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Parental Involvement in Social Emotional Development of Children with Hearing Impairment

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Abstract

This study aimed to explore the relationship between families, their children's educational involvement, and the social-emotional development of their hearing-impaired children. The study employed a descriptive design based on surveys. We used convenience sampling to select 100 primary school pupils with hearing impairments from private schools in Lahore, and we questioned the teachers about their involvement in their education. We used a second, self-created assessment to gauge the level of parental involvement in the kids' social interaction evolution, and we analyzed parental involvement in education using Calderon's (2000) questionnaire. The conclusions showed that teachers saw greater parental participation in the gregarious and communicative behaviors of hearing-impaired kids but less parental involvement in resolving developmental deficiencies in such children. Additionally, all facets of the kid's social-emotional development showed a strong favourable link with their parents participating in their academic pursuits. The study suggests more in-depth investigation into the variables influencing parental participation.

Key words: Parental Participation, Deafness, additionally Social-Emotional Evolution are significant terms.

INTRODUCTION

The capacity for social interaction is a crucial component of children's socioemotional development (SED) (Kaiser & Hancock, 2003). According to Erik Erikson's theory, a person's personality goes through eight phases as they go through life. Each stage presents an emotional challenge that helps the person's personal identity develop (Erikson, 1964). Failure to effectively navigate these stages may impact an individual's future self-perception (Shaffer & Kipp, 2013). For example, consistent feeding, play, and caring throughout the initial period (Trust vs. Mistrust) assist infants in learning to depend off their guardians or other carers (Erikson, 1964). Infants may find it difficult to build an extensive feeling of trust if they do not receive this constant attention, which may hinder their subsequent development of healthy social interactions (Shaffer & Kipp, 2013). Consequently, initial social contacts have a significant impact on children's sense of self as well as the skills required to sustain their behavior and actions (Kaiser, 2006).

According to earlier studies, kids with audible loss can have an easier time growing SED. (Meadow & Dyssegaard, 1983) Studies indicate that sed problems can impact between 8 and 413 of youngsters with hearing impairment, yet it's unclear how common these issues actually are 8% to 41.3% (Hintermair, 2007; Treffers, Veerman, Van Eldik, & Verhulst, 2004). Studies suggest that linguistic difficulties and linguistic impairments, which frequently affect young people with audible impairment, play a role in these difficulties (Eisenberg, 2007).

The consistent and frequent interactions that children receive from their parents and other carers have a significant impact on how they progress emotionally and socially (Moeller, 2000). Children are better able to explore emotions and comprehend relationships when they have habitual discussions with their parents, educators, and other adults (Desforges & Abouchaar, 2003). A variety of elements, such as friendships, school experiences, family conversations about behaviour, language and communication methods, and cultural perceptions of deafness, intricately influences the emotional and social growth of deaf children (Simon, 2009). This emphasizes how important parents are as children's first teachers, especially when it comes to instilling moral ideals in them at a young age (Sarant et al., 2009). Parents are frequently the best teachers, regardless of whether a child has a disability, because they have a thorough awareness of their child's needs from birth (McNeil & Chabassol, 1984).

By offering home-based instruction and participating in school-based follow-up activities, parents can further improve their children's development (Kaiser, 2006). According to the Learning of All (EFA, 2000) project, every child has the opportunity to receive an education (UNESCO, 2000). The Child Development Act (2001) in Pakistan describes the roles that parents and the government have in influencing a child's development. Every kid has a right to health

and education, and parents and the government have equal responsibilities for ensuring these things. Parental involvement in school has a big impact on children, even if it might vary widely. It can also have major psychological repercussions when it doesn't occur (Fan & Chen, 2001).

LITERATURE REVIEW

A most important positive predictor of the early reading skills of children is parental involvement in education. However, there are still discrepancies between these findings and the language abilities of mothers. Active parental involvement might promote literacy and spoken skills in children with hearing loss (Moeller, 2000; Sarant et al., 2009, 2014; Yanbay et al., 2014). A more direct route for determining how invested a parent actually is would be to simply ask the parent her or his opinions. Additionally, McNeil and Chabassol (1984) conducted other studies on parent attitudes towards parental involvement. Their study only dealt with the significance of the involvement of a parent in treatment programs aimed at a child with deafness and, therefore, approached their topic in a much different manner than a study from Desjardin's (2005).

Their study emphasized dads' technical participation, which includes things like going to professional meetings, engaging in kid-friendly events, and learning a child's preferred communication style. The study acknowledged the involvement of fathers in the youngster's assistance, but their perception of this involvement differed from that of mothers. Zaidman-Zait and Young (2008) used an action-project method more recently to investigate adult participation in rehabilitation following cochlear implant surgery. Although their study only included two examples, a bigger sample size would probably uncover more relevant behaviours, even though what they found provided insights into parental participation.

Research has proven that behavioural problems in children negatively impact many aspects of social, academic, and overall psychological development (Masten et al., 2005; Pierce, Ewing, & Campbell, 1999). The notion of a similar developmental course is difficult to dismiss, as the aetiology of behavioural and language impairments is often unclear (Rescorla, Ross, & McClure, 2007). Even though we now understand how a living thing, familial, and social frameworks interact to cause behavioural problems, we still need to conduct more research on the connection between conduct and language challenges (Rescorla et al., 2007).

Children with linguistic deficits are more likely to struggle with behavioral issues than those who don't. An earlier study found a strong correlation between language and behavioural issues. However, it remains unclear whether behavioural problems stem from language difficulties, whether language deficiencies cause behavioural problems, or whether behavioural problems and language difficulties are simply two aspects of the same development issue

(Beitchman et al., 2001; Brownlie et al., 2004). The difficulty in distinguishing between a child's behavior and language contributes to this mistake.

According to several researchers, deaf children have innate behavioral characteristics that influence their personalities. Many scholarly works have found characteristics including impulsivity, rigidity, hyperactivity, and suspiciousness DiCarlo and Dolphin (1952), in their evaluation of 24 studies on the behavioural traits of deaf children, found that deaf children were more likely than hearing children to display neurotic, introverted, and subservient behaviors. In addition, these kids frequently showed signs of impulsivity, motor restlessness, decreased frustration tolerance, and an increased craving for instant reward (Williams, 1970; Altschuler, Deming, Vollenweider, Rainer, & Tendler, 1976; Freeman, 1977).

An increasing number of children are currently experiencing mental illnesses, which are characterized by a noticeable state of tension and anxiety, hindering their ability to cope with stress. The various forms of psychological disorders affecting children have diminished their general quality of life, particularly in social and professional functions. Such long-term risks associated with anxiety disorders include substance dependency and the onset of other subsequent psychiatric illnesses in adulthood, such as panic attacks, bipolar disorders, and clinical depression. Of all the children, 17% to 24% suffer from anxiety disorders (Albano & Detweiler, 2001). Despite the prevalence of anxiety in children, especially those with hearing impairments, it frequently goes undiagnosed and untreated (Hindley, 2004). It is unknown how common anxiety is among children who have hearing loss.

There are almost 3 million deaf children in the United States, and hearing loss is frequently viewed as a sensory disability in young people. Hearing loss can significantly impact children's verbal communication abilities, especially if it occurs early in life (Hindley, 2004). In the United States, there are 1.3 million children under three who suffer from hearing loss (CDC, 2019). Conditions such as moisture in the ears, a temporary or reversible form of hearing loss, can delay language development. Social abilities are often a challenge for children who are deaf or hard of hearing, which might impede their ability to learn (CDC, 2019). In order to comprehend how parental participation affects these developmental outcomes, this study looks at the relationship between their involvement and the social and emotional development of kids with hearing impairments (Simon, 2009).

METHODOLOGY

RESEARCH DESIGN

This study's research design is quantitative and descriptive in character, emphasizing the analysis of numerical data and thorough representation of events that were observed.

POPULATION

Teachers of primary school pupils with hearing impairments in both public and private settings make up the research population.

RESEARCH SAMPLE AND SAMPLING TECHNIQUE

Between fifty and one hundred teachers of hearing-impaired students from the public and private sectors make up the research sample.

RESEARCH INSTRUMENT

The main tool used by the research to collect data from participants is a self-designed questionnaire that consists of a series of closed-ended questions that have been carefully developed to extract quantitative insights.

RESEARCH INSTRUMENT VALIDITY AND DEPENDABILITY

Two professionals, including PhD field experts, assessed the surveys. We carried out a pilot test prior to the final data collecting.

METHOD FOR GATHERING DATA

A Google Form link is used to conduct the data collection process in an organized manner. This link offers an electronic platform that allows survey participants to engage with the survey whenever it is convenient for them. This creative method gives participants the freedom to offer feedback whenever it's convenient for them, creating an atmosphere that encourages open communication. Utilizing an online platform's features improves the quality of the research project by streamlining the data gathering procedure and protecting the confidentiality of participant contributions. This digital modality not only speeds up the collection of insightful data but also demonstrates dedication to protecting participant privacy and convenience during the whole study.

DATA ANALYSIS

For this study, a descriptive research strategy was employed within the framework of the quantitative research paradigm. The study's target population consisted of all special education teachers employed by Lahore City's special education schools and colleges. The method of convenient sampling was applied. In this study, 59 preschool teachers made up the sample. These educators of hearing-impaired pupils were easily chosen from three Lahore institutions. A self-made questionnaire and one from the paper are employed; the questionnaires' content validity is also assessed, and their reliability values are .944 and .856, respectively.

TABLE 1: *Frequencies Distribution at the Basis of Gender*

Gender	Regularity	Proportion	Adjusted proportion	Gradual Proportion
Male	29	50.0	50.0	50.0
Female	29	50.0	50.0	100.0

The distribution of gender shows an equal representation, with 50% male and 50% female teachers working with hearing-impaired primary school pupils in both public and private settings.

TABLE 2: *Frequencies Distribution at the Basis of severity level of Disability*

Level of Disability	Regularity	Proportion	Adjusted proportion	Gradual Proportion
Severe	4	6.8	6.9	6.9
Profound	54	91.5	93.1	100.0

The severity levels indicate that 6.9% of pupils have severe hearing impairments, while a majority of 93.1% experience profound hearing impairments.

TABLE 3: *Correlation between parent’s involvement in academics and social communicative behavior*

		SCBTOTAL	Total PI
SCBTOTAL	Pearson Correlation	1	.623**
	Sig. (2-tailed)		.000
	N	58	58
Total PI	Pearson Correlation	.623**	1
	Sig. (2-tailed)	.000	
	N	58	58

** . Correlation is significant at the 0.01 level (2-tailed).

A significant positive correlation (.623) exists between parents' academic involvement and children's social communicative behavior, highlighting that higher parental involvement positively influences communication skills in hearing-impaired children.

TABLE 4: *Correlation between parent’s involvement in academics and impulsive dominating behavior*

		IDB TOTAL	Total PI
IDB TOTAL	Pearson Correlation	1	.687**
	Sig. (2-tailed)		.000
	N	58	58
Total PI	Pearson Correlation	.687**	1

Sig. (2-tailed)	.000	
N	58	58

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation between parental academic involvement and impulsive dominating behavior is also significant (.687), suggesting that parental involvement is linked to reduced impulsive and dominating tendencies in children.

TABLE 5: Correlation between parent’s involvement in academics and developmental lags

		DL TOTAL	Total PI
DL TOTAL	Pearson Correlation	1	.513**
	Sig. (2-tailed)		.000
	N	58	58
Total PI	Pearson Correlation	.513**	1
	Sig. (2-tailed)	.000	
	N	58	58

** . Correlation is significant at the 0.01 level (2-tailed).

A moderate positive correlation (.513) was found between parental academic involvement and developmental delays, indicating that while involvement helps mitigate delays, the relationship is less strong compared to other variables.

TABLE 6: Correlation between parent’s involvement in academics and anxious compulsive behavior

		ACB TOT AL	Total PI
ACB TOT AL	Pearson Correlation	1	.470**
	Sig. (2-tailed)		.000
	N	58	58
Total PI	Pearson Correlation	.470**	1
	Sig. (2-tailed)	.000	
	N	58	58

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation between parental academic involvement and anxious-compulsive behavior (.470) is significant but relatively weaker, suggesting a limited connection between these variables.

TABLE 7: Correlation between parent’s involvement in academics and social emotional development

		Total PI	SED Total
Total PI	Pearson Correlation	1	.648**
	Sig. (2-tailed)		.000
	N	58	58
SED Total	Pearson Correlation	.648**	1
	Sig. (2-tailed)	.000	
	N	58	58

** . Correlation is significant at the 0.01 level (2-tailed).

A strong positive correlation ($r = .648$) between parental academic involvement and social-emotional development underscores the importance of parental engagement in fostering better social-emotional outcomes for hearing-impaired children.

DISCUSSION

Studies reveal a robust association between parental engagement in education and the mitigation of developmental delays in kids. Children who have parents that actively participate in their education—by doing things like offering homework assistance, going to school functions, and staying in touch with teachers—generally perform better academically and have stronger cognitive abilities. In addition to encouraging a positive attitude toward learning, this involvement offers emotional support, which is essential for overcoming obstacles. Conversely, a lack of parental involvement could potentially lead to developmental delays, as children may not receive the necessary support and guidance to balance their social and academic responsibilities (Chaidi & Drigas, 2020). Thus, encouraging a high level of parental involvement is essential to both academic success and healthy growth.

There is a complicated but substantial relationship between children's anxious-compulsive conduct and parental involvement in their schooling. Studies indicate that parents who take an active role in their kids' education by providing regular updates, helping with schoolwork, and promoting a productive study schedule may establish a disciplined atmosphere that helps lessen anxiety and obsessive behaviors (Gallardo, 2023). Children who feel safe and understood as a result of this involvement may experience a reduction in anxiety about their social and academic performance. Conversely, a lack of parental involvement or excessively critical parenting approaches can worsen anxiety in kids and trigger compulsive behaviors because they feel like they have to live up to expectations or are afraid of failing. Furthermore, by modelling healthy coping mechanisms, nurturing parents can provide their kids the skills they need to handle stress and reduce the likelihood of nervous or compulsive

behaviors. Therefore, encouraging significant parental involvement is important for boosting academic achievement as well as emotional well-being and lowering anxiety.

CONCLUSION

The findings show that parental involvement is critical for children of all ages, especially those with specific needs, such as those who are deaf or difficult of hearing. Parents continually serve as mentors to their children throughout their lives. The study's findings reveal that parental disengagement in their children's upbringing has led to the formation of a generation that attended school but did not receive a proper education. This could potentially draw attention and expose the child to immoral behavior. The inadequate parental involvement in interacting with comprehending and directing their children causes a split in the family unit. Parents who lack the necessary signing skills to communicate with their deaf or hard-of-hearing children are not alone in this problem. Parents face significant challenges in participating in their children's social development due to a lack of financial resources and negative opinions of people with disabilities, particularly those with non-obvious hearing impairments. Inadequate familial support and integration may prevent children with hearing loss from receiving critical services and fully participating in society. The survey found that most children struggle to understand their societal role and make appropriate judgments. As a result, many people have lost their social standing and fallen victim to unscrupulous persons. If parents are not involved in their children's lives, they may miss possible problems, such as early signs of delinquency, in the future. The outcomes of this study show that, in the absence of parental support, people with hearing loss will rely on friends, relatives, and the community for assistance. These supportive mechanisms include early service care, medical attention, increased funding for empowerment, assessments and interventions for educational needs, and accessible sign language and signing proficiency training, as previously noted.

This would improve communication and comprehension between the family and the child with hearing loss, promoting full societal inclusion. Most parents have struggled to understand the courses in which their children with hearing impairments participate. They are unable to help their children with academic duties and assignments due to their heavy workload. Lawmakers need to take into account the perspectives of individuals with disabilities, especially those with hearing impairments, when assessing and potentially altering educational programs. Many parents continue to have stigmatizing beliefs and attitudes that limit their capacity to effectively assist their children with hearing impairments. It is critical for parents to recognize that their children who have hearing loss require the same level of love, care, encouragement, support, and resources as their peers in order to achieve academic success and develop into individuals capable of addressing societal challenges in the future. The study's

findings show that parents who allow specialists to treat their children's hearing worries will raise a generation of knowledgeable individuals who lack ethical convictions.

According to research, regular and appropriate parental participation in the social-emotional development of hearing-impaired children leads to success in a variety of life areas. A vibrant, creative, and responsible community would emerge, ready to face future challenges and leave a positive legacy for future generations. Parents play an important role in their children's social and intellectual development by offering advice, resources, and support. Participating in educational activities, such as assisting with homework, communicating with educators, and creating an ideal study atmosphere, can considerably improve a child's academic performance. Parents instill crucial social skills in their children, such as empathy and collaboration, by modeling proper behavior and promoting interpersonal ties. Parental encouragement for extracurricular activities and self-belief lay the groundwork for children's academic and social success. This has a huge impact on the children's development and confidence.

RECOMMENDATIONS

1. Implement programs that encourage a parent's active participation in the learning process of deaf children.
2. Train parents in sign languages to enhance their interaction with the child.
3. Adjust education policy for better services of supporting an inclusive classroom to allow deaf children to learn along with other children of sound normal.

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