



RESEARCH PAPER

Comparative Analysis of Parental Perceptions about Vocational Training of their Children with Hearing Impairment

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ABSTRACT

This research aimed to explore the perception of parents of students with hearing impairment (SWHI) about vocational training being offered to their children at educational institutions. Since there are limited vocational training and employment opportunities for SWHIs, parents don't have exact idea about the market demands for such training. So it is very important to know about their perception regarding the vocational education being offered. In this descriptive research, a self-developed survey questionnaire was used to know and compare the perception of the parents of SWHIs. Population was the parents of the deaf students studying in secondary classes in public and private institutions of Punjab. Convenient sampling technique was used to collect the data from 209 parents. Parents of deaf girls showed more positive perception about the awareness, accessibility, and effectiveness of vocational training being offered. The study recommended that educators and policy makers should be aware of parental concerns by involving them in programs designing process.

Keywords: Career Education, Underemployment, Unemployment, Vocational Training

Introduction

Education is the backbone of developing countries and it is essential 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 with it by getting educated. 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 are solved automatically and our life became peaceful, healthier, richer and nobler (Tripathi, 2014).

Education is considered very important in a person's social and economic development as it makes the individuals independent. An educated person can think critically and can perform his duties in a better way as an individual and a good citizen and can also serve his country very well (Kyers & Kwame, 2009). Every individual desires to have an education or technical skills with which he/she can perform better by improving his life standard. Education has numerous advantages and has a positive effect on our lives. An educated individual is an asset to any nation as he/she 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. No nation can progress until every individual of that nation becomes the part of productivity for his country, and persons with disabilities are no exceptions in this regard. In past, disable persons were totally dependent 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).

In Pakistan, our education system has been divided into different levels. Class 1 to 5 is known as primary education. The medium of instruction is mostly Urdu using Punjab Text Book Board curriculum. But some schools are totally English medium and following Oxford syllabus. There are some skills included in curriculum such as reading comprehension, reading, writing in Urdu and English, arithmetic, general science, social studies, Islamic education, and Computer. Non- Muslims are taught Moral Education or ethics instead of Islamiyat. The primary education is very important, its main purpose to develop desire and love of learning. Grades 6 to 8 are included in elementary or middle level of education. Compulsory subjects are sciences, S.st, English, mathematics, Urdu, and Islamic studies are considered in the curriculum of Middle level education. Secondary Education consists of class 9th and 10th. Students can specialize in science, humanities, or technical streams. Compulsory subjects are same as elementary level whereas they have to choose one elective discipline from Science group, Arts group and computer sciences. After completing the secondary school certificate, students will enter in higher education level and have to select one of the professional disciplines such as pharmacy and nursing, architecture, medicine, engineering and dentistry etc. (Strelan, et al, 2020).

Further education is a term which is mostly used in the UK and Ireland in connection with education. It is above the higher secondary education included with basic skill training to higher or vocational education. Mainly further education is categorized in two categories such as Vocational Training and Academic Education.

1. Academic Education
2. Vocational Training

In *Academic Education*, generally students pass A-levels and O-Levels as well as other academic certificate of secondary education before entering in a higher education degree program. In *Vocational Training*, students who are not very good in studies or have limited abilities/social needs, have the options of vocational education or training as further education that can provide them hands on experiences and technical skills for pursuing to professional careers (International student, n.d).

Further Education covers education and training which occurs after secondary level of education. There are many institutes which are providing further education for young school leavers. Further education is also known as adult education, training or continuing education in different countries (Garramiola & Rodríguez, 2016).

It is a general belief that parents have a great impact on the career choice of their children. Although mostly children become progressively independent at adolescent stage and during high school years but they still depend on their parents in the area of career development. The impact of parents on their adolescent career development is significantly higher when they think about their SWHIs. Because it is a well-known reality that students with disabilities have to face tough challenges in their career development. The parents influence the career development more than teachers, friends, school counselor, other relatives and people working in their field of interest (Michael, et al, 2015).

Vocational education is training that get individuals ready to learn a skill and to work at the place where practical skills are required. Vocational employments are generally in light of manual or useful exercises and yet identified with a particular professions or occupations (Muwaniki & Muvirimi 2017). Courses of study or training that some people do

after they have left school when they do not go to university. Courses of study at a university are called higher education and skilled based courses are called vocational training (Baglama, et al, 2018).

Hearing Impairment

Hearing impairment is a disability classification like the class of deafness, yet it isn't the same. The official meaning of a hearing impairment as stated by the Individuals with Disabilities Education Act (IDEA) is "a delimitation in hearing, regardless of whether consistent or fluctuating, that unfavorably influences a kid's academic achievement, however is excluded under the meaning of 'deafness'" (Perkins, et al. 2015).

Hearing is essential to the communication and language advancement, correspondence and learning. Hearing impairment causes delays created by speech and language disorders and these delays by then rouses learning issues. According to the American Speech-Language Hearing Association (ASHA), kids who have mild to moderate hearing impairment, but don't get early intervention, result in lacking knowledge as compared to their hearing peers. Besides, for those with more extreme hearing loss can learn very basic literacy skills, their acquired knowledge is no more than 3rd or 4th grade hearing students.

Literature Review

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 employability soft skills and social interactions mostly hearing impaired persons remain unemployed and underemployed (Battle, et al., 2015).

There are also limited educational facilities in Pakistan for students with hearing impairment for further education and higher education options (Hameed, &Manzoor, 2016). The research indicated that the basic services particular required for addressing the special training needs of students with disabilities were not made available at all levels of the vocational education sector (Nambuwasam, et al, 2022). According to various researches persons with disabilities are not working, although it was observed that vocational education has a positive impact on post school employment of this group (Adhikari, 2018).

Educational Challenges for Students with Hearing Impairment

Instructive barriers identified with hearing impairment stem around communication. An individual with a hearing disability may have to face difficulty in the areas of syntax, spelling and vocabulary, taking notes while tuning in to addresses, taking an interest in classroom dialogs, viewing instructive recordings, showing oral reported (Battle, et al, 2015).

The deaf person used to learn specially designed instructions along with reduced curriculum in segregated special education schools. The main problems indicated is deaf identity being in an environment where visual communication is not the rule of majority. A lot of demands from students with hearing impairment as overburdened the student cognitively, emotionally and socially along with empowering them to look afresh at their previous experiences. They can rely on educational support like interpreter within a context of diversity and heterogeneity (Bouton, 2013).

The research has found out that the lecturers and newcomers provide choice to direct conversation within the path of personal interaction; sign-language is the main approach of delivering theoretical content. The sign language interpreters appear as a vital

aid of deaf vocational training. Direct teacher-learner communication is very useful for the education of deaf students (Tsuladze, 2015).

Role model serves as a visible example to assist persons with hearing impairment in developing strategies for overcoming communicating and language barriers, which is important for improving life skills. Society should accept their cultural identity. An individual must set academic and personal goals and try to achieve these goals. Parental involvement and family support have a vital role in a person's career and academic success. Interpreting services assist the students with hearing impairment to access them to verbal instructions in the inclusive classroom setting and verbal communication at the workplace or in vocational training (Hadayat, et al, 2020).

According to Erikson theory generally thinking about the future is very a very important activity and have a great impact on adolescent development. Parents are worried about education, career and job opportunities for their CWHI. When child enters in adolescent it is natural to think about future and career planning (Yuan, et al, 2022). It is important that parents think about future planning of their CWHI. They should pre-plan about their occupation and profession. They should take guidance about available opportunities of CWHI. Sometimes parents direct their children to specific fields before time and limit opportunities for them rather than providing them a free hand to explore the world and taking risks for grooming and improving themselves (Malle, et al, 2015).

After the first and the second World Wars, the number of disabled person in industrialized countries increased which required a serious focus on the idea of rehabilitation. Policies and laws for employment and vocational recovery of impaired individuals emerged out of the need to accommodate those affected persons. UNESCO began including these persons to include in special education and vocational training was the need of the time (Iftikhar, et al, 2022).

According to research, it is concluded that education is necessary for SWHIs. Every person has a right to get an education for the better adjustment in society as well as wants to get employment for the financial support of his family and to improve his/her lifestyle (Avdeeva, et al, 2019).

Vocational programs assist students in the exploration of different job opportunities, and gain awareness and appreciation of different careers. In a second focus area of transition addressed in the IEP, independent living skills, students learn about social and personal relationships, parenting skills and basic finance understand basic living expenses, banking and paying rent. A final focus area included in the IEP requires the preparation of students for participation in the community, such as participating in activities as going to the library, movies, restaurants or other local places in their community to ensure actively involved (Suarsana, et al, 2019).

The groundwork of transition planning features historical and legislative foundations. In the early years in the field of education, the government embraced institutionalization of individuals with severe disabilities, which led these individuals to support for themselves (Khan, 2019). With the civil rights movement in the 1950's, people began to recognize that individuals with disabilities had a right to get an education on an equal basis. These led to the birth of P.L. 92-142: The Education of all Handicapped Act of 1975 which, after several revisions through the years is now formally known as the person with Disabilities Educational Improvement Act (Sendelbaugh & Bullis, 2019).

Research Procedure

The research was of quantitative in nature. Type of the research was descriptive conducted through survey method. A survey questionnaire was developed on the basis of extensive literature review to know the perception of the parents about vocational training.

All the parents of SWHIs of intermediate level comprised the population of the study because at this stage they were going to select a career opportunity. 209 parents of student with hearing impairment were selected conveniently as sample of the study.

Research instrument

A hypothetical framework was developed after reviewing the literature to measure the perception against all the components of vocational education. These components include awareness, access, availability, duration, effectiveness and market value. Questionnaire was comprised of two parts. 1st part was consisted of demographical 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. 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. The reliability values are as follows:

Table 1
Reliability of questionnaire

S.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

Data Collection and Analysis

The researcher had approached the colleges for SWHIs from all over the Punjab and sent the questionnaire to parents through students. 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.

Data Analysis

Data were analyzed using both descriptive and inferential statistical methods. Detailed analysis is as follows.

Table 2
Frequency distribution of Parents Demographic Information

Variable	Categories	f	%
Parents gender	Male	188	90.0
	Female	21	10.0
Parents age	31 to 40	15	7.2
	41 to 50	148	70.8
	51 to 60 above	46	22.0

Parents Qualification	Illetrate	29	13.9
	Primary	5	2.4
	Middle	21	10.0
	Matric	55	26.3
	Intermediate	52	24.9
	Bachelors	34	16.3
	Masters or Higher Education	13	6.2
Parents Income	0 to 10000	31	14.8
	11000 to 20000	75	35.9
	21000 to 30000	49	23.4
	31000 to 40000	29	13.9
	41000 to 50000 and above	25	12.0
Parents profession	Job holder	68	32.5
	Business	34	16.3
	Farmer	21	10.0
	Labor	43	20.6
	Skill Worker	19	9.1
	House wife	10	4.8
	Retired	9	4.3
	Abroad	5	2.4

Table 2 showed that out of total 209 respondents, 188 (90.0 %) respondents were male while 21 (10 %) respondents were female. Among these, age group of 15 (7.2%) parents was 31 to 40 years, 148 (70.8 %) parents were of 41 to 50 years of age, while 46 (22.0%) were of 51 to 60 above years of age. The monthly income of 106 (50.7%) respondent was up to 20000, whereas monthly income of 78 (37.3%) parents ranged from 21000 to 40000, while income of 25 (12.0%) respondents was more than 40000 rupees. Among these, 68 (32.5 %) respondents were job holders, 34 (16.3 %) were businessman, 21 (10.0%) were farmers, 43 (20.6%) belonged to labor class, 19 (9.1 %) were skilled workers, 10 (4.8 %) were housewives, 9(4.3%) were retired persons and 5 (2.4 %) respondents were settled in abroad (out of country). Out of these, 29 (13.9 %) parents were illiterate, qualification of 5 (2.4 %) parents was primary, 21 (10.0%) parents were middle, qualification of 55 (26.3%) parents was matric, 52 (24.9%) parents had Intermediate qualification, 34 (16.3%) parents were Bachelor's degree holder, while 13 (6.2%) parents had master's degree higher education.

Table 3
Frequency distribution of Students' Demographic Information

Variable	Categories	f	%
Child gender	Male	105	50.2
	Female	104	49.8
Child age	15 to 20	122	58.4
	21 to 25	65	31.1
	26 to 30	22	10.5
Institute	Hamza Foundation Academy for the Deaf	29	13.9
	Innayat Foundation Academy for the deaf	23	11.0
	Govt Girls Higher Secondary school for Hearing Impaired Faisalabad	10	4.8
	Al-Noor Special Education College Multan	1	.5
	Govt Degree Collage Johar Town Lahore	40	19.1
	Tuba School for Hearing Impaired Mandi Bahauddin	11	5.3
	National School for Hearing Impaired Gujranwala	21	10.0
	Government deaf and Defective Higher Secondary School for Deaf Gujranwala	3	1.4

	Al.Mudassar Special Education Complex Baharwal Kharian	18	8.6
	Sir Syed School and College for special Education Rawalpindi	25	12.0
	Govt degree college for special Education Bahawalpur	28	13.4
Type of Institute	Public	102	48.8
	Private	107	51.2
District	Lahore	92	44.0
	Gujranwala	24	11.5
	Rawalpindi	25	12.0
	Faisalabad	10	4.8
	Gujrat	18	8.6
	Multan	1	.5
	Mandi Bahauddin	11	5.3
	Bahawalpur	28	13.4

Table 3 showed the demographic information of the SWHIs. Out of 209 SWHIs, 105 (50.2%) students were male, while 104 (49.8 %) students were females. Among these, 122 (58.4 %) students were of age 15 to 20 years, 65 (31.1%) students were of the age group 21 to 25 years, while 22 (10.5%) students were 26 to 30 years old. Out of all these students, 29 (13.9%) students were from Hamza Foundation Academy for the Deaf Johar Town Lahore, 23 (11.0%) were from Innayat Foundation Academy for the Deaf Gajjumatta Lahore, 10 (4.8%) were from Govt girls higher secondary school for the Deaf Faisalabad, 1 (0.5%) was from Al-noor special education college Multan, 40 (19.1%) were from Govt Degree college Johar Town Lahore, 11 (5.3 %) were from Tuba School for Hearing impaired Mandi Bahauddin, 21 (10.0%) were from National School for Hearing Impaired Gujranwala, 3 (1.4 %) were from Govt Deaf and defective Higher Secondary School for Deaf Gujranwala, 18 (8.6 %) SWHIs were from Al-Mudasir Special Education Complex Bharwal Kharian, 25 (12.0 %) were from Sir Syed School and College for special Education Rawalpindi, while 28 (13.4 %) students were from Govt degree College for Special Education Bahawalpur. Among these, 102 (48.8%) SWHIs were studying in public institutions while 107 (51.2%) were studying in private institutes. District wise distribution showed that 92 (44.0%) SWHIs were from Lahore, 24 (11.5%) from Gujranwala, 25 (12.0%) from Rawalpindi, 10 (4.8%) from Faisalabad, 18 (8.6%) from Gujrat, 1 (0.5%) from Multan, 11 (5.3%) from Mandi Bahauddin, and 28 (13.4%) were from district Bahawalpur.

Table 4
Parents Gender Based Comparison

	Type of education	Parents gender	N	Mean	SD	t	df	Sig. (2-tailed)
Vocational Training	Awareness	Male	188	6.60	1.405	-.219	207	.827
		Female	21	6.67	1.426			
	Availability	Male	188	15.12	3.694	-1.104	207	.271
		Female	21	16.05	3.122			
	Accessibility	Male	188	13.70	2.805	.205	207	.838
		Female	21	13.57	2.501			
	Duration	Male	188	3.01	.724	.349	207	.727
		Female	21	2.95	.740			
	Effectiveness	Male	188	16.34	2.445	-.748	207	.455
		Female	21	16.76	2.791			
	Employment	Male	188	6.47	1.566	.513	207	.609
		Female	21	6.29	1.347			

Independent sample t-test table 3 showed that on the basis of gender of parents, there was no significant statistical difference in the perception of parents about any of the components of vocational training.

Table 5
Independent sample statistics of responses of parents with reference to child gender who preferred vocational training

Type of education	Child gender	N	Mean	SD	t	df	Sig.	
Vocational Training	Awareness	Male	105	6.36	1.199	-2.525	207	.012
		Female	104	6.85	1.197			
	Availability	Male	105	14.96	3.890	-1.010	207	.314
		Female	104	15.47	3.379			
	Accessibility	Male	105	13.22	2.987	-2.497	200.282	.013
		Female	104	14.16	2.458			
	Duration	Male	105	2.91	.774	-1.826	207	.069
		Female	104	3.10	.661			
	Effectiveness	Male	105	15.99	2.436	-2.295	207	.023
		Female	104	16.77	2.470			
	Employment	Male	105	6.40	1.869	-.467	207	.641
		Female	104	6.50	1.132			

Independent sample t-test table 3 showed that on the basis of gender of child, there was a significant statistical difference in the perception of parents about the awareness of vocational training ($t = -2.525$, $DF = 207$, $Sig. = .012$, $Mean_{male} = 6.36$, $Mean_{female} = 6.85$), accessibility of vocational training ($t = -2.497$, $df = 200.282$, $Sig. = .013$, $Mean_{male} = 13.22$, $Mean_{female} = 14.16$), and effectiveness of vocational training ($t = -2.295$, $DF = 207$, $Sig. = .023$, $Mean_{male} = 15.99$, $Mean_{female} = 16.77$). Parents of girls SWHIs showed positive perception towards the said aspects of vocational training. However, there was no significant difference in their perception about availability, duration and employment prospect.

Table 6
Institution Based Comparison

Type of education	Type of Institute	N	Mean	SD	t	df	Sig. (2-tailed)	
Vocational Training	Awareness	Public	102	6.62	1.053	.150	179.654	.881
		Private	107	6.59	1.676			
	Availability	Public	102	14.84	4.212	-1.434	181.267	.153
		Private	107	15.57	2.985			
	Accessibility	Public	102	14.44	2.512	3.965	207	.000
		Private	107	12.97	2.827			
	Duration	Public	102	3.09	.631	1.634	207	.104
		Private	107	2.93	.797			
	Effectiveness	Public	102	16.37	1.757	-.031	171.979	.975
		Private	107	16.38	3.018			
	Employment	Public	102	6.44	1.131	-.079	176.336	.937
		Private	107	6.46	1.860			

Independent sample t-test table 3 showed that on the basis of type of institute of SWHIs, there was a significant statistical difference in the perception of parents about the accessibility of vocational training ($t = 3.965$, $DF = 207$, $Sig. = .000$, $Mean_{Public} = 14.44$, $Mean_{Private} = 12.97$). Parents of SWHIs studying in public institutes showed positive perception towards accessibility of vocational training. However, there was no significant difference in their perception about awareness, availability, duration, effectiveness and employment prospect of vocational training.

Table 7
ANOVA test of responses of parents who preferred vocational training on the basis of parent qualification.

Type of education	Dependent Variable	Variance	df	F	Sig.
Awareness		Between Groups	6	4.474	.000
		Within Groups	202		
		Total	208		

Vocational Training	Availability	Between Groups	6	.526	.788					
		Within Groups	202							
		Total	208							
	Accessibility	Between Groups	6	.412	.870					
		Within Groups	202							
		Total	208							
	Duration	Between Groups	6	.283	.945					
		Within Groups	202							
		Total	208							
	Effectiveness	Between Groups	6	1.143	.338					
		Within Groups	202							
		Total	208							
	Employment	Between Groups	6	1.490	.183					
		Within Groups	202							
		Total	208							
Post Hoc Analysis	Dependent Variable	(I) Parent Qualification	(J) Parent Qualification	Mean Difference (I-J)	Sig.					
						Awareness	Illiterate	Middle	-1.011*	.009
								Matric	-.763*	.014
								Intermediate	-1.133*	.000
								Bachelors	-1.551*	.000
								Masters or Higher Education	-1.576*	.001
						Awareness	Matric	Bachelors	-.788*	.008

ANOVA table 10 showed that parents have a significant difference in their perception regarding awareness about vocational training on the basis of their qualification (F = 4.474, Sig. .000). Post hoc multiple comparison analysis showed that parents who have middle or above qualification have better perception about the awareness of vocational training as compared to illiterate parents. Graduate parents also showed better awareness level as compared to parents having done matriculation.

On the other hand, on the basis of qualification, parents don't have significant difference in their perception about availability, accessibility, duration, effectiveness and employment prospects of vocational training.

Table 8
ANOVA test of responses of parents who preferred vocational training on the basis of parent profession.

Type of education	Dependent Variable	Variance	df	F	Sig.					
Vocational Training	Awareness	Between Groups	7	4.978	.000					
		Within Groups	201							
		Total	208							
	Availability	Between Groups	7	1.911	.070					
		Within Groups	201							
		Total	208							
	Accessibility	Between Groups	7	.419	.890					
		Within Groups	201							
		Total	208							
	Duration	Between Groups	7	.598	.757					
		Within Groups	201							
		Total	208							
	Effectiveness	Between Groups	7	1.092	.369					
		Within Groups	201							
		Total	208							
Employment	Between Groups	7	.335	.937						
	Within Groups	201								
	Total	208								
Post Hoc Analysis	Dependent Variable	(I) Parent Qualification	(J) Parent Qualification	Mean Difference (I-J)	Sig.					
						Awareness	Abroad	Job holder	-2.629*	.000
								Business	-2.424*	.000
								Farmer	-2.457*	.000
								Labor	-1.693*	.007
								Skill Worker	-1.547*	.021

	House wife	-2.600*	.000
	Retired	-2.156*	.004
	Job holder	-1.082*	.002
Skill Worker	Business	-.876*	.021
	Farmer	-.910*	.030
	House wife	-1.053*	.042
	Job holder	-.936*	.000
Labor	Business	-.731*	.017
	Farmer	-.764*	.031

ANOVA table 10 showed that parents have a significant difference in their perception regarding awareness about vocational training on the basis of their profession ($F = 4.978$, Sig. .000). Post hoc multiple comparison analysis showed that parents who have been abroad were least aware as compared to parents involved in any other profession/occupation. Parents who were involved in skilled labor were less aware about the vocational training as compared to parents doing business and job or who were farmers or housewives. Parents who were doing labor were less aware about the vocational training as compared to parents doing business and job or who were farmers. On the other hand, on the basis of profession, parents don't have significant difference in their perception about availability, accessibility, duration, effectiveness and employment prospects of vocational training.

Findings

Based on the analysis of the data, major findings of the study were discussed as follows

1. On the basis of gender of parents, there was no significant statistical difference in the perception of parents about any of the components of vocational training.
2. On the basis of gender of child, there was a significant statistical difference in the perception of parents about the awareness of vocational training, accessibility of vocational training, and effectiveness of vocational training.
3. On the basis of type of institute of SWHIs, there was a significant statistical difference in the perception of parents about the accessibility of vocational training.
4. Parents have a significant difference in their perception regarding awareness about vocational training on the basis of their qualification
5. Parents have a significant difference in their perception regarding awareness about vocational training on the basis of their profession.

Discussion

The objectives of the present study were to identify the perception of parents for further education for their Students with hearing impairment. The researcher wants to explore the preference of parents of CWHI about vocational training. The major finding of the study was that parents preferred the vocational training for their CWHI.

This research concluded that parents preferred vocational training for their CWHI as further education which consisted with the previous research of Tsuladze, 2015. The vocational training educators and hard of hearing students' targets are in consistency with each other and in addition the fundamental objective of vocational training main purpose to prepare the students with the professional capabilities important for their job. The vocational training allows the person with hearing impairment to work with confidence and required competency (Adhikari, 2018).

The results of this research are consistent with previous research that vocational training or skills help the students with hearing impairment more stable and confident and provide them more chances to get decent employment (Abuzinadah, et al, 2017).

Conclusions

The study concluded that parents of girls SWHIs showed positive perception towards awareness of vocational training. Also the parents of SWHIs studying in public institutes showed positive perception towards accessibility of vocational training. Parents who have middle or above qualification have better perception about the awareness of vocational training as compared to illiterate parents. Graduate parents also showed better awareness level as compared to parents having done matriculation. Parents who have been abroad were least aware about vocational education as compared to parents involved in any other profession/occupation. Parents who were involved in skilled labor were less aware about the vocational training as compared to parents doing business and job or who were farmers or housewives. Parents who were doing labor were less aware about the vocational training as compared to parents doing business and job or who were farmers.

Recommendations

On the basis of the present research the following recommendations are made

The educators and policy makers should 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 about vocational education for CWHI and their effectiveness. We should have to empower students with hearing impairment with vocational skills to economically stable them, for making them productive part of the society and to eliminate impacts of disability.

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