



RESEARCH PAPER

Perception of Parents About Higher Education for their Children with Hearing Impairment

Ghazala Ishrat*¹ Dr. Faisal Anis² Asma Kanwal³

1. Lecturer, University of Management and Technology, Lahore, Punjab, Pakistan

2. Assistant Professor, University of Management and Technology, Lahore, Punjab, Pakistan

3. Lecturer, Department of Special Education, University of Education, Lahore, Punjab, Pakistan

***Corresponding Author** ghazalah.ishrat@umt.edu.pk

ABSTRACT

This research aimed to explore the perception of the parents of children with hearing impairment (CWHI) for higher education. They have to face many problems in selecting the pathway for CWHI. There are limited opportunities for the students with hearing impairment after secondary education. That's why it is very important to know about their perception regarding future concerns of their children. In this quantitative research, the descriptive methodology was used in designing a self-made questionnaire to assess the parent's perception. Convenient sampling was used to collect the data from the parents of intermediate class students who were about to decide the future field of their children. Data were collected from 115 parents from colleges of Punjab and then analyzed by using descriptive as well inferential analysis. Response of a majority of the parents was positive towards Higher Education of their children for the better life. This research highlighted a new direction for arranging Higher education programs for hearing impaired students.

Keywords: Career Education, Higher Education, Underemployment, Unemployment

Introduction

Education plays a vital role in a person's social and economic development. It makes the individual independent. A person can think critically by getting educated about his environment and surroundings. He can perform his duties in a better way as an individual and a good citizen, he can also serve his country very well (Kyers & Kwame, 2009).

Everyone wants to get an education or technical skills so that he can perform better for improving his life standard. No nation can progress until every individual of that nation becomes the part of productivity for his country. In past disable persons were totally depend on their families to fulfill their needs of life. Hearing impaired persons were affected by unemployment or under employment because of their low level of knowledge and less technical skills. Some subjects and areas are very difficult to understand for a student with hearing loss. Vocabulary, language arts, reading comprehension and creative writing, they have difficulty in sentence structure and idiomatic phrases (Chishti, et al., 2011).

According to Riddell (2009), meaning of transition for young people is taking steps forward from childhood to youth where they totally depend on their families in the sense of financial support, residence, nursing and for fulfillment of all their needs. Which is defined as in the stage of adulthood, for stable business, occupation, and work, a self-sufficient and autonomous home, financial opportunity in extending and producing money and adult individual relations. In this era, this perspective of discrete states and smooth transitions has become a very tough challenge. The modern labor force isn't a simple process and is required to be adaptable and flexible working crosswise over various assignments and with different examples of work, as generation demands. The demands of the flexible labor market may, obviously, be to a great degree hazardous for who have few qualifications, having any type of disability and are in low- skilled work. A further outcome of a flexible and unstable labor market, advertise is the moderately late desire that training is never again

limited to the early long periods of life. Individuals of working age are relied upon to utilize long lasting figuring out how to retrain and up skill all through their active and dynamic years. The transition is along these lines never as a solitary stage process, however, as multi-layered and on-going process (Ashraf, & Ismat, 2016).

Education

"One child, one teacher, one book and one pen can change the world, " stated by MalalaYousafzai, (2013) the youngest girl who gets the Noble prize expressed that she has strong trust on the power of education. According to research education is very important to live independently and for self-realization. Education helps a person to overcome his problems, poverty, and marginalization. Every person has reserved legally and religiously right to improve his life stander by getting the education. Every society should provide the opportunity to get educated properly (Tsuladze, 2015, Scaradozzi, et al , 2019).

Importance of Education

Education has numerous advantages and has a positive effect on our lives. An educated individual is an asset to any nation. An educated person can serve better for his nation and country. He can invent better ways to progress. Education empowers our minds to conceive good thoughts and ideas (Ball, 2021).

Hearing Impairment

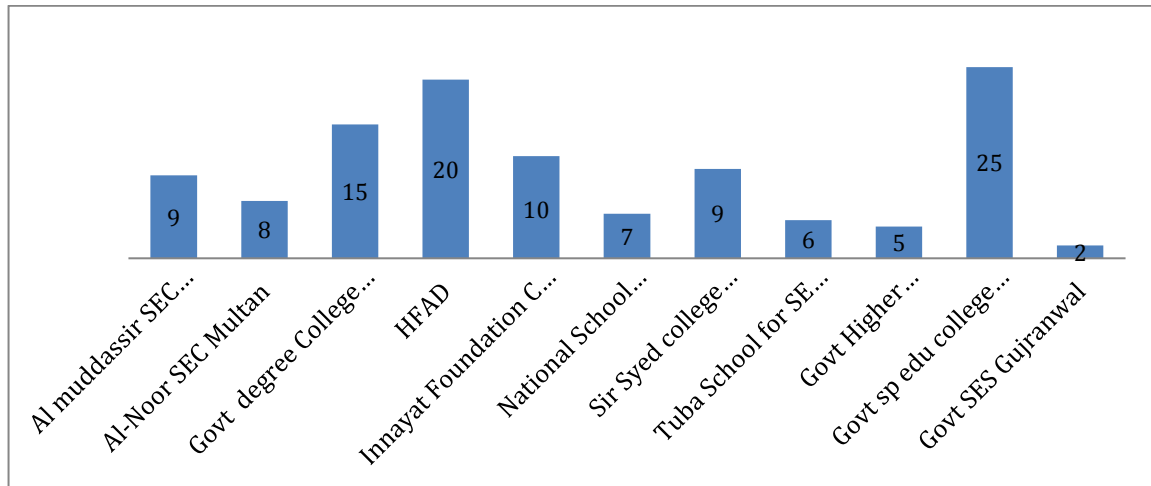
Hearing impairment as an inability classification is like the class of deafness, yet it isn't the same. The official meaning of a hearing impairment by the Individuals with Disabilities Education Act (IDEA) is "a delimitation in hearing, regardless of whether changeless or fluctuating, that unfavorably influences a kid's academic achievement, however is excluded under the meaning of 'deafness" .Thus, knowing the meaning of deafness is important to comprehend what kind of inabilities is viewed as hearing impairment. A hearing loss over 90 decibels and more than 90 dB is thought about deafness (Mulwafu, et al, 2016).

Research Procedure

The research was of descriptive in nature conducted through survey method. All the parents of children with hearing impairment of intermediate level comprised the population of the study because at this stage they were going to select a career opportunity.

In the province, Punjab parents of CWHI in all over the Punjab whose children with hearing impairment study in intermediate classes and tends to go for further education in the future. Parents of CWHI from all over the Punjab whose children with hearing impairment study in intermediate classes and tend to go for further education in the future.

115 parents of student with hearing impairment were selected conveniently and purposely as sample of the study.



Literature Review

Education refers to the systematic process of learning skills and gaining knowledge by teaching, independent learning teaching and instructions. The individual giving the direction or teaching is known as instructors, teacher, mentor and guide. What's more, the individual who is in a learning process or taking instruction is called a pupil or student. There are different levels of education in Pakistan like primary education, elementary education, secondary education, higher secondary education, intermediate level of education, graduation and post-graduation according to UNISEF. A school ought to have skilled instructors and very much prepared framework with all equipment. In the wake of finishing the school instruction, a student can join a school, college or organization for facilitating studies. Illiterate Adults can join part-time courses to learn some technical skills or literacy skills like reading, writing, problem solving, mathematical and analytical skills. For learning skills, they have to enroll themselves in any vocational or higher education institutes (Kyers & Kwame, 2009).

Hearing Impaired Persons have to face many problems in employment as they have difficulties in writing expression along with reading and hearing verbal language and communication (Packer, 2015). Research indicates that at the completion of college and secondary school educations demonstrate the positive impact on the deaf student's career success and job placement. The researcher said that to get higher salary jobs depends on higher degree achievement. A person with hearing impairment should have to improve their education as one could improve skills, knowledge, and potentials fulfill the job requirement (Robin, & Docks, 2015).

Purpose of education

Education plays a vital role in a person's social and economic development. It makes the individual independent. A person can think critically by getting education about his environment and surroundings. He can perform his duties in a better way. As an individual and a good citizen and can serve his country. For survival, we have to face many challenges in our life and education makes us enable to fight successfully with them by getting education (Kyers & Kwame, 2009).

Educated and Skilled citizens are very important in the building of the nation. If they take collective responsibility it will be very beneficial for the nation. They should be aware of their single and collective responsibilities to be a useful part of the social, cultural, economic and political development of their society, nation and the world at large. Educational system in all over the world is continuously progressive. These changes are activated by factors such as the social political economic situation within which the society

finds itself at a period of its development. The changes, moreover also shake either a single unit or the whole system of the education, including special education (Brooks, et al, 2021).

According to Nelson Mandela education is the most powerful weapon with which we can fight for our rights and can change the world. The living standard of citizens depends on the level of education that a person acquired (Sharma, 2016).

Importance of education in Islamic perspective

Our religion Islam insists us to seek knowledge. To seek knowledge is a duty; it is obligatory on every Muslim, male and female. "IQRA BIISMI RABBIKA ALLAZI KHALQ". Read! In the name of your Lord who created (all the exists) (Quran Surah Al'Alaq 96:1).

Improvement is more than monetary development; it envelops financial, social and political measurements. Improvement centers around enhancing the prosperity of people based on their cooperation and the reasonable dissemination of advantages coming about because of their dynamic support. Training multidimensional affects networks, and it is generally perceived as one of the buildings obstructs for economic advancement, and besides instruction is instrumental in advancing equivalent chances and higher salary levels among the whole world. Monetary development does not really suggest the decrease in financial disparity (Khasawneh & Altakhaineh, 2020).

Islam has a comprehensive perspective of human improvement, which sees instruction and information has most importance. Islam empowers the obtaining of information and its utilization for the advantage of humankind. Moreover, the standards of equity, uniformity and value are essential in Islam; by augmentation this involves gaining learning, intelligence and aptitudes to complete one's obligations. While learning is expected to satisfy religious and otherworldly obligations, it is additionally exceedingly vital in accomplishing social and monetary improvement, for the prosperity of the network, and for guaranteeing social concordance, flexibility and human rights (Hellqvist, et al, 2018).

All the national and international policies have helped to reform the education system for students with diverse learning needs from beginning till now. Every child has right to get an education in his/her neighboring school and in the least restrictive environment. These policies are Millennium Developmental Goals (MDGs) .Sustainable Development Goals (SDGs), United Nations Convention of the Right for the Person with Disability (UNCRPD) and UNESCO"s Education for All (EFA) policies (Hoffman, et al, 2016). UN documents and human rights instruments have now contributed significantly to the change and progress at international and national levels in this respect. These documents include, among others, The UN World Program of Action Concerning Disabled People (United Nations, 1983), The Standard Rules on the Equalization of Opportunities for Persons with Disabilities (United Nations, 1993), The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994) and The Convention on the Rights of Persons with Disabilities (Malle, et al, 2015, (Broderick & Ferri, 2019).

Promotes National Interest

We can promote national interests by getting educated. An educated person can think critically. He can make independent good decisions having critical thinking and problem-solving skills for drawing conclusions. An educated person has many alternative solutions to solve the problems. He has the wisdom and knowledge to struggle for the betterment of the country. All the highly qualified professionals work together in protecting the national interests (Tripathi,2014).

Backbone of developing countries

Education is the backbone of developing countries. They have to promote a sound and fair education system for the rapid progress of the country. The best asset of the country is its human resource. The sustainable progress can develop only through education. The education is the most important thing which plays a vital role for improvement in every field of life. Now a day there is a technological storm in the world and we have to cope by getting educated (Alam, et al, 2020).

The aim of education is not only strengthening the individual, but the main purpose of education is to produce the healthiest and successful Nation. An educated person can understand the meaning of life and its purpose. Education develops us not only intellectually but also morally. If a student intellectually and morally brought up on cooperation and support then most of our problems solved automatically and our life became peaceful, healthier, richer and nobler (Tripathi, 2014).

Prospect decent employment about higher education

According to research hearing impairment had an adverse impact on a person's academic, social, communication and all other aspects of life. Hearing impairment restrict the persons with hearing impairment to access the employment due to communication, academic achievement, low knowledge level, having low employ ability soft skills and social interactions mostly hearing-impaired persons remain unemployed and underemployed (Battle, et al., 2015).

Although the Americans with Disabilities Act (ADA) of 1990 mandates Hiring practices and provision of reasonable accommodations for all persons with disabilities. The research indicates that although there are many legislative initiatives and increase the professional training opportunity for the persons with disabilities these population's employment rate is still very low. (Appleman, et al., 2012; Boutin, 2013).

Importance of education for HIC

According to research, it is concluded that education is necessary for persons with Hearing Impairment. According to our religion, Islam. Every person has a right to get an education for the better adjustment in society. He wants to get employment for the financial support of his family and to improve his/her lifestyle. In this research, the researcher wants to measure the preference of parents about the worth of higher education. On the basis of job adjustment of Hearing-Impaired Adults. We found through this research either the Hearing Impaired gets a job on the bases of higher education. And also, we tried to find out the preference of parents regarding both of the above mentioned. This research proved helpful for educators and other well-wishers of persons with hearing impairment to plan education program they will be able to know about the preferences of parents for their children with hearing impairment (Garramiola & Rodríguez, 2016).

Definitions of Higher Education

1. "Education beyond the secondary level; *especially*: education provided by a college or university" (Higher education, n.d.).
2. Education at universities or similar educational establishments, especially to degree level ("Higher education", n.d.).

Importance of Higher Education

According to Pakistani Educational system after completing the secondary education a student has to enroll in a higher education program in a college or university to get a higher education degree. Higher education has a great importance in an educated

society. There are many benefits of getting a higher education degree some benefits are described in detail.

Career Benefits

After getting a higher education degree a person can investigate more options to produce money and for sustainable development.

Social Benefits

In the event that a man acquires an advanced education, he will be presumably better to deal with his or her economy and will be more useful for society. An educated person can be more productive, cooperative and supportive of others. He becomes a problem solver, good manager and organizer.

Personal Benefits

Pursuing advanced education may assist a man with becoming more delicate to social contrasts and increase the individuals thinking and working capacity. A person who got the higher education degree can get the higher salary jobs. That's why education helps us to improve our life standard morally and financially (Pfund, et al, 2020).

Purposes of getting Higher education

Joblessness rates are likewise influenced by advanced education. The British government announced that those with secondary school certification reported 6% joblessness rate in 2014. The joblessness rate for the individuals who held four-year college education was just 3.5%. Along with these advantages, a man has more professional options and will most likely have the capacity to change professions more effectively than the individuals who have not finished some type of advanced education. In short, they have more capabilities to solve the problems. Regardless of whether who have not four-year certification, there are financial advantages to finishing extra, graduate-level examinations (Education. 2009).

Research instruments

Hypothetical frame work was developed after reviewing the literature. Measure the perception against all the components. Awareness, access, availability, duration, effectiveness and market value. Questionnaire was comprised on two parts 1st part was consisted on demo graphical information and 2nd part was consisted on 21 items with four-point Likert scale (strongly disagree, Disagree, Agree and strongly agree).

The research instrument was presented to five experts from the field of the special education to ensure the validity of the instrument with respect to content and construct validity. After validation of the instrument by panel of experts, the suggestions of the experts were incorporated to remove language and understand ability issues in the instrument after a discussion with the supervisor.

The experts rated instrument as having good content validity. Instrument was then pilot tested on a smaller sample of 30 respondents to assess the overall reliability which was calculated 0.866 using Cranach's Alpha. On the basis of validity and pilot testing instrument was finalized with 21 items. Reliability of the questionnaire is shown in the following table.

Reliability of questionnaire

Sr.No	Component	Number of Items	Cronbach's Alpha
1	Awareness	2	.775
2	Availability	6	.792
3	Accessibility	5	.578
4	*Duration	1	-
5	Effectiveness	5	.842
6	Decent Employment	2	.533
7	Overall Instrument Reliability	21	.866

Reliability of the Research Tool

After the validation of the instruments, it was pilot tested on a sample of 30 parents of children with hearing impairment selected from one college of Lahore city to determine the reliability of the instrument. Cronbach's Reliability coefficient was calculated on total number of items as well as on different components. The reliability values are as follows:

Data Collection and analysis

The researcher had approached the colleges for children with hearing impairment from all over the Punjab. The researcher had sent questionnaire to parents by children. In some colleges the researcher visited by self during parent teachers meeting or call them with the cooperation of college administration for collecting data. Data obtained from study sample by administering the survey questionnaire were organized, tabulated and analyzed using SPSS. Besides calculating the frequency distributions of the demographic variables, descriptive and inferential statistics was used for data analysis.

The research was descriptive type of research and quantitative in nature. Which was conducted by using self prepared close ended questionnaire. Questionnaire was consists on 4 point likert scale. Data was collected by a survey method.

Table 1
Frequency distribution of parent's gender.

<i>Sr. No</i>	<i>Categories</i>	<i>f</i>	<i>%</i>
1	Male	282	87.0
2	Female	42	13.0
Total		324	100.0

Table 1 shows that out of total 324 respondents 282 (87.0 %) respondents were male, 42 (13 %) respondents were female.

Table 2
Frequency distribution of parent's age.

<i>Sr. No</i>	<i>Categories</i>	<i>f</i>	<i>%</i>
1	31 to 40	25	7.7
2	41 to 50	223	68.8
3	51 to 60 above	76	23.5
Total		324	100.0

Table 2 shows that out of the total 324 respondents 25(7.7 %) parents were age group of 31 to 40 years, 223(68.8 %) parents were of 41 to 50 years age, 76(23.5 %) parents were 51 to 60 above years of age.

Table 3
Frequency distribution of parent's income.

<i>Sr. No</i>	<i>Categories</i>	<i>f</i>	<i>%</i>
1	0 to 10000	51	15.7
2	11000 to 20000	115	35.5
3	21000 to 30000	78	24.1
4	31000 to 40000	42	13.0
5	41000 to 50000 and above	38	11.7
	Total	324	100.0

Table 3 shows that out of total 324 respondents, the monthly income of 51 (15.7 %) respondent was 0 to 10000 rupees, the income of 115 (35.5 %) respondents was 11000 to 20000, the income of 78 (24.1 %) respondents was 21000 to 30000, the income of 42 (13.0 %) respondents was 31000 to 40000 and the income of 38 (11.7 %) respondents was 41000 to 50000 and above.

Table 4
Frequency distribution of parent's profession.

<i>Sr No</i>	<i>Categories</i>	<i>f</i>	<i>%</i>
1	Job holder	115	35.5
2	Business	51	15.7
3	Farmer	30	9.3
4	Labor	59	18.2
5	Skill Worker	29	9.0
6	House wife	17	5.2
7	Retired	16	4.9
8	Abroad	7	2.2
	Total	324	100.0

Table 4 shows that out of total 324 respondents, 115 (35.5 %) respondent were job holder, 51(15.7 %) respondent were businessman , 30 (9.3 %) respondent were farmer , 59 (18.2 %) respondent were belongs to labor class , 29 (9 %) respondents were skill worker , 17 (5.2 %) respondent were house wives , 16 (4.9 %) respondents were retired persons and 7 (2.2 %) respondent were settled in abroad(out of country).

Table 5
Frequency distribution of child's gender.

<i>Sr. No</i>	<i>Categories</i>	<i>f</i>	<i>%</i>
1	Male	177	54.6
2	Female	147	45.4
	Total	324	100.0

Table 5 shows that out of total 324 respondents 177 (54.6 %) children were male, 147 (45.5 %) children were female. Whose parents respond the questionnaire of the research.

Table 6
Frequency distribution of child's age.

<i>Sr No</i>	<i>Categories</i>	<i>f</i>	<i>%</i>
1	15 to 20	189	58.3
2	21 to 25	99	30.6
3	26 to 30	36	11.1
	Total	324	100.0

Table 6 shows that out of the total 324 respondents 189(58.3 %) children were age of 15 to 20 years, 99 (30.6 %) children were age of 21 to 25 years, 36(11.1%) children were age of 26 to 30 years.

Table 7
Frequency distribution of parent's qualification.

<i>Sr. No</i>	<i>Categories</i>	<i>f</i>	<i>%</i>
1	illiterate	43	13.3
2	Primary	11	3.4
3	Middle	32	9.9
4	Matric	93	28.7
5	intermediate	73	22.5
6	Bachelors	54	16.7
7	Masters or Higher Education	18	5.6
	Total	324	100.0

Table 7 shows that out of total 324 respondents 43(13.3 %) parents were illiterate , qualification of 11 (3.4 %) parents was primary , qualification of 32(9.9 parents was middle , qualification of 93(28.7%) parents was matric , qualification of 73 (22.5%) parents was Intermediate , 54(16.7%) parents were Bachelor's degree holder , 18(5.6%) parents were master's degree holder or gotten higher education.

Table 8
Frequency distribution of institutes.

<i>Sr No</i>	<i>Categories</i>	<i>f</i>	<i>%</i>
1	Hamza Foundation Academy for the Deaf	30	9.3
2	Inayat Foundation Academy for the deaf	30	9.3
3	Govt Girls Higher Secondary school for Hearing Impaired Faisalabad	15	4.6
4	Al-Noor Special Education College Multan	10	3.1
5	Govt Degree Collage Johar Town Lahore	61	18.8
6	Tuba School for Hearing Impaired MandiBahauddin	17	5.2
7	National School for Hearing Impaired Gujranwala	28	8.6
8	Government deaf and Defective Higher Secondary School for Deaf Gujranwala	5	1.5
9	Al.Mudassar Special Education Complex BaharwalKharian	31	9.6
10	Sir Syed School and College for special Education Rawalpindi	39	12.0
11	Govt degree college for special Education Bhawalpur	58	17.9
	Total	324	100

Table 8 shows that out of total 324 respondents 30(9.3 %) parents were from Hamza Foundation Academy for the Deaf Johar Town Lahore , 30(9.3 %) parents were from Innayat Foundation Academy for the Deaf Gajjumatta Lahore , 15(4.6 %) parents were from Govt girls higher secondary school for the Deaf Faisal abad , 10(3.1%) parents were from Al-noor special education college Multan , 61(18.8 %) parents were from govt Degree college Johar Town Lahore , 17(5.2 %) parents were from Tuba School for Hearing impaired MandiBahauddin , 28(8.6 %) parents were from National School for Hearing Impaired Gujranwala , 5(1.5 %) parents were from Govt Deaf and defective Higher Secondary School for Deaf Gujranwala , 31(9.6 %) parents were from Al-Muddassir Special Education Complex BharwalKharian , 39(12 %) parents were from Sir Syed School and College for special Education Rawalpindi , 58(17.9 %) parents were from Govt degree College for Special Education Bhawalpur .

Table 9
Frequency distribution of parent's choice for further education.

<i>Sr No</i>	<i>Categories</i>	<i>f</i>	<i>%</i>
1	Higher Education	115	35.5
2	Vocational Training	209	64.5
Total		324	100.0

Table 9 shows that out of total 324 respondents 115(35.5 %) parents has preferred higher education, 209(64.5 %) parents has preferred vocational training for their children with hearing impairment.

Table 10
Association between choice of further education and parent's gender

		<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Chi-Square</i>	<i>Sig.</i>
CFFE	HE	94	21	115	4.435 ^a	.035
	VT	188	21	209		
Total		282	42	324		

Table 10 cross tabulation results show that there is a significant association between choice for further education and Parent's gender (chi-square = 4.435, df = 1, Sig = .035). A dominant majority of fathers prefer vocational training as further education of their CWHI.

Table 11
Association between choice of further education and child's gender.

		<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Chi-Square</i>	<i>sig</i>
CFFE	HE	72	43	115	4.579 ^a	.032
	VT	105	104	209		
Total		177	147	324		

Table 11 cross tabulation results show that there is a significant association between Choice for further education and Child gender (chi-square =4 .579, df = 1, Sig = .032). Preference for vocational training for boys and girls is same whereas higher education is more preferred for boys as compare to girls.

Table 12
Association between choice of further education and child's age.

		<i>15 to 20</i>	<i>21 to 25</i>	<i>26 to 30</i>	<i>Total</i>	<i>Chi-Square</i>	<i>sig</i>
CFFE	HE	67	34	14	115	.239 ^a	.888
	VT	122	65	22	209		
Total		189	99	36	324		

Table 12 cross tabulation result shows that there is no significant association between Choice in further education and child age (chi-square =.239, df = 2, Sig = .888).

Table 13
Independent sample statistics of responses with reference parent gender who preferred higher education.

<i>Type of education</i>	<i>Parent gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig</i>
Awareness	Male	94	6.27			113	.101

			Female	21	6.90	1.446	-	1.652
	Higher Education	Availability	Male	94	15.99	3.780	.323	40.006
Female			21	15.76	2.682			
Accessibility		Male	94	14.33	2.811	-.635	113	.527
		Female	21	14.76	2.862			
Duration		Male	94	3.04	.761	-	113	.290
		Female	21	3.24	.768			
Effectiveness		Male	94	16.21	2.854	-	113	.037
		Female	21	17.62	2.291			
Employment		Male	94	6.20	1.308	.332	113	.740
		Female	21	6.10	1.446			

In table 13 Independent sample t-test shows that, parents who preferred higher education, has a significant difference in their perception about effectiveness of higher education on the basis of their gender ($t = -2.109$, $df = 113$, $Sig. = .037$, $Mean_{male} = 16.21$, $Mean_{female} = 17.62$). However, there is no significant difference in their perception about awareness, availability, accessibility, duration and employment prospects on the basis of their gender.

Table 14
Independent sample statistics of responses of parents with reference to child gender who preferred higher education.

Type of education	Child gender	N	Mean	SD	T	df	Sig.
Awareness	Male	72	6.21	1.686	-1.506	113	.135
	Female	43	6.67	1.459			
Availability	Male	72	15.60	3.866	-1.358	113	.177
	Female	43	16.53	3.042			
Accessibility	Male	72	14.18	2.835	-1.127	113	.262
	Female	43	14.79	2.765			
Duration	Male	72	3.06	.729	-.412	113	.681
	Female	43	3.12	.823			
Effectiveness	Male	72	16.22	2.634	-1.227	113	.223
	Female	43	16.88	3.057			
Employment	Male	72	6.07	1.466	-1.184	113	.239
	Female	43	6.37	1.047			

In table 14 Independent sample t-test shows that, parents who were preferred higher education has no significant difference in their perception about awareness, availability, accessibility, duration, effectiveness and employment prospect on the basis of child gender.

Table 15
ANOVA test of responses of parents who preferred higher education on the basis of the parent's qualification.

	Type of education	df	f	Sig.
Higher Education	Awareness	Between Groups	6	.992
		Within Groups	108	
		Total	114	
	Availability	Between Groups	6	.478
		Within Groups	108	
		Total	114	
Accessibility	Between Groups	6	.582	
	Within Groups	108		
	Total	114		

	Total	114		
Duration	Between Groups	6	.233	.965
	Within Groups	108		
	Total	114		
Effectiveness	Between Groups	6	.731	.626
	Within Groups	108		
	Total	114		
Employment	Between Groups	6	1.229	.297
	Within Groups	108		
	Total	114		

In table 15 ANOVA shows that parents who preferred higher education shows that there is no significant difference in the perception about awareness, availability, accessibility, duration, effectiveness and employment prospects of higher education on the basis of parent's qualification.

Table 16
ANOVA test of responses of parents who preferred higher education on the basis of parent profession

<i>Type of education</i>		<i>df</i>	<i>f</i>	<i>Sig.</i>
Awareness	Between Groups	7	.575	.775
	Within Groups	107		
	Total	114		
Availability	Between Groups	7	.579	.772
	Within Groups	107		
	Total	114		
Accessibility	Between Groups	7	.669	.698
	Within Groups	107		
	Total	114		
Duration	Between Groups	7	.322	.942
	Within Groups	107		
	Total	114		
Effectiveness	Between Groups	7	.443	.873
	Within Groups	107		
	Total	114		
Employment	Between Groups	7	.298	.953
	Within Groups	107		
	Total	114		

In table 16 ANOVA shows that parents who were preferred higher education they have no significant difference in the level of awareness, availability, accessibility, duration, effectiveness and employment prospect between groups and within groups.

Discussion

The objectives of the present study were to identify the perception of parents for further education for their children with hearing impairment. The researcher wants to explore the preference of parents of CWHI about higher education. The findings of the research support the idea that persons with hearing impairment can get higher education for improving their life standers. They can study in universities if the faculty cooperate with them and make the instructional methods and curriculum accessible for them(Bell, et al,2016).

This research concluded that parents preferred higher education for their children with hearing impairment. They want to send their children in universities for higher education to get the better employment opportunities (Tsuladze, 2015).

Conclusion

Overall a positive perception about higher education for their children with hearing impairment. Parents have better perception about awareness, availability, accessibility and employment prospect except duration. Fathers have better perception about effectiveness of higher education rather than mothers. While both have the same perception about awareness, availability, accessibility, duration and employment prospect on the basis of their gender.

Recommendation

The educators and policy makers should be aware of about the concerns of parents with involving them in programs, designing process so that they will keep in mind their concerns at the time of designing curriculum for CWHI. The seminars and awareness programs at the school level should be conducted to educate the parents of CWHI about the available options of higher education for CWHI and their effectiveness. We should have to empower students with hearing impairment with higher education skills to economically stable them, for making them productive part of the society, to eliminate impacts of disability.

References

- Alam, G. M., Forhad, A. R., & Ismail, I. A. (2020). Can education as an 'International Commodity' be the backbone or cane of a nation in the era of fourth industrial revolution?-A Comparative study. *Technological Forecasting and Social Change*, 159, 120184.
- Appelman, K. I., Callahan, J. O., Mayer, M. H., Luetke, B. S., & Stryker, Ashraf, M. A., & Hafiza, I. I. (2016). Education and Development of Pakistan: A Study of Current Situation of Education and Literacy in Pakistan. *US-China Education Review B*, 6(11).
- Ashraf, M. A., & Ismat, H. I. (2016). Education and development of Pakistan: A study of current situation of education and literacy in Pakistan. *US-China Education Review B*, 6(11), 647-654.
- Ball, S. J. (2021). *The education debate*. Policy Press.
- Battle, M. S., Terrilyn, R., Edgerton, M. S., Jaleassia, M., McNeill, M. S., & Jaqueline, N. (2015). A Survey of Barriers to Employment for Individuals who are Deaf. *JADARA*, 49(2), 3.
- Bell, D., Carl, A., & Swart, E. (2016). Students with hearing impairment at a South African university: Self-identity and disclosure. *African journal of disability*, 5(1), 1-9.
- Bouton, K. (2013). *Shouting Won't Help: Why I--and 50 Million Other Americans--Can't Hear You*. Sarah Crichton Books/Farrar, Straus and Giroux.
- Broderick, A., & Ferri, D. (2019). *International and European disability law and policy*. Cambridge University Press.
- Brooks, R., Gupta, A., Jayadeva, S., & Abrahams, J. (2021). Students' views about the purpose of higher education: a comparative analysis of six European countries. *Higher Education Research & Development*, 40(7), 1375-1388.
- Chishti, S. U. H., Tahirkheli, S. A., Raja, S. A., & Khan, S. B. (2011). Quality School Education In Pakistan: Challenges, Successes And Strategies. *International Journal of Academic Research*, 3(2).
- Education. (2009). <https://www.nad.org/resources/education/>
- Education. (n.d.) In *Merriam-Webster's collegiate dictionary*. <https://www.merriam-webster.com/dictionary/education>
- Fordyce, M., Riddell, S., O'Neill, R., & Weedon, E. (2013). Post-school Transitions of People who are Deaf or Hard of Hearing. *The Full report is available at here*.
- Garramiola-Bilbao, I., & Rodríguez-Álvarez, A. (2016). Linking hearing impairment, employment and education. *Public health*, 141, 130-135.
- Hellqvist, C., Dizdar, N., Hagell, P., Berterö, C., & Sund-Levander, M. (2018). Improving self-management for persons with Parkinson's disease through education focusing on management of daily life: Patients' and relatives' experience of the Swedish National Parkinson School. *Journal of Clinical Nursing*, 27(19-20), 3719-3728.
- Higher education. (n.d.). In *Oxford English dictionary*. https://en.oxforddictionaries.com/definition/higher_education.

- Hoffman, S. J., Sritharan, L., & Tejpar, A. (2016). Is the UN Convention on the Rights of Persons with Disabilities impacting mental health laws and policies in high-income countries? A case study of implementation in Canada. *BMC international health and human rights*, 16(1), 1-18.
- International Students. (n.d.). Education system. https://www.internationalstudent.com/study_uk/education_system/further_education/
- Khasawneh, O., & Altakhaineh, A. R. M. (2020). Teacher education from an Islamic perspective. *The International Journal of Religion and Spirituality in Society*, 10(3), 1.
- Kyere, K. (2009). Educating the deaf in vocational skills: Selected schools for the deaf in focus..Kyere, kwame
- Malle, A. Y., Pirttimaa, R., & Saloviita, T. (2015). Inclusion of students with disabilities in formal vocational education programs in Ethiopia. *International journal of special education*, 30(2).
- Mulwafu, W., Kuper, H., & Ensink, R. J. H. (2016). Prevalence and causes of hearing impairment in Africa. *Tropical medicine & international health*, 21(2), 158-165.
- Packer, L. (2015). How hearing loss affects school performance. <https://www.healthyhearing.com/report/52433-How-hearing-loss-affects-school-performance>
- Pakistan.
- Perkins-Dock, R. E., Battle, T. R., Edgerton, J. M., & McNeill, J. N. (2015). A Survey of Barriers to Employment for Individuals Who Are Deaf. *Journal of the American Deafness & Rehabilitation Association (JADARA)*, 49(2).
- Pfund, G. N., Bono, T. J., & Hill, P. L. (2020). A higher goal during higher education: The power of purpose in life during university. *Translational Issues in Psychological Science*, 6(2), 97.
- Riddell, S., Tinklin, T., & Wilson, A. (2005). *Disabled students in higher education: perspectives on widening access and changing policy*. Routledge.
- Scaradozzi, D., Screpanti, L., & Cesaretti, L. (2019). Towards a definition of educational robotics: a classification of tools, experiences and assessments. *Smart Learning with Educational Robotics: Using Robots to Scaffold Learning Outcomes*, 63-92.
- Sharma, V. (2016). Why is education so important in our life? <http://www.klientsolutech.com/importance-of-education-in-life/>
- Tripathi, S. (2014). Importance of Education. <https://www.importantindia.com/10509/importance-of-education/>
- Tsuladze, M. (2015). *Teaching and Learning of Deaf Students in Ordinary Vocational Education Setting-The Georgian Case* (Master's thesis).