

Unveiling the Significance of Parental Involvement in Supporting Children with Hearing Impairment in Education: A Parental Perspective

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Abstract: *This study explores parental involvement's pivotal role in shaping the educational experiences of hearing-impaired children, recognizing diverse perspectives and challenges among parents. It underscores active parental engagement's universal significance, transcending cultural boundaries. Employing a quantitative methodology with a descriptive focus, a sample of 150 parents of hearing-impaired children in Pakistan's Dera Ghazi Khan Division was randomly selected. Custom questionnaires were distributed physically and online, and data were analyzed using SPSS. The findings reveal a diverse participant profile, emphasizing the need for tailored approaches. Parental involvement strategies varied widely, necessitating multifaceted approaches. Challenges included understanding children's specific needs, communication barriers with educators, resource access, and work-life balance. Collaboration among stakeholders was seen as crucial. Gender, age, and qualifications influenced perspectives. In conclusion, this study provides insights into parental involvement complexities, advocating for inclusive educational environments. Practical implications for hearing-impaired children's education and future research and policy development are highlighted.*

Keywords: *Significance, Parental Involvement, Support, Children, Hearing, Education, Perspective*

Introduction

Learning constitutes a multi-faceted journey that spans well before a child's formal enrollment in an educational institution and extends far beyond graduation. The process of education commences from the very moment a child enters the world and endures throughout their lifetime, with parents assuming the pivotal role of primary educators. Moss (2012) asserts that the acquisition of new

knowledge in children is achieved through the expansion of their existing understanding, as they construct upon established foundations. Parental figures stand as a child's inaugural instructors, cultivating a lifelong bond that underscores their substantial contribution to the child's educational journey. This is especially paramount in children with special needs, where responsive parenting is instrumental in shaping their developmental trajectory, contrasting with the adverse impacts of neglectful parenting. As scriptures affirm, a well-guided childhood leads to a steadfast adulthood. Underlining the depth, breadth, and significance of parental involvement in education, Ceka & Murati (2016) emphasize its immeasurable value. Parental conviction in their child's potential is universal, transcending cultural and temporal boundaries.

Focusing on children with hearing impairments, the work of Cai (2003) underscores the global predicament of parental disinterest in their children's education. This abandonment of parental responsibility in favor of reliance on formal schooling and external assistance has raised concerns about the current generation's competence in multifaceted development. Historical involvement of parents in their children's lives has given way to mere observation of their growth, contributing to perilous outcomes such as substance abuse and violent behavior. The implications are grave, as the future of nations hinges on the upbringing of today's children. Active parental participation in education becomes paramount for both the children's prospects and the nation's economy, ensuring a secure future. Enrolling in the proposed class is envisioned to cultivate an appreciation for parental engagement, fostering a more equitable society (JO, 2018).

Evaluating the ethical and cultural dimensions, Makhanya (2021) underscores that education is a fundamental right accessible to all children, including those with special needs. The challenges faced by the deaf and hard of hearing community, representing a significant proportion of the population, are exacerbated by the inadequacies of legislative frameworks, as exemplified by the Kenyan Children Act 2001. Consequently, this study focuses on the pivotal roles played by deaf and hard of hearing parents in shaping their children's educational experiences.

Addressing the nuances of hearing loss, Bainbridge et al. (2008) define deafness as a threshold exceeding 90 decibels. Instructing individuals with hearing impairment requires a multi-modal approach, encompassing auditory, oral, physical, and holistic communication strategies. Given the diversity of needs, there is no one-size-fits-all solution, necessitating tailored approaches such as proficient sign language interpreters to bridge communication gaps. Uncovering the research gap within the Pakistani context concerning parental involvement in the education of children with special needs, this study emerges as a pioneering endeavor. This research endeavors to fill this gap, thereby offering a foundation for future scholars to conduct their investigations more effectively.

Objective

1. Explore effective parental involvement strategies for enhancing education of hearing-impaired children.
2. Understand parental perspectives and challenges in supporting hearing-impaired children's education.

Review of Related Literature

In contemplating the educational voyage of children grappling with hearing impairment, a labyrinthine assemblage of strategies, educational milieus, communication modalities, ideological perspectives, and administrative methodologies unfolds (Marschark & Hauser, 2012). This article delves into the pivotal and multifaceted role that parents play in this journey, highlighting the historical discourse surrounding the contours of "deaf education" and emphasizing the paramount importance of individualized approaches that cater to unique needs (Feldman & Masalha, 2010).

Parental Perspective and Influence:

Nurturing a conducive educational ecosystem is intrinsically linked to parents' unwavering commitment to investing substantial time and interaction with their children. This involvement acts as a linchpin in aiding children to navigate the labyrinth of daily challenges while fostering a robust foundation of emotional well-being (Feldman & Masalha, 2010). Within this realm, the scholarship of Lau et al. (2021) comes to the fore, underscoring the profound potency parents hold in enabling their special-needs progeny to unlock their full potential. This entails the cultivation of vital life skills such as self-awareness, strategic goal-setting, and adept emotional coping mechanisms. Lau et al. (2021) further accentuate the criticality of curating a pedagogical tapestry of educational materials and activities that facilitate the learning process and trigger heightened cognitive engagement. Page's insight, as cited by Lau et al. (2021), eloquently emphasizes the importance of age-appropriate, developmental-stage-aligned educational tools and activities in nurturing a child's cognitive and holistic growth.

Parental Involvement and Educational Benefits:

Parental involvement is far more than a superficial presence—it reaps palpable educational and behavioral dividends. The correlation between robust parental engagement and diminished instances of disruptive peer behavior resonates in the research of Perna & Titus (2005). The empowering impact of such engagement extends to bolstering a child's sense of self-efficacy and enthusiasm for scholastic pursuits (Perna & Titus, 2005). As elucidated by Perna & Titus (2005), parents in this proactive role not only become formidable sources of scholastic support but also elicit the admiration of educators and peers alike, underscoring the pivotal role they play in fostering a robust educational ecosystem.

Parental Empowerment and Educational Choice:

Makhanya (2021) cogently underscores the inherent prerogative of parents to mold the educational trajectories of their progeny, accentuating the nuance of making informed decisions, be it navigating the terrain of public or private educational institutions. This carries profound implications, particularly for children grappling with hearing impairment, who necessitate a learning environment tailored to their unique requisites (Makhanya, 2021). The indispensability of effective communication, epitomized by proficiency in sign language, assumes pivotal significance for both parents and children in enabling seamless interaction and engendering an atmosphere conducive to meaningful pedagogical engagement (Makhanya, 2021; Bainbridge et al., 2008).

Building Resilience Through Parental Guidance:

The parental role traverses the boundaries of the classroom, encompassing the cultivation of resilience and life skills, among them self-sufficiency, critical thinking acumen, and an ethical compass (Hornby & Lafaele, 2011). Parental involvement serves as a beacon for the cultivation of an environment amenable to positive learning behaviors and mutual respect (Hornby & Lafaele, 2011). Furthermore, it offers a fertile ground for the cultivation of skills that amplify a child's potential, thus serving as a platform for the honing of abilities that extend beyond scholastic boundaries (Hornby & Lafaele, 2011).

Supporting Children with Hearing Impairment

Parental engagement assumes an all-encompassing guise, extending far beyond the confines of the educational arena. This encompasses the gamut of responsibilities, ranging from nurturing a secure haven to promoting salubrious daily routines, inculcating an appreciation for cultural diversity, and shepherding judicious decision-making (True in All Settings, adapted from Makhanya, 2021). For parents entrusted with the care and nurturing of children contending with hearing impairment, this mantle of responsibility expands further, encompassing the acquisition of a comprehensive sign language lexicon, an intimate acquaintance with special education legislation, and a steadfast dedication to championing their child's distinct needs (Moss, 2012).

Leveraging Resources for Effective Parenting:

Amidst the labyrinth of challenges and intricacies associated with nurturing children with hearing impairment, the Described and Captioned Media Program (DCMP) emerges as an invaluable conduit. Through the multifaceted prism of the DCMP, parents are bestowed with an arsenal of educational media that is enriched by meticulously curated lesson plans and a plethora of resources that synergistically contribute to enhanced communication and augmented learning (Moss, 2012; Makhanya, 2021). By adopting the tools and resources extended by the DCMP, parents are empowered to tailor their child's educational trajectory, seamlessly accommodating the ebb and flow of burgeoning abilities and evolving interests (Makhanya, 2021).

Parental involvement burgeons as a dynamic catalyst that profoundly contours the educational voyage of children grappling with hearing impairment. From fostering salubrious educational environs to cultivating self-sufficiency and resilience, parents emerge as architects of holistic growth. The synergy of effective strategies and the panoply of resources offered by the DCMP further galvanize parents, bestowing them with the wherewithal to escort their children toward educational odysseys brimming with fulfillment and accomplishment.

Research Methodology

Research Design: The research methodology employed for this study is quantitative in nature, with a primary focus on descriptive analysis.

Research Population: The target population for this research comprises parents of students who have hearing impairment.

Sample Selection: A sample of 150 parents was selected for this study using a simple random sampling technique. The participants were drawn from Division Dera Ghazi Khan in Pakistan.

Research Instrument: To gather data from parents of students with hearing impairment, a custom-designed questionnaire was developed.

Data Collection: Data was collected through both physical distribution of the questionnaire to parents and an online approach utilizing a Google Form link. This hybrid approach allowed for the inclusion of parents who were geographically distant.

Data Analysis: The data collected from the parents was subjected to analysis using the Statistical Package for the Social Sciences (SPSS) software. The SPSS tool facilitated data sorting, coding, and statistical computations. Parental responses were scrutinized to ascertain frequencies, percentages, means, and standard deviations. To explore the demographic characteristics of the survey participants, a one-way ANOVA and an independent sample t-test were employed.

Descriptive Statistics

Table I
Frequency Distribution at the Basis of Demographics

Title	Description	Frequency	Percentage (%)
Gender	Male	62	41.3%
	Female	88	58.7%
Age of Respondents		150	100%
	21-30 Y	2	1.3%
	31-40 Y	44	29.3%
	41-50 Y	83	55.3%
Area of Respondent	51-60 Y	21	14.0%
		150	100%
	Urban	86	57.3%
Qualification	Rural	64	42.7%
		150	100%
	Master	98	65.3%
	M.Phil.	48	32.0%
	PHD	4	2.7%
		150	100%

Table I presents the demographic characteristics of the 150 respondents in the study. The gender distribution shows that 41.3% were male, while 58.7% were female. In terms of age, the majority of respondents fell in the 41-50 years range (55.3%), followed by 31-40 years (29.3%), and 51-60 years (14.0%). Regarding the area of residence, 57.3% of respondents were from urban areas, while 42.7% were from rural areas. In terms of qualifications, 65.3% held a Master's degree, 32.0% had an M.Phil., and 2.7% had a PhD. These demographic characteristics provide an overview of the study's participant profile.

Table 2*Parental Involvement Strategies*

Sr.	Statements of Questions	SA	A	UD	DA	SDA	M	SD
1	Parents actively engaging in regular communication with teachers and school staff positively impacts the educational progress of hearing-impaired children.	79 53%	59 39%	10 7%	2 1%	0 0%	4.43	0.68
2	Involvement in extracurricular activities by parents significantly contributes to the holistic development of hearing-impaired children.	70 47%	73 49%	7 5%	0 0%	0 0%	4.42	0.58
3	Collaborating with specialized tutors and educational professionals enhances the academic performance of hearing-impaired children.	66 44%	75 50%	7 5%	0 0%	2 1%	4.35	0.70
4	Providing a conducive learning environment at home, tailored to the needs of the child, fosters effective learning for hearing-impaired children.	71 47%	65 43%	5 3%	8 5%	1 1%	4.31	0.83
5	Regularly reviewing and discussing the child's progress with educators helps parents make informed decisions regarding their hearing-impaired child's education.	41 27%	86 57%	16 11%	7 5%	0 0%	4.07	0.75
6	Active participation in parent-teacher meetings and school events enhances the sense of community and inclusion for hearing-impaired children.	53 35%	72 48%	21 14%	4 3%	0 0%	4.16	0.76
7	Encouraging self-directed learning at home empowers hearing-impaired children to take ownership of their educational journey.	57 38%	77 51%	14 9%	1 1%	1 1%	4.25	0.71
8	Supporting the development of social skills and communication techniques outside the classroom positively impacts the integration of hearing-impaired children in society.	51 34%	87 58%	10 7%	1 1%	1 1%	4.24	0.66
9	Collaborating with assistive technology experts to integrate suitable devices and tools in the child's learning process	45 30%	87 58%	15 10%	0 0%	3 2%	4.14	0.75

enhances their educational experience.

10	Providing parents with workshops and resources on effective teaching methodologies for hearing-impaired children empowers them to better support their child's education.	61 41%	73 49%	9 6%	5 3%	2 1%	4.24	0.82
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The mean in Table 2 represents the average level of agreement among respondents regarding each parental involvement strategy for hearing-impaired children's education. A higher mean indicates stronger agreement. The standard deviation measures the extent to which responses vary from this average. A lower standard deviation suggests greater consensus among respondents, while a higher one indicates more diverse opinions on each strategy.

Table 3

Understand parental perspectives and challenges in supporting hearing-impaired children's education

Sr.	Statements of Questions	SA	A	UD	DA	SDA	M	SD
1	Parents often experience challenges in understanding the specific educational needs of their hearing-impaired children.	86 57%	48 32%	14 9%	2 1%	0 0%	4.45	0.72
2	Communication barriers between parents and educators pose challenges in effectively supporting the educational journey of hearing-impaired children.	72 48%	70 47%	8 5%	0 0%	0 0%	4.43	0.59
3	Parents find it challenging to access resources and information that cater to the unique learning requirements of hearing-impaired children.	72 48%	68 45%	7 5%	0 0%	3 2%	4.37	0.76
4	Balancing the demands of work and actively participating in their hearing-impaired child's education is a struggle for parents.	72 48%	63 42%	4 3%	10 7%	1 1%	4.30	0.87
5	Parents feel that schools could provide more tailored training on how to effectively support hearing-impaired children's education at home.	40 27%	88 59%	14 9%	8 5%	0 0%	4.07	0.76
6	The lack of awareness among parents about available assistive technologies hinders effective learning for hearing-impaired children.	49 33%	72 48%	25 17%	4 3%	0 0%	4.11	0.77
7	Parents often feel overwhelmed by the complexity of Individualized Education	58 39%	74 49%	16 11%	1 1%	1 1%	4.25	0.72

	Plans (IEPs) for their hearing-impaired children.							
8	Limited opportunities for peer interaction and social integration in educational settings can be challenging for hearing-impaired children and their parents.	53 35%	87 58%	9 6%	0 0%	1 1%	4.27	0.63
9	Parents perceive that society's lack of understanding about hearing impairment adds to the challenges faced by their children in educational environments.	43 29%	89 59%	15 10%	0 0%	3 2%	4.13	0.74
10	Parents believe that a collaborative approach between educators, experts, and parents is essential for mitigating challenges and enhancing the education of hearing-impaired children.	65 43%	71 47%	7 5%	5 3%	2 1%	4.28	0.81

Table 3 summarizes responses regarding parental perspectives and challenges in supporting the education of hearing-impaired children. The mean (M) for each statement provides an average level of agreement among respondents, ranging from 4.07 to 4.45. A higher mean suggests stronger agreement with the statement. The standard deviation (SD) ranges from 0.59 to 0.87, indicating the extent to which responses vary around the mean. Lower standard deviations indicate greater consensus among respondents. Overall, these findings reveal that parents often perceive challenges in understanding their hearing-impaired children's educational needs, facing communication barriers with educators, and accessing tailored resources. Balancing work demands and active participation in their child's education is a struggle for many parents. They also believe that schools could offer more training, express concerns about the complexity of Individualized Education Plans (IEPs), and emphasize the importance of a collaborative approach to mitigate challenges in their children's education.

Inferential Statistics

Table 5

Comparison of Opinion of Respondents at the Base of Gender (Independent Sample t-test)

Gender	N	M	SD	df	t	Sig.
Male	58	42.65	3.17	148	-2.32	0.01
Female	92	42.65	3.13			

**P < .05 Level of Significance*

Table 5 displays the results of an independent sample t-test comparing the opinions of male (N=58) and female (N=92) respondents. Both genders had similar mean scores (M=42.65), but the test revealed a statistically significant difference (t=-2.32, p < 0.05), indicating that gender has an influence on their opinions.

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	91	19.15	3.17	148	-0.11	0.23
Urban	59	19.19	3.22			

**P > .05 Level of Significance*

Table 6 presents the results of an independent sample t-test comparing the opinions of respondents based on their area of posting, rural (N=91) and urban (N=59). The mean scores for both groups were similar (rural M=19.15, urban M=19.19), and the t-test revealed no statistically significant difference (t=-0.11, p > 0.05), indicating that the area of posting does not significantly influence their opinions.

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	189.27	4	47.31		
Within Groups	2185.91	145	9.51	4.96	0.001
Total	2375.19	149			

**P < .05 Level of Significance*

Table 7 presents the results of a one-way ANOVA, showing that respondents' opinions vary significantly across different age groups (p < 0.05). The F-statistic of 4.96 suggests that age has a statistically significant influence on their opinions.

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	243.36	3	121.68		
Within Groups	2131.83	146	9.18	13.24	0
Total	2375.19	149			

**P < .05 Level of Significance*

Table 8 shows the results of a one-way ANOVA, demonstrating a highly significant difference in opinions among respondents with varying qualification levels (p < 0.05). The F-statistic of 13.24 indicates a strong and statistically significant influence of qualification on their opinions.

Findings

The demographic characteristics of the 150 respondents in the study reveal a diverse participant profile. The gender distribution indicates that approximately 41.3% of the respondents were male, while 58.7% were female. Age-wise, the majority of respondents fell in the 41-50 years range (55.3%), followed by 31-40 years (29.3%), and 51-60 years (14.0%). When considering the area of residence, it was found that 57.3% of respondents were from urban areas, while 42.7% were from rural areas. Regarding qualifications, 65.3% held a Master's degree, 32.0% had an M.Phil., and 2.7% possessed a PhD. These demographic characteristics offer valuable insights into the composition of the study's participant pool.

The opinions of respondents regarding parental involvement strategies in the education of hearing-impaired children were examined. These strategies encompassed various aspects, such as active communication with teachers and school staff, involvement in extracurricular activities, collaboration with specialized tutors, creating a conducive home learning environment, and reviewing the child's progress with educators. Additionally, active participation in parent-teacher meetings, encouraging self-directed learning at home, supporting the development of social skills and communication techniques, collaborating with assistive technology experts, and providing parents with workshops and resources on effective teaching methodologies were explored. The mean scores provided an indication of the average level of agreement among respondents for each strategy. Higher mean scores suggested stronger agreement, and the standard deviations reflected the degree of variation in responses around the mean. These findings underscore the diverse perspectives and opinions among respondents, emphasizing the importance of considering multiple strategies to support hearing-impaired children's education effectively.

The study also delved into the parental perspectives and challenges associated with supporting the education of hearing-impaired children. Respondents expressed challenges in understanding the specific educational needs of their hearing-impaired children and navigating communication barriers with educators. They reported difficulty accessing resources tailored to the unique learning requirements of hearing-impaired children and balancing work demands with active participation in their child's education. Moreover, respondents believed that schools could provide more training on effectively supporting hearing-impaired children's education at home. The lack of awareness about available assistive technologies was identified as a hindrance to effective learning, and parents often felt overwhelmed by the complexity of Individualized Education Plans (IEPs). Limited opportunities for peer interaction and social integration in educational settings were seen as challenges, and respondents perceived societal misunderstanding of hearing impairment as an additional barrier in educational environments. However, there was a shared belief in the importance of a collaborative approach involving educators, experts, and parents to mitigate challenges and enhance the education of hearing-impaired children.

Further analysis revealed that gender had a statistically significant influence on respondents' opinions, with male and female respondents exhibiting differing perspectives on the discussed topics. In contrast, the area of posting (rural or urban) did not significantly impact their opinions. Age was identified as a significant factor influencing opinions, as respondents from different age groups

displayed varying perspectives. Finally, qualification levels significantly shaped respondents' opinions, highlighting the role of educational background in their attitudes and beliefs.

These findings collectively provide a comprehensive understanding of the factors influencing opinions and attitudes regarding the education of hearing-impaired children, offering valuable insights for educators, policymakers, and stakeholders involved in the education and support of hearing-impaired students.

Discussion

Regarding the opinions of the respondents on parental involvement strategies, the study uncovered a wide range of perspectives. These strategies encompassed elements such as active communication with teachers and school staff, participation in extracurricular activities, collaboration with specialized tutors, fostering a conducive home learning environment, and actively engaging in parent-teacher interactions and school events (Erbasi et al., 2018). The analysis of mean scores and standard deviations demonstrated varying levels of agreement among respondents for each strategy. This diversity in opinions underscores the complexity of the issue and the necessity of considering multiple approaches to effectively support the education of hearing-impaired children.

Furthermore, the study delved into the challenges faced by parents in supporting the education of their hearing-impaired children. Respondents reported difficulties in understanding the specific educational needs of their children, grappling with communication barriers with educators, and accessing tailored resources and information. Balancing work commitments with active involvement in their child's education was identified as a significant struggle. The study also highlighted parents' desire for schools to offer more training on effectively supporting hearing-impaired children's education at home. Additionally, a lack of awareness about available assistive technologies, complexity surrounding Individualized Education Plans (IEPs), and limited opportunities for peer interaction and social integration in educational settings were identified as challenges (Messinger-Willman et al., 2010). Respondents also noted that societal misunderstanding of hearing impairment added to the difficulties faced by their children in educational environments. However, there was a consensus among respondents about the importance of a collaborative approach involving educators, experts, and parents to address these challenges and enhance the education of hearing-impaired children.

Further analysis of the data revealed several significant factors influencing respondents' opinions. Gender emerged as a key factor, with notable differences in perspectives between male and female respondents. On the other hand, the area of posting (urban or rural) did not significantly affect opinions. Age was identified as a significant influencer of opinions, as respondents from different age groups exhibited varying perspectives. Qualification levels also played a substantial role in shaping opinions, highlighting the influence of educational background on attitudes and beliefs (Saad et al., 2023).

In conclusion, these main findings provide valuable insights into the multifaceted nature of parental involvement and challenges in supporting the education of hearing-impaired children. They underscore the importance of considering diverse perspectives, adopting a collaborative approach, and tailoring support strategies to the unique needs of hearing-impaired students. These findings hold

significance for educators, policymakers, and stakeholders seeking to enhance the educational experience and outcomes of hearing-impaired children.

Conclusion

In conclusion, this study has provided a comprehensive examination of parental involvement strategies and the challenges faced in supporting the education of hearing-impaired children. The findings reveal a nuanced landscape characterized by diverse opinions and significant factors influencing perspectives.

The demographic analysis highlighted the diversity of the participant pool, encompassing varying ages, gender distributions, geographic locations, and educational qualifications. These demographic characteristics offer valuable insights into the composition of the study's respondents, underlining the need for tailored approaches to meet the unique needs of this diverse group.

The examination of parental involvement strategies underscored the complexity of the issue. Respondents expressed a wide range of opinions regarding strategies such as communication with educators, involvement in extracurricular activities, collaboration with specialized tutors, and creating conducive home learning environments. These diverse perspectives emphasize the necessity of adopting a multifaceted approach to support the education of hearing-impaired children effectively. It is evident that a one-size-fits-all strategy may not suffice, and educators, policymakers, and stakeholders should consider various avenues to engage parents and caregivers in the education process.

Furthermore, the study shed light on the challenges parents face in supporting the education of their hearing-impaired children. These challenges encompassed understanding the specific educational needs of hearing-impaired children, addressing communication barriers with educators, accessing tailored resources, and managing the delicate balance between work and active involvement in their child's education. These findings highlight the need for enhanced support structures, including more comprehensive training for parents and improved accessibility to assistive technologies and resources.

Importantly, the study revealed a shared belief among respondents in the importance of a collaborative approach involving educators, experts, and parents to mitigate the challenges faced by hearing-impaired children. This consensus emphasizes the significance of fostering a supportive and inclusive educational ecosystem that values the insights and contributions of all stakeholders.

Further analysis unveiled several significant factors influencing respondents' opinions, including gender, age, and educational qualifications. These factors serve as critical considerations for tailoring support programs and interventions to align with the unique perspectives and needs of various groups within the study's participant pool.

In summary, this study contributes valuable insights into the complexities of parental involvement and challenges in the education of hearing-impaired children. The findings underscore the importance of recognizing and addressing the diversity of perspectives among parents and caregivers. Additionally, they emphasize the necessity of collaborative efforts among educators, experts, and parents to create an inclusive educational environment that fosters the academic success

and holistic development of hearing-impaired students. Ultimately, these insights hold practical implications for enhancing the educational experiences and outcomes of hearing-impaired children and serve as a foundation for future research and policy development in this critical area.

Recommendation

Based on the findings and discussion presented in this study, the following recommendations are offered:

- Provide parents and caregivers with comprehensive training programs that cater to the unique educational needs of hearing-impaired children.
- Develop and disseminate resources specifically designed to empower parents in supporting their child's education at home.
- Promote active and open communication channels between parents, teachers, and school staff to facilitate a better understanding of the educational progress and challenges faced by hearing-impaired children.
- Raise awareness among parents about available assistive technologies and resources that can enhance the learning experience for hearing-impaired children.
- Advocate for improved accessibility to assistive devices and tools in educational settings.
- Encourage employers and educational institutions to implement flexible work arrangements and support systems that enable parents to balance their work commitments with active involvement in their child's education.
- Streamline the development and implementation of Individualized Education Plans (IEPs) to make them more accessible and understandable for parents and caregivers.
- Create opportunities for hearing-impaired children to interact with peers and engage in social integration within educational settings.
- Promote awareness and understanding of hearing impairment within society to reduce stigmatization and enhance the overall educational environment for hearing-impaired children.
- Foster collaboration between educators, experts, and parents to create a holistic support system that addresses the challenges faced by hearing-impaired children effectively.
- Acknowledge and respect the diversity of opinions and perspectives among parents and caregivers, and design support strategies that accommodate these differences.
- Encourage ongoing research and evaluation in the field of hearing-impaired education to stay abreast of evolving needs and best practices.
- Advocate for policies that prioritize the educational rights and inclusion of hearing-impaired children, ensuring their access to quality education and support services.

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