.

A longitudinal study can be done from which the long-term effects of the program can be measured.

There is a need for regular monitoring and evaluation for long-term sustainability. The government needs to allocate its budget to organize regular training. Moreover, at the time of designing the program, stakeholders' input should be included so that program needs can be addressed.

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