

# Exploring the Role of Parents for Supporting the Children with Hearing Impairment in Education

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## ABSTRACT

This study was conducted to explore the role of parents for supporting the children with hearing impairment in education. There is a huge role of parents in achieving better results in studies of students with hearing impairment. Research design for this study was descriptive and nature of this study was quantitative. Research population for this study were the parents of students with hearing impairment. Sample selected for this study was 235 parents from Division Multan in Pakistan. A self-made questionnaire was developed to collect the data from parents of students with hearing impairment. On the behalf of finding, it is concluded that there is a huge role of parents in achieving better results in studies of students with hearing impairment. Parents are the pillars at which teacher build the multistory building of education for child. Awareness programs must be organized by the school regarding the support required from parents to improve the education of children with hearing impairment.

**Keywords:** Role, Parents, Supporting, Children, Hearing-Impairment, Education.

## Introduction

Learning is a multi-step process that begins long before a child enrolls in school and continues long beyond graduation. Education begins the moment a child is born and continues throughout his or her life, with the child's parents acting as the primary teachers. Moss (2012) explained that children learn new things by expanding on what they already know and building on that foundation. Parents are a child's first teacher, and parents have a bond with their children that lasts a lifetime, therefore they play an important role in their education. In contrast to inattentive parenting, which may harm a child's development, responsive parenting can help a child's developmental trajectory, which is especially crucial for children with special needs. It is said in the Bible that if a child is raised correctly, he or she will not stray from that road as an adult. Ceka & Murati, (2016) explained the importance of a parent's involvement in their child's education cannot be understated in terms of its breadth, depth, or reach. Every parent believes in their child's capacity to achieve in life. This work's intended audience consists of youngsters with special needs, particularly those with hearing impairments.

Cai (2003) elucidated that when parents do not take an interest in their children's education, it has become a global problem. Many parents have abandoned the God-given responsibility of raising their children in favour of putting all of their trust in the instruction that their children get at school and from home

## Article History

Received:  
August 03, 2022

Revised:  
September 26, 2022

Accepted:  
September 28, 2022

Published:  
September 30, 2022

assistance. Because of job shifting, there are numerous unanswered concerns about how this generation handles their responsibilities in many various facets of development. In the past, parents were involved in their children's lives. Nowadays, though, they primarily just watch their children grow up. Many children have been prone to dangerous behaviours such as drug addiction and violent actions as a consequence of their parents' lack of attention and direction. This is a terrible situation since the children of today will decide the fate of every country. If parents do not play an active part in their children's educational experiences and the national economy suffers as a result, the children's future is jeopardised. It is hoped that by taking this class, students would have a better understanding of the value of parental engagement in their children's educational experiences, so helping to form a more just society.

JO (2018) expresses that many people in their sixties and seventies believe that today's youngsters are ethically bankrupt. It has been said that the whole African culture is to blame for people's inability to learn fundamental life skills such as personal responsibility, politeness, and decent study habits. It's conceivable that the problem rests with our children, families, or even the school system, but who ultimately bears responsibility? This is a wake-up call to everyone involved in the educational process to take stock, analyse their role, and make modifications to the hazardous situation that our children, our future leaders, are currently in.

Makhanya (2021) explicated education is a fundamental right to which all children are entitled, and both parents and children with special needs should be able to "shop" for suitable programmes at either public or private institutions. Individuals who are deaf or hard of hearing fall under the group of disabled individuals. It is estimated that 800,000 Kenyans are either entirely deaf or have some degree of hearing loss. If left to degrade, this would amount to a sizable sum. The flaws of the Kenyan Children Act 2001, which was enacted in 2001, have a direct influence on students, the educational system, and Kenya's future. As a result, the major focus of this study is on the roles that deaf and hard of hearing parents play in their children's educational experiences.

Bainbridge et al. (2008) supposed if a person's hearing loss exceeds 90 decibels, they are deemed deaf (dB). Teaching communication to persons who have hearing loss requires a range of modalities, including auditory, oral, physical, and whole-body communication. Despite the fact that many diverse tactics and procedures are employed, there is no one approach or set of practises that can meet all of the requirements connected with having a hearing impairment. To overcome the communication gap, use interpreters who are proficient in sign language.

A very little research is done in Pakistan regarding the role of parents in the education of children with special needs. This indicates the research gap in this era. This research was conducted to fill this research gap. This will help the future researchers in conducting their research more effectively.

### ***Objective of the Study***

Exploring the role of Parents for Supporting the children with hearing impairment in education.

### ***Research Question***

What is the role of Parents for Supporting the children with hearing impairment in education?

### **Literature Review**

Marschark & Hauser (2012) thought that when it comes to the issue of raising a deaf or hard of hearing kid, there is a dizzying array of tactics, surroundings, means of communication, ideologies, and administrative processes to choose from. It has always been true throughout history that answering the question "What is the right strategy to teach a deaf child?" has always sparked a passionate debate. The response, on the other hand, was not at fault; rather, the question itself was erroneous. There is no one "deaf education" paradigm that is appropriate for all deaf kids. It is possible to create instructional programmes that are as distinctive as the youngsters who are the intended audience.

Feldman & Masalha (2010) said that it is important for parents to spend time with their children in order to aid them in dealing with the stresses of daily life. Better communication with the kid and appropriate specialists may increase parental participation. As a consequence, the goal of this article is to raise parental awareness of the critical role they play in their children's education.

Lau et al. (2021) told that it is within parents' grasp to aid their special-needs children in realizing their full potential, evolving into competent, independent, and self-satisfying individuals, and living meaningful lives. If their parents maintain an open channel of communication with them, their children may develop self-awareness, proactive behaviour, goal planning, and emotional coping methods. When a child plays with suitable items, their mind is engaged and learning is made much simpler. As Page points out, it is the duty of parents to ensure that their children's toys and activities are appropriate for their age and stage of development.

Perna & Titus (2005) explained that parental participation in the educational process is associated with reduced levels of disruptive peer play both at home and at school. A child's feeling of self-efficacy and drive to study improves when their parents are actively engaged in their education. As a result, they are in a better position to support the youngster, and they have won the respect of the teachers as well as the rest of the staff. When parents actively engage in their children's education, educational programs at their children's schools tend to improve, and the children's progress as students is significantly supported by the parents' unique perspectives and resources.

JO (2018) said that chaperoning field excursions may seem to be a minor component of a parent's job description, but it is really a highly crucial one. This includes teaching children how to advocate for themselves as well as life skills such as carpentry and home economics, which are valuable to youngsters who may not be interested in academics. Students in high-ability classrooms need their parents' encouragement, determination, and compassion in addition to paying school levies. David decided to take action after finding that the majority of parents had no idea how to assist their children towards greater levels of self-confidence, self-esteem, and self-efficacy. Parents may help their children discover and develop their potential by involving them in a range of skill-building activities.

Reschly & Christenson (2009) explained that the right of parents to make educational choices for their children is a requirement for receiving excellent educational services. Before determining whether or not to homeschool their children, Reschly urges parents to assess their children's social and behavioral talents, as well as their potential for communication and logical reasoning. It is vital to offer support to a kid as soon as possible in order to improve the child's capacity to adjust and do well in school. Jones and the other individuals Sign language is an important mode of communication for deaf or hard of hearing children, and their parents must learn how to sign so that their children can communicate properly.

Reynolds (2011) described that parents and other family members may teach their children the principles of arithmetic and cookery, as well as how to care for animals and explore the natural world, without putting them under excessive stress. Children with H.I. need constant reminders from their parents of the things they have learned at home and school. Regardless of how hectic their schedules are, parents should make an effort to sit down with their children and share what they have learned and experienced in their life. If you do not take care of your kid, he or she will be disobedient, frightened, and bored. To reduce stress, it is critical for families to foster an atmosphere characterized by mutual respect and cooperative behavior among all members.

Ikramullah et al. (2009) described that every parent who is concerned about their child's future must make monitoring their child's activities and the individuals in their child's social circle a priority. They supervise the children's free time and teach them how to make the most of the time they have. When children lead their own activities, they demonstrate their creativity and critical thinking abilities. Parents may safeguard their children from dangerous behaviour throughout adolescence by monitoring what their children do while they are not at home or school and being aware of where and with whom their children spend their time when they are not there. It avoids skewed learning in this technique.

Hornby & Lafaele (2011) concluded that good parents teach their children one-on-one, act as great role models for their children, schedule educational trips for their children to locations such as the library, museums, zoos, and historic sites, and educate their children one-on-one. Parents who encourage their children to be self-sufficient are also terrific models. As a result, in order to properly train their children, parents must establish a connection with their children that strikes a good balance of love and discipline.

According to Bovonsiri et al. (2018), as a parent, you have an important role to play in aiding your child with H.I. in following their objectives and interests to the greatest degree possible. As a result of his efforts, he will exhibit increased self-assurance, competence, and organisation. According to Varapon, parental involvement in the educational process supports beneficial learning behaviors in children and allows children to take responsibility for their actions without being constantly observed. To assist their kid, manage with his illness, parents of children with HI should learn to praise and reprimand their children in a compassionate manner.

According to Bainbridge et al. (2008), it is good to the child's academic progress when both parents are actively involved in their child's education. This is true independent of the parents' educational level, race, financial situation, or the child's degree of hearing loss. As a result, the number of students enrolling in special education and remediation programmes will decrease. Children who grow up in homes where their parents are active have better social skills and are less likely to engage in antisocial behaviour. As a result, immoral behaviours such as teenage sexual engagement and drug misuse are less likely to occur. This suggests that an increasing number of prisons will be converted into educational centres in the near future. Mapp, in order to be a good parent, one must first guarantee that one's parental tasks are properly carried out. The more individuals who understand about how the organisation works, the greater their feeling of pride and success. This raises parents' understanding of the policies and rights that affect their children, enabling them to advocate for such policies and rights more successfully. The nation's economy and national security are strengthened, people's livelihoods are better, and an effective national government is ensured.

Bovonsiri et al. (2018) explained that it takes a village to raise a child, and a child's neighbourhood, family, and school all work together to assist that youngster become an efficient learner. In addition, the quantity of financial assistance the kid receives and the features of the child themselves are considered. When the teaching and learning processes are successfully integrated, students' morale improves. By understanding the varied cultures and customs of their students' families, teachers may get a greater appreciation and passion for their vocation. Parents that actively engage in their children's education are held in high respect by the community, which helps shape the learner in a positive way.

Walker et al. (2010) explained that despite the fact that parental involvement in the educational process has a significant influence on the system as a whole, there are a number of challenges blocking its widespread adoption. It is critical that relatives and friends of deaf or hard of hearing children learn sign language in order to improve their capacity to communicate with deaf or hard of hearing children. Furthermore, there has been a reduction in negative attitudes and disparities between those who live with disabilities and those who do not. Deaf or hard of hearing people may face antagonism, stigma, and prejudice not just within their own families, but also in the job and at school. Children with disabilities confront several significant barriers to academic achievement, including, but not limited to, poverty, drug misuse, and familial violence; a lack of self-confidence; and a lack of information about how to help these children.

According to Green and Hoover-Dempsey (2007), a parent's educational level, values, and attitude all impact the choices they make about how they will participate in their child's educational journey. As a result, parents have little interest in giving aid to their special-needs kid.

Hornby & Lafaele (2011) said that parents struggle to actively participate in their children's education because they are unaware of what their children are learning in school. When parents use incorrect parenting practices, it may have a detrimental influence on their children's learning potential. It is a tragedy for children with hearing loss who do not have a father or mother role model in their lives to serve as an

example. As a result of this psychological pressure, the child's academic performance suffers as a direct result of the scenario. Children's spiritual growth and development may be hampered due to a lack of knowledge of the circumstances that lead to hearing loss and an inability to provide adequate spiritual direction to children with H.I. Parents should retain a sympathetic demeanor while discussing their children's concerns so that their children may develop self-confidence and trust in themselves. Children who are deaf or hard of hearing, as well as other children with special needs, may benefit much from the material on this website.

### ***True in All Settings***

Supporting the education of a kid who is deaf or hard of hearing entails more than just being involved in the school system; "Good" parents (Makhanya, 2021): Definitely

- Provide a secure and nurturing atmosphere.
- Show the desired behavior by becoming an example of it.
- Respect, accountability, and values are expected of everyone.
- The necessity of education should be stressed.
- Make time and space for learning at home.
- Set bedtimes, eat breakfast, wear clothes, and watch what you eat.
- Make time for physical activity and recreation.
- Organize and manage regular medical treatment.
- Be sure to keep track of any medications you take for conditions like asthma, allergies, seizures, or ADHD that might interfere with your ability to concentrate in school.
- Visit the library on a regular basis.
- Keep tabs on your student's academic development.
- One-on-one tutoring is encouraged.
- Teach adult self-sufficiency skills.
- Set up educational and entertainment possibilities, such as lectures and concerts.
- Share own culture.
- Embark on excursions to museums, zoos, and historical places.

### ***Deaf Education = More is Needed from Parents***

In addition to carrying out all of the tasks listed above, parents of children who have hearing loss are required to further carry out the following tasks (Moss, 2012):

- Learn how to communicate effectively.
- Raise awareness of the culture of the deaf.
- Assistive technology should be acquired and used.
- Become familiar with special education laws.
- An educational venue should be evaluated and chosen.
- Involve yourself in the management of your child's specific special needs.
- Assume the role of an unwavering champion for the child's education.
- Monitor your development on a regular basis.
- When necessary, intervene/Find a solution.

According to Moss (2012), there is no longer an option between attending a deaf residential school or enrolling in a deaf education programme at a public school in the local area. Children who are deaf or hard of hearing have a better chance of getting accepted into private or religious schools, as well as having their parents teach them at home. Parents who want to homeschool their children have numerous options: enroll their children in a "distance learning" programme, an accredited correspondence school, or teach their children themselves by providing textbooks, supervision, and assistance. Parents must consider the

capabilities and resources supplied by various educational settings, as well as the major participants in those contexts, in order to choose the educational environment that will benefit their kid the best.

### ***The Described and Captioned Media Program Supports Parents***

According to Makhanya (2021) the Described and Captioned Media Program is an invaluable resource for parents of hearing-impaired children (DCMP). Viewing captioned media may help parents of very young deaf or hard of hearing children acquire communication strategies, sign language, and parenting skills. Viewing this kind of material may also provide access to special education laws and assistive technology resources.

According to Moss (2012), an introduction to deafness may provide parents the chance to learn about the history and culture of deaf people in the United States. When it comes to homework, many parents allow their children to view instructional videos at home with them in order for them to get a head start on their schoolwork. Each item of educational media comes with a lesson plan designed by a professional to transform the experience for children and their families from passive to engaging. The open-captioned titles of the DCMP are a fantastic way to gather the whole family in one place for an evening of shared fun and intellectual enrichment.

According to Moss (2012) the results of DCMP study, parents have a favorable effect on their children's academic attainment. According to the conclusions of this study, contrary to popular belief, a parent's degree of education, cultural background, or financial condition have no bearing on their ability to financially support their child's education. It is critical that every effort be made to help deaf or hard of hearing parents in establishing a learning environment and communicating as effectively as possible with their children, regardless of the children's skills.

Makhanya (2021) explained that parents may meet their children's particular educational requirements by utilizing the resources offered by the DCMP. The flexibility provided by DCMP media enables parents to customize their child's exposure to different types of media to their child's increasing abilities and hobbies. The DCMP Learning Center provides a wealth of information to parents on a variety of themes, including advocacy, communication, education, and technology. Parents of deaf or hard of hearing children may find the Described and Captioned Media Program useful in their efforts to establish an environment in which their child may attain his or her full potential.

### **Research Methodology**

**Research Design:** In this case, we're conducting quantitative research. The study was primarily descriptive. Design of research was survey design. The goal of descriptive research is to describe the characteristics of the population or subject being studied. Instead, then focusing on the "why" of the research issue, this method emphasizes the "what" (Bhat, 2019).

**Research Population:** A whole group about which some data is needed to be investigated is called population of study. At least one single characteristics of interest must be shared by population. Research population for this study were the parents of students with hearing impairment.

**Sample:** Sample of study was selected using simple random sampling. Sample selected for this study was 235 parents from Division Multan in Pakistan.

**Research Tool:** A self-made questionnaire was developed to collect the data from parents of students with hearing impairment.

**Data Collection:** Data was collected through parents physically and online google link was also generated for those parents who were far from and data was collected through google form online.

**Data Analysis:** The information gathered from the parents was examined using SPSS software. The SPSS was used to sort and code the data. Questions were asked of parents, and their answers were analyzed to determine their frequencies, percentages, means, and standard deviations. A one-way ANOVA and an

independent sample t-test were used to study the demographics of the survey participants. Below you'll find the conclusions reached after analyzing the data.

### Frequency Distribution

Table 1: *Frequency Distribution at the Basis of Demographics*

Title	Description	Frequency	Percentage (%)
Gender	Male	89	37.9
	Female	146	62.1
Age of Respondents	21-30 Y	81	34.5
	31-40 Y	128	54.5
	41-50 Y	24	10.2
	51-60 Y	2	.9
Qualification	Under Matric	137	58.3
	Intermediate Level	90	38.3
	Master Level	8	3.4
Area	Rural	50	21.3
	Urban	185	78.7
		235	100

Table elaborates the results regarding demographics of respondents. Basic demographics asked from the parents were gender, age, qualification and area of respondents. Most respondents responded at the basis of gender were females (62.1%), at the basis of age were between 31-40 years (54.5%), at the basis of qualification were under matric (58.3%) and at the basis of area were from urban areas (78.7%).

Table 2: *Ways in which parental involvement effects on academic achievement of students with hearing impairment*

Sr#	Statements of Questions	SA	A	UD	DA	SDA	M	SD
1	Parents discuss their child's learning progress with teachers very often.	113(48)	104(44)	7(3)	9(4)	2(1)	4.35	0.79
2	Parents get involved in providing learning materials for their child at home.	72(31)	131(56)	21(9)	11(5)	0(0)	4.12	0.76
3	Parents ensure that their child does her school assignment appropriately.	93(40)	109(46)	25(11)	8(3)	0(0)	4.22	0.77
4	Parents attend the school on their own time and bring supplementary learning resources.	84(36)	124(53)	23(10)	2(1)	2(1)	4.22	0.72
5	Parents are worried about their child's social behaviour at school.	76(32)	137(58)	16(7)	0(0)	6(3)	4.18	0.77
6	Parents enrol their children in school-sponsored extracurricular activities.	97(41)	112(48)	14(6)	8(3)	4(2)	4.23	0.84
7	Sign language allows parents to communicate effectively with their children.	80(34)	129(55)	19(8)	2(1)	5(2)	4.18	0.79
8	Take their youngster to varied learning venues such as libraries, gaming parks	76(32)	121(51)	28(12)	8(3)	2(1)	4.11	0.80

9	Parents Attend all scheduled school visits.	73(31)	131(56)	22(9)	6(3)	3(1)	4.13	0.78
10	Parents Discuss the child's development with the instructor.	86(37)	128(54)	15(6)	6(3)	0(0)	4.25	0.69
11	Parents Control your free time so that you can do your homework. Visit the child's school on your own time to learn about his or her growth.	95(40)	119(51)	17(7)	4(2)	0(0)	4.30	0.68
12	Parents attend the school on their own time and bring supplementary learning resources.	68(29)	146(62)	14(6)	7(3)	0(0)	4.17	0.66

Table shows how parental participation affects hearing-impaired kids' academic progress. Parents discuss their kid's learning progress with instructors regularly, provide learning materials at home, ensure their child completes school assignments, attend school on their own time, and provide supplemental learning tools. Concerned about their child's school behavior, Parents enroll kids in school-sponsored extracurriculars. Sign language helps parents communicate with children. Take their child to libraries, arcades, etc. Attend all school visits. Parents and teachers discuss the child's progress. Parents Control your spare time to accomplish schoolwork. Visit the child's school to see his or her progress. Parents bring learning tools and attend school on their own time.

Table 3: *Benefits of parental involvement in the academic achievement of students with hearing impairment*

Sr#	Statements of Questions	SA	A	UD	DA	SDA	M	SD
1	Parents involvement improves competency of their HIC	92(39)	123(52)	16(7)	4(2)	0(0)	4.29	0.67
2	Parent involvement increase self esteem of child	79(34)	125(53)	21(9)	10(4)	0(0)	4.16	0.76
3	Parents involvement improves self efficacy of child	82(35)	127(54)	16(7)	8(3)	2(1)	4.19	0.77
4	Parent involvement motivate the child to learn	81(34)	129(55)	21(9)	4(2)	0(0)	4.22	0.67
6	Parent involvement teach the child to be Responsible	90(38)	129(55)	14(6)	2(1)	0(0)	4.31	0.62
7	Parent involvement play a vital role in personality growth of child	102(43)	105(45)	20(9)	4(2)	4(2)	4.26	0.82
8	Parent involvement helps the cognitive development of child	94(40)	126(54)	11(5)	2(1)	2(1)	4.27	0.78
9	Parent involvement create Self discipline in child	90(38)	137(58)	8(3)	0(0)	0(0)	4.31	0.67
11	Parents help the child for better school Attendance	77(33)	130(55)	24(10)	2(1)	2(1)	4.17	0.76

Table indicates parental involvement's impact on hearing-impaired youngsters' academic success. Parents' participation increases HIC competence. Parent involvement increases a child's self-esteem, improves self-



efficacy, motivates learning, teaches responsibility, plays a key role in personality development, and aids cognitive development. Parent participation encourages self-discipline and improves school attendance.

Table 4: *Challenges facing parental involvement the academic achievement of students with hearing impairment*

Sr#	Statements of Questions	SA	A	UD	DA	SDA	M	SD
1	Parents communication is challenged by lack of sign language expertise	100(43)	112(48)	19(8)	4(2)	0(0)	4.31	0.69
2	Fear of stigmatization discourages parents efforts to get involved	84(36)	130(55)	15(6)	4(2)	2(1)	4.23	0.72
3	Time limitations affects parents' involvement	71(30)	148(63)	6(3)	10(4)	0(0)	4.19	0.68
4	Parents had negative experiences with teachers whenever they get involved	79(34)	118(50)	26(11)	10(4)	2(1)	4.11	0.83
5	Parents are Not aware of their roles in the learning process of deaf children	84(36)	124(53)	17(7)	10(4)	0(0)	4.20	0.75
6	Economic challenges limit parents intended involvement.	88(37)	117(50)	17(7)	11(5)	2(1)	4.18	0.82
7	Parents are unaware of their children's education.	93(40)	111(47)	21(9)	6(3)	4(2)	4.20	0.84
8	The school has not been updated to make it accessible to parents with impairments.	79(34)	127(54)	17(7)	7(3)	5(2)	4.14	0.84
10	Parental inexperience with what and how to work with their kid at home	83(35)	117(50)	29(12)	4(2)	2(1)	4.17	0.77
12	Inadequate parental education to assist with schoolwork	99(42)	117(50)	13(6)	6(3)	0(0)	4.31	0.69

Table shows parental engagement challenges for hearing-impaired kids. Parents' inability to sign hinders communication. Stigma hinders parents' involvement. Time limits parents' participation. Parents have bad interactions with instructors. Parents don't know their responsibilities in deaf children's learning. Economics restrict parents' engagement. Parents don't know their kids' grades. The school isn't handicapped-accessible. Inexperienced parents who don't know how to help their child with homework.

Table 5: *Comparison of Opinion of Respondents at the Base of Gender (Independent Sample t-test)*

Gender	N	M	SD	df	t	Sig.
Male	89	201.71	10.86	233	0.68	0.497
Female	146	200.74	10.41			

\* $P > .05$  Level of Significance

Table indicates that the empirical information for male ( $N=89$ ,  $M=201.71$ ,  $SD=10.86$ ) and for female ( $N=146$ ,  $M=200.74$ ,  $SD=10.41$ ) with t-statistics ( $t(233) = .68$ ,  $P > .05$ ) which shows that there is no significant difference in the opinions of male and female respondents on basis of gender of participants.

Table 6: Comparison of Opinion of Respondents at the Base of Area (Independent Sample t-test)

Area of Posting	N	M	SD	df	T	Sig.
Rural	50	207.32	12.27	233	4.91	.00
Urban	185	199.43	9.42			

\* $P < .05$  Level of Significance

Table indicates that the empirical information for rural ( $N=50$ ,  $M=207.32$ ,  $SD=12.27$ ) and for urban ( $N=185$ ,  $M=199.43$ ,  $SD=9.42$ ) with t-statistics ( $t(233) = 4.91$ ,  $P < .05$ ) which shows that there is a significant difference in the opinions of parents from rural areas and from urban areas on basis of area of posting of participants.

Table 7: Comparison of Opinion of Respondents at the Base of their Age (One-Way ANOVA)

Age of Respondents	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3675.840	4	918.960	9.401	.000
Within Groups	22482.500	230	97.750		
Total	26158.340	234			

\* $P < .05$  Level of Significance

Table indicates that the empirical information for Between Groups ( $Sum\ of\ Squares=3675.840$ ,  $df=4$ ,  $Mean\ Square=918.960$ ) and for Within Groups ( $Sum\ of\ Squares=22482.500$ ,  $df=230$ ,  $Mean\ Square=97.750$ ) with One Way ANOVA ( $F(234) = 9.401$ ,  $P < .05$ ) which leads to the decision that there is a significant difference in the opinions of parents from Between groups and Within Groups on the basis of age of participants.

Table 8: Comparison of Opinion of Respondents at the Base of Qualification (One-Way ANOVA)

Qualification	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2786.209	2	1393.105	13.828	.000
Within Groups	23372.131	232	100.742		
Total	26158.340	234			

\* $P < .05$  Level of Significance

Table indicates that the empirical information for Between Groups ( $Sum\ of\ Squares=2786.209$ ,  $df=2$ ,  $Mean\ Square=1393.105$ ) and for Within Groups ( $Sum\ of\ Squares=23372.131$ ,  $df=232$ ,  $Mean\ Square=100.742$ ) with One Way ANOVA ( $F(234) = 13.828$ ,  $P < .05$ ) which leads to the decision that there is a significant difference in the opinions of parents from Between groups and Within Groups on the basis of qualification of participants.

## Discussion

The involvement and support of parents is critical for the academic success of children who have a hearing impairment. It is common knowledge that a significant amount of participation from parents is necessary for academic achievement. However, increasing parental participation in their children's educational experiences remains a difficult task. According to the most recent MetLife Survey of the American Teacher, teachers and principals are in agreement about the significance of parental involvement; 71 percent of principals and 59 percent of teachers called it a priority. Despite this, teachers and principals' express frustration at the results of their efforts to improve student performance numbers (Schroedel & Carnahan, 2021). According to the findings of Erbasi et al. (2018)'s study, the participation of a child's parents is the single most essential factor in the care and treatment of a kid who has hearing loss.

Research on the relationship between parental involvement and academic achievement was carried out by Ashori (2022). The volume of research that has been done on the significance of parental engagement was taken into consideration in this study, and the findings showed that the majority of parents were active in their children's educational experiences. It makes a huge impact in a child's education when parents are active in activities such as ensuring that homework is completed and participating in school activities. The results of the studies that were described above were consistent with the findings of our study and support the idea that parental participation had a significant impact in the educational objectives that were accomplished by children who had hearing impairments.

## **Conclusion**

This study was conducted to explore the role of parents for supporting the children with hearing impairment in education. On the behalf of finding, it is concluded that there is a huge role of parents in achieving better results in studies of students with hearing impairment. Parents are the pillars at which teacher build the multistory building of education for child. If we minus parental support then teachers are not able to get better results for students with hearing impairment. Although there are some challenges faced by parents while supporting the children with hearing impairment which are highlighted by the researchers. Schools can play an important role to guide the parents regarding support needed in the education of children with hearing impairment.

## **Recommendation**

There are some recommendations listed below to improve the parental support regarding better results of students with hearing impairment.

- Awareness programs must be organized by the school regarding the support required from parents to improve the education of children with hearing impairment.
- Due to lack of time and resources sample of study was kept low, so to improve finding and results future researchers must increase sample size.

## **Acknowledgments**

None

## **Conflict of Interest**


Authors have no conflict of interest.

## **Funding Source**

The authors received no funding to conduct this study.

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