



RESEARCH PAPER**Parental Perceptions about Further Education for their Children with Hearing Impairment**

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ABSTRACT

This research aimed to explore the perception of the parents of children with hearing impairment for further education. Further Education covers education and training after secondary level education. The researcher takes this term as higher education and vocational training. Keeping in view limited career opportunities for these students. Parents are confused to select the career for their special children. 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 for survey by using self-made questionnaire. 324 parents have participated for research. Response of a majority of the parents was positive towards Vocational Training of their children for the better social and economic adjustments. This research highlighted a new direction for arranging and starting vocational and skill-oriented programs for hearing impaired students and such initiatives will encourage them to live an independent life.

KEYWORDS

Career Education, Further Education, Underemployment, Unemployment

Introduction

Gadamer 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 (Strelan, et al, 2020).

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).

Education

"One child, one teacher, one book and one pen can change the world, " stated by Malala Yousafzai, (2013) 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).

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.

Levels of Education

Primary education: Class 1 to 5 is known as primary education. The medium of instruction is mostly Urdu the regional language in Punjab text book Boards.

Middle level education: Middle level education comprises Grades 6 to 8.

Secondary Education: Secondary Education consists of 2-year program class 9th and 10th.

Tertiary Education

Entry is via a higher secondary school certificate that provides access to bachelor degrees in disciplines such as architecture, engineering, dentistry, medicine, pharmacy and nursing. A pass requires just 2 years of study, and an honors degree 4 (Strelan, et al, 2020).

Further Education

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

1. Academic Education
2. Vocational Training

Academic Education

Here students typically study A-levels, further academic qualifications required of students before they enter higher education and a degree program after completing their (General Certificate of Secondary Education).

Vocational Training

Students who are not very good in studies or have limited abilities/ social needs, they have options of vocational education or training as further education that can provide them hands on experiences and technical skills to them for pursuing to professional careers (International student, n.d).

Parents Role in Selecting Further Education

It is a very general belief that parents have a major influence on the career development 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 children with hearing impairment. Because it is a well-known reality that children with disabilities have to face tough challenges in their career development (Michael, et al, 2013).

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'. A hearing loss over 90 decibels and more than 90 dB is thought about deafness (Mulwafu, et al, 2016).

Effects of Hearing Loss

Hearing is essential to the discourse and dialect advancement, correspondence and learning. Hearing impairment causes delays being created of speech and language disorders and those delays by then rouses learning issues, much of the time realizing poor school execution. Shockingly, since poor academic execution is consistently joined by carelessness and all-over poor lead, adolescents with hearing impairment or hard of hearing.

According to the American Speech-Language Hearing Association (ASHA), kids who have delicate to coordinate hearing impairment, deafness or hard of hearing yet don't get intervention lacking in knowledge as compared to their hearing peers by some place in the scope of one to four survey levels. 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 (Packer, 2015).

In Pakistan there is mostly hearing-impaired students studying in segregated setup at school and college level. Whereas they have to enroll in higher education in inclusive settings. According to a research hearing impaired persons have to face many problems in higher education institutions as they have to face communication barriers, social interaction, healthy peer relationships, healthy student teacher relation, unwilling to participate in group activities due to fear of embarrassment, and coping with full-length content (Packer, 2015).

The children with hearing impairment have normal intelligence as hearing children they don't have any memory problem, although CWHI have to face difficulties in reading and writing along with a lower level of knowledge and grades in completion of postsecondary education. (Anis, 2013).

After the above discussion the prominent impression is that the hard of hearing and deaf population, regardless of an ordinary appropriation of knowledge and aptitudes, keeps on being more in danger of less in number of completions, of postsecondary education and has mostly been jobless and appointed on low pay salaries. as compared to hearing population. The profession hindrances confronting hard of hearing and deaf people are probably going to add to these not as much as interesting results. Profession obstructions are characterized as "occasions or conditions, inside the individual or in his or her condition, that gain vocation ground difficulties". The main purpose of vocational education for students with hearing impairment is to learn vocational skills and competencies which are necessary to get a decent employment so that they could adjust

their lives socially and economically (Tsuladze, 2015). Parents play an important role to select and guide their children for further education.

According to the previous discussion, it is vital to know the preference of parents for further education for CWHI.

Research Procedure

To measure the objectives of the research, researcher has prepared a questionnaire based on the parent's preference for further education for children with hearing impairment. The research instrument was presented to five experts from the field of the special education to validate the items. On the basis of the hypothetical framework developed after thorough literature review, consists of following components awareness, access, availability, affordability, duration, effectiveness and market value. Items were developed against all the components. The instrument was then administered to the sample of the study and the data was collected and analyzed quantitatively using SPSS. The researcher selected a sample of 324 parents of HIC from Punjab, according to convenience sampling technique. In this study, a survey was conducted to collect information from the respondents and it has enabled the researcher to achieve the objectives.

On the basis of hypothetical framework, the questionnaire was developed by the researcher through a four-point Likert-type rating scale, ranging from strongly disagree, Disagree, Agree, strongly agree. The researcher has selected 30 parents of children with hearing impairment and after that, step forward to data collection from all colleges and higher secondary schools in Punjab.

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. All Parents of CWHI of all over the Punjab. Target Population was Parents of CWHI intermediate class which will recently go to start their professional career. Colleges and higher secondary schools for CWHI were selected to collect data.

Literature Review

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. 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

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 (Strelan, et al, 2020). 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

Islam has a comprehensive perspective of human improvement, which sees instruction and information as focal. 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 (Khan, n.d).

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 (UNESCO, 1994; Baiden, 1996).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).

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.

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).

Educational challenges for children with hearing impairment

Instructive barriers identified with hearing impairment stem around correspondence. An individual with a hearing disability may have to face difficulty in the subjects of syntax, spelling and vocabulary, taking notes while tuning in to addresses, taking an interest in classroom dialogs, viewing instructive recordings, showing oral reports etc. (Special Education guide, n.d.).

It is typically accepted that effective education for college students will facilitate to create them helpful members of society. It has been confirmed that the inabilities of the deaf utilize skills they need non-inheritable for faculty area unit caused by inherent issues in their education, moreover as negative attitudes, belief, money issues stigmatization, discrimination, communication barriers etc. towards the deaf. A good skilled education for the deaf will facilitates them to making them employable (Strelan, et al, 2020).

According to Perkins-Dock, to improve decent employment for the person with hearing impairment results shows that hearing-impaired persons who complete graduation with adapted curriculum or specially designed instructions doing an equal status of employment as those who have not complete high school certificate. This may propose that the educational modules for students with special education curriculum should be reviewed and include practical skills required for employment. (Perkins-Dock et al., 2015).

Impressive consideration has been centered as of late around rates of low level of knowledge education in the U.S. In light of a decrease in verbal Scholastic Aptitude 60 TESOL QUARTERLY Test scores, Hirsch (1987) presumes that they were not able show literate abilities to all students with hearing impairment equivalent to their hearing peers. The Commission on Education of the Deaf (built up by the Education of the Deaf Act, 1986) presumes that just about 175 long stretches of research on the instructing of English proficiency to hard of hearing youngsters have been "amazingly inefficient: hard of hearing students still who are moved on from secondary schools are equivalent to third-or fourth-grade knowledge level" (Bowe, 1991).

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 (Mahanay & Castro, 2010).

Further Education

1. 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 (Education, n.d.).

2. 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 university are called higher education and skilled based courses are called vocational training. (Macmill and dictionary, n.d.).

Further education is a term which is mostly used in the United Kingdom and Ireland in connection with education. It may be above than higher secondary education included

with basic skill training to higher vocational education for people over 16 years of age. It taught in FE colleges and sub degree courses similar to those taught at higher education colleges and at some universities. When students reach the age of 16 and have completed their GCSE's they have a few options to choose from work, academic qualification and vocational education. This level is transition level when they have to choose any one from all of these.

1. Academic Education
2. Vocational Training

If students opt for carrying on with their education this will take two forms, either by pursuing further academic qualifications or by following a more vocational pathway.

Academic Education

Here students typically study A-levels, further academic qualifications required of students before they enter higher education and a degree program.

Vocational Training

Students who are not very good in studies or have limited abilities/ social needs, they have options of vocational education or training as further education (International Students, n.d.).

Importance of education for HIC

Everyone 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 Vocational training and 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 or Vocational training. 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.

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.

Personal Benefits: Pursuing advanced education may assist a man with becoming more delicate to social contrasts and increase the individuals thinking and working capacity.

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-years college education was just 3.5%.

Vocational Training

Vocational education is training that gets ready individuals to learn a skill and to work at the place where practical skills required like in an exchange, an art, as a specialist (special education).

Importance of Vocational Training for HIC

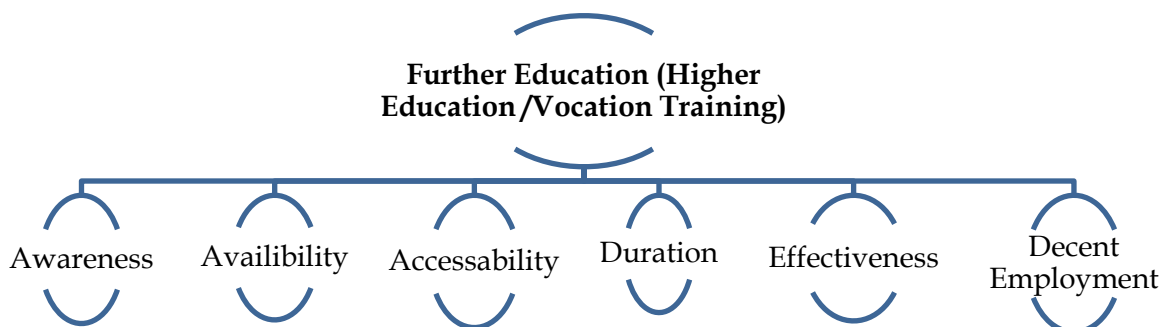
According to research, it is concluded that education is necessary for persons with Hearing Impairment. The researcher had found through this research either the Hearing Impaired gets a job on the bases of higher education or Vocational training.

Purposes of getting Vocational training

In creating nations, for example, U.S.A., a lot of data is accessible on the professional status of individuals with disabilities and their vocational training. As indicated by an examination, audit by Harvey (2001), the individuals with disabilities in U.S.A were not working (Malle& Saloviita, 2015).

Hearing loss have significant impact on the communication, educational achievement, and social interactions of the persons with hearing impairment (Boutin, 2010; Boutin& Wilson, 2009), and restricts access to employment with significant unemployment and underemployment (Bradley, et al., 2013; Smith, 2011). The population of individuals who are deaf and hard of hearing is diverse. There are variations in the cause and degree of hearing loss, educational background, age of onset, and communication methods (Robin E. et al., 2015).

Hypothetical Framework



Material and Methods

Research Procedure

To measure the objectives of the research, researcher has prepared a questionnaire based on the parent's preference for further education for children with hearing impairment. The research instrument was presented to five experts from the field of the special education to validate the items. On the basis of the hypothetical framework developed after thorough literature review, consists of following components awareness, access, availability, affordability, duration, effectiveness and market value. Items were developed against all the components. The instrument was then administered to the sample of the study and the data was collected and analyzed quantitatively using SPSS. The researcher selected a sample of 324 parents of HIC from Punjab, according to convenience sampling technique. In this study, a survey was conducted to collect information from the respondents and it has enabled the researcher to achieve the objectives.

Research Instrument

On the basis of hypothetical framework, the questionnaire was developed by the researcher through a four-point Likert-type rating scale, ranging from strongly disagree, Disagree, Agree, strongly agree. The researcher has selected 30 parents of children with hearing impairment and after that, step forward to data collection from all colleges and higher secondary schools in Punjab.

Population and Sampling

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. All Parents of CWHI of all over the Punjab. Target Population was Parents of CWHI intermediate class which will recently go to start their professional career. Colleges and higher secondary schools for CWHI were selected to collect data.

Validity of the Instrument

The instrument was presented to five experts of the special education sector to validate the research instrument with respect to content and construct validity (List of experts are attached as Appendix C). After validation of the instrument by panel of experts, the suggestions of the experts were incorporated to remove language and understandability issues in the instrument after a discussion with the supervisor.

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:

Table A
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 |

Table B
Frequency Distribution of parents

| Sr.no | Institutes | F | % |
|-------|--|-----|-------|
| 1 | Hamza Foundation Academy for the deaf Johar town Lahore. | 30 | 9.3 |
| 2 | Government National degree College for the Deaf 45-B-II Johar town Lahore. | 30 | 9.3 |
| 3 | Inayat Foundation school for Special Education Gajumata Lahore. | 15 | 4.6 |
| 4 | Government Higher Secondary School for the deaf Gujranwala. | 10 | 3.1 |
| 5 | Government Higher Secondary School for the deaf Faisalabad. | 61 | 18.8 |
| 6 | AlMuddassir Special Education complex Baharwal Kharian. | 17 | 5.2 |
| 7 | Tuba Higher secondary school for hearing Impairment Mandi Bahuddin | 28 | 8.6 |
| 8 | National college for Special Education Gujranwala. | 5 | 1.5 |
| 9 | Government College for special education Bahawalpur. | 31 | 9.6 |
| 10 | Sir Syed special education academy for the deaf Rawalpindi. | 39 | 12.0 |
| 11 | Al-Noor Collage for special education Multan. | 58 | 17.9 |
| Total | | 324 | 100.0 |

Results and Discussion

Both descriptive and inferential statistics were used to analyze the data. Frequency distribution of demographic variables was calculated. Independent sample t-test was used to compare the parent's level of perception against the different components of hypothetical framework. Cross tabulation was used to see the association between different demographic variables. Analysis of Variance (ANOVA) was used to compare the level of perception of the parents.

Table 1
Frequency distribution of parent's gender.

| Sr. No | Categories | f | % |
|--------|------------|-----|-------|
| 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.

| Sr. No | Categories | f | % |
|--------|----------------|-----|-------|
| 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.

Table3
Frequency distribution of parent's income.

| Sr. No | Categories | f | % |
|--------|--------------------------|-----|-------|
| 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

| Sr No | Categories | f | % |
|-------|--------------|-----|-------|
| 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

| Sr. No | Categories | f | % |
|--------|------------|-----|-------|
| 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.

| Sr No | Categories | f | % |
|-------|------------|-----|-------|
| 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

| Sr. No | Categories | f | % |
|--------|-----------------------------|-----|-------|
| 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

| Sr No | Categories | f | % |
|-------|---|-----|------|
| 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 Mandi Bahauddin | 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 Baharwal Kharian | 31 | 9.6 |
| 10 | Sir Syed School and College for special Education Rawalpindi | 39 | 12.0 |
| 11 | Govt degree college for special Education Bahawalpur | 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 Mandi Bhahuddin , 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-Mudassar Special Education Complex Bharwal Kharian , 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 Bahawalpur .

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

| Sr No | Categories | f | % |
|-------|---------------------|-----|-------|
| 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 income

| | | 0 to 10000 | 11000 to 20000 | 21000 to 30000 | 31000 to 40000 | 41000 to 50000 and above | Total | Chi- Square | Sig . |
|----------|----|---------------|----------------------|----------------------|-------------------|--------------------------------|-------|----------------|----------|
| CFF E | HE | 20 | 40 | 29 | 13 | 13 | 115 | .836 | .933 |
| | VT | 31 | 75 | 49 | 29 | 25 | 209 | | |
| Total | | 51 | 115 | 78 | 42 | 38 | 324 | | |

Table 10 cross tabulation results show that there is no significant association between of choice for further Education and Parent's income (chi-square = .836, df = 4, Sig = .933).

Table 11
Association between choice of further education and parent s profession

| | | Job holder | Business | Fanner | Labor | Worker | Skill wife | House | Retired | Abroad | Total | Chi- Square | sig |
|----------|--------|---------------|----------|--------|-------|--------|---------------|-------|---------|--------|-------|----------------|------|
| CFF E | H E | 47 | 17 | 9 | 16 | 10 | 7 | 7 | 2 | | 115 | 4.634 | .705 |
| | V T | 68 | 34 | 21 | 43 | 19 | 10 | 9 | 5 | | 209 | | |
| Total | | 115 | 51 | 30 | 59 | 29 | 17 | 16 | 7 | | 304 | | |

Table 11 cross tabulation results show that there is no significant association between choice for further Education and Parent's profession (chi-square = 4.634, df = 7, Sig = .705).

Table 12
Association between choice of further education and parent's gender

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

Table 12 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 13
Association between choice of further education and child's gender

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

Table 13 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 14
Association between choice of further education and child's age

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

Table 14 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 15
Association between choice of further education and parent's age

| | | 31 to 40 | 41 to 50 | 51 to 60 above | Total | Chi-Square | sig |
|-------|----|----------|----------|----------------|-------|--------------------|------|
| CFFE | HE | 10 | 75 | 30 | 115 | 1.085 ^a | .585 |
| | VT | 15 | 148 | 46 | 209 | | |
| Total | | 25 | 223 | 76 | 324 | | |

Table 15 cross tabulation result shows that there is no significant association between Choice for further education and Parent's age (chi-square = 1.085, df = 2, Sig = .581).

Table 16
Association between choice of further education and parent's qualification.

| | | Illiterate | Primary | middle | Matric | Inter | Bachelors | Masters or Higher Education | Total | Chi-Square | sig |
|-------|----|------------|---------|--------|--------|-------|-----------|-----------------------------|-------|------------|------|
| CF | HE | 14 | 6 | 11 | 38 | 21 | 20 | 5 | 115 | 5.060 | .536 |
| FE | VT | 29 | 5 | 21 | 55 | 52 | 34 | 13 | 209 | | |
| Total | | 43 | 11 | 32 | 93 | 73 | 54 | 18 | 324 | | |

Table 16 cross tabulation results show that there is no significant association between type of education and Parent's qualification (chi-square = 5.060, df = 4, Sig = .536).

Table 17
Independent sample statistics of responses with reference parent gender who preferred higher education

| Type of education | | Parent gender | N | Mean | SD | t | df | Sig |
|-------------------|---------------|---------------|----|-------|-------|--------|--------|------|
| Higher Education | Awareness | Male | 94 | 6.27 | | -1.652 | 113 | .101 |
| | | Female | 21 | 6.90 | 1.446 | | | |
| | Availability | Male | 94 | 15.99 | 3.780 | .323 | 40.006 | .748 |
| | | 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 | -1.063 | 113 | .290 |
| | | Female | 21 | 3.24 | .768 | | | |
| | Effectiveness | Male | 94 | 16.21 | 2.854 | -2.109 | 113 | .037 |
| | | Female | 21 | 17.62 | 2.291 | | | |
| | Employment | Male | 94 | 6.20 | 1.308 | .332 | 113 | .740 |
| | | Female | 21 | 6.10 | 1.446 | | | |

Independent sample t-test table 17 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 18
Independent sample statistics of responses with reference parent gender who preferred vocational training

| Type of education | Parent gender | N | Mean | SD | t | df | Sig. | |
|---------------------|---------------|--------|------|-------|-------|--------|------|------|
| 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 18 shows that, parents who were preferred vocational training for their children has no significant difference in their perception about awareness, availability, accessibility, duration, effectiveness and employment prospects on the basis of their gender

Table 19
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. | |
|-------------------|---------------|--------|------|-------|-------|--------|------|------|
| Higher Education | 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 | | | |

Independent sample t-test table 19 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 20
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. |
|-------------------|--------------|-----|------|-------|--------|-----|------|
| Awareness | Male | 105 | 6.36 | 1.199 | -2.525 | 207 | .012 |

| | | | | | | | | | |
|------------------------|---------------|--------|--------|-------|-------|--------|---------|------|--|
| Vocational Training | Availability | Female | 104 | 6.85 | 1.197 | -1.010 | 207 | .314 | |
| | | Male | 105 | 14.96 | 3.890 | | | | |
| | Accessibility | Female | 104 | 15.47 | 3.379 | -2.497 | 200.282 | .013 | |
| | | Male | 105 | 13.22 | 2.987 | | | | |
| | Duration | Female | 104 | 14.16 | 2.458 | -1.826 | 207 | .069 | |
| | | Male | 105 | 2.91 | .774 | | | | |
| | Effectiveness | Female | 104 | 3.10 | .661 | -2.295 | 207 | .023 | |
| | | Male | 105 | 15.99 | 2.436 | | | | |
| | Employment | Female | 104 | 16.77 | 2.470 | -.467 | 207 | .641 | |
| | | Male | 105 | 6.40 | 1.869 | | | | |
| | | | Female | 104 | 6.50 | 1.132 | | | |

Independent sample t-test table 20 shows that, parents who were preferred vocational training has a significant difference in their perception about awareness on the basis of child gender. ($t = -2.525$, $df = 207$, $Sig. = .012$, $Mean_{male} = 6.36$, $Mean_{female} = 6.85$). They have a significant difference in their perception about accessibility on the basis of child gender ($t = -2.497$, $df = 200.282$, $Sig. = .013$, $Mean_{male} = 13.22$, $Mean_{female} = 14.16$). They have a significant difference in their perception about duration on the basis of child gender ($t = -2.295$, $df = 207$, $Sig. = .023$, $Mean_{male} = 15.99$, $Mean_{female} = 16.77$). They have a significant difference in their perception about effectiveness on the basis of child gender ($t = -2.295$, $df = 207$, $Sig. = .023$, $Mean_{male} = 15.99$, $Mean_{female} = 16.77$). However, there is no significant difference in their perception about availability and Employment prospect on the basis of child gender

Table 21
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 | .434 |
| | | Within Groups | 108 | | |
| | | Total | 114 | | |
| | Availability | Between Groups | 6 | .478 | .824 |
| | | Within Groups | 108 | | |
| | | Total | 114 | | |
| | Accessibility | Between Groups | 6 | .582 | .744 |
| | | Within Groups | 108 | | |
| | | 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 | | |

ANOVA table 21 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 22
ANOVA test of responses of parents who preferred vocational training on the basis of parent qualification

| | | Type of education | df | f | Sig. |
|------------------------|--------------|-------------------|-----|-------|------|
| Vocational Training | Awareness | Between Groups | 6 | 4.474 | .000 |
| | | Within Groups | 202 | | |
| | | Total | 208 | | |
| | 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 | | |

ANOVA table 22 shows that parents who preferred vocational training they have a significant difference in their perception about awareness on the basis of parent' profession between groups and within groups ($df = 6, F = 4.474, Sig. = .000$). However, they have no significant difference in their perception about availability, accessibility, duration, effectiveness and employment prospects on the basis of their profession.

Table 23

Post-hoc- Multiple comparison awareness of vocational training on the basis of parents qualification.

| Type of education | Dependent Variable | (I) Parent Qualification | (J) Parent Qualification | Mean Difference (I-J) | Std. Error | Sig. |
|---------------------|--------------------|--------------------------|-----------------------------|-----------------------|------------|-------|
| Vocational Training | Awareness | illiterate | Middle | -1.011* | 0.384 | 0.009 |
| | | | Matric | -.763* | 0.307 | 0.014 |
| | | | Intermediate | -1.133* | 0.31 | 0.000 |
| | | | Bachelors | -1.551* | 0.338 | 0.000 |
| | | | Masters or Higher Education | -1.576* | 0.447 | 0.001 |
| | | | Matric | Bachelors | -.788* | 0.292 |

Post hoc multiple comparison table (Table 23) shows that on basis of parent qualification, there is a significant difference in the perception of parents about vocational training perception about awareness of a person having middle qualification is better than an illiterate person (Mean Diff. = -1.011, Sig. = 0.009), the perception of a person having matriculated degree, is also better than an illiterate person (Mean Diff= -.763*, Sig. = 0.014), and perception of person having intermediate degree is also better than an illiterate person (Mean Diff= -1.133*, Sig. = 0.000). Perception of Bachelor degree holder is better than matric degree holder (Mean Diff= -.788 Sig. = 0.008).

Table 24

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

| | Type of education | df | f | Sig. | |
|------------------|-------------------|----------------|-----|------|------|
| Higher Education | 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 |

ANOVA table 24 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.

Table 25
ANOVA test of responses of parents who preferred vocational training on the basis of parent profession

| Type of education | | 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 | | |

ANOVA table 25 shows that parents who preferred vocational training they has a difference which was significant in the perception about awareness on the basis of their profession(df = 7, F = 4.978, Sig. = .000). However, they have no significant difference in the perception about availability, accessibility, effectiveness and employment prospect on the basis of their profession.

Table 26
Post hoc multiple comparison of significant difference in the perception of awareness

| Type of education | Dependent Variable | (I) Parent's profession | (J) Parent's profession | Mean Difference (I-J) | Std. Error | Sig. |
|---------------------|--------------------|-------------------------|-------------------------|-----------------------|------------|-------|
| Vocational Training | Awareness | Job holder | Labor | .936* | 0.257 | 0.000 |
| | | | Skill Worker | 1.082* | 0.342 | 0.002 |
| | | | Abroad | 2.629* | 0.611 | 0.000 |
| | | Business | Labor | .731* | 0.303 | 0.017 |
| | | | Skill Worker | .876* | 0.378 | 0.021 |
| | | | Abroad | 2.424* | 0.632 | 0.000 |
| | | Farmer | Labor | .764* | 0.351 | 0.031 |
| | | | Skill Worker | .910* | 0.417 | 0.030 |
| | | | Abroad | 2.457* | 0.656 | 0.000 |
| | | Labor | Abroad | 1.693* | 0.623 | 0.007 |
| | | | House wife | -1.053* | 0.515 | 0.042 |
| | | Skill Worker | Abroad | 1.547* | 0.663 | 0.021 |
| | | | House wife | 2.600* | 0.722 | 0.000 |
| | | Retired | Abroad | 2.156* | 0.735 | 0.004 |

Post hoc multiple comparison (Table 26) shows that According to post hoc multiple comparison the parents who preferred vocational training have significant difference in the perception of awareness among job holder and labor (Mean Diff. = .936*, Sig. = .000), significant difference among job holder and skill worker (Mean Diff. = 1.082, Sig. = .002), significant difference among job holder and abroad (Mean Diff. = 2.629, Sig. = .000). significant difference among business and labor (Mean Diff. = .731, Sig. = .017), significant difference among business and skill worker (Mean Diff. = .876, Sig. = .021), significant difference among business and labor (Mean Diff. = 2.424, Sig. = .000). significant

difference among farmer and labor (Mean Diff. = .764*, Sig. = .0031), significant difference among farmer and skill worker (Mean Diff. = .910**, Sig. = .0030), significant difference among farmer and abroad (Mean Diff. = 2.457*, Sig. = .0000). significant difference among labor and abroad (Mean Diff. = 1.693*, Sig. = .0007). significant difference among skill worker and housewives (Mean Diff. = -1.053**, Sig. = .0042) significant difference among skill worker and abroad (Mean Diff. = 1.547*, Sig. = .0021). significant difference among house wife and abroad (Mean Diff. = 2.600*, Sig. = .0000). significant difference among retired and abroad (Mean Diff. = 2.156*, Sig. = .0004) 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 children with hearing impairment. The researcher wants to explore the preference of parents of CWHI among higher education or 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 researches (Munyua, et al. 2014). 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. (Munyua, et al. 2014).

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 (Fordyce et al, 2013).

It is seen that, professional training in schools for the hard of hearing will set up the hard of hearing students for independent work or paid employment and in this way upgrade his or her personal life standard and national improvement (Malle & Saloviita, 2015).

Conclusion

There were the majority of respondents were male in the age group of 41 to 50 years. The majority of the respondents were educated having intermediate qualifications or below, a very small number of respondents were up to the graduation level. Parents' perception about the choice of further education for their CWHI is significantly associated with parents' gender. The dominant majority of fathers preferred vocational training. The choice of further education is not associated with the parent's age, income, profession, or qualification as well as not associated with the child's age. The results indicate that the preference of mothers and fathers for their CWHI is different. Fathers want to select Vocational Training for their CWHI. Their preference is the same for boys' and girls' vocational training. Mothers and fathers have the same perception of awareness, availability, accessibility, duration, effectiveness, and job prospect of vocational training. The parents having different qualifications have no different perception about awareness, availability, accessibility, duration effectiveness, and employment prospect about higher education. Parents from different professions have no different perceptions about awareness, availability, accessibility, duration effectiveness, and employment prospect about higher education. Educated parents have a better perception of awareness of vocational training as compared to illiterate parents.

Recommendation

1. There is a great need to aware the parents of CWHI about the importance of the post transition period through different printable and electronic media.
2. 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.
3. The curriculum for CWHI must should enrich with modern technical skills for making the persons with hearing impairment a productive citizen in society.
4. Provide information to parents of CWHI about the available further education options and educate them about its effectiveness by social media and conducting different seminars and awareness programs.
5. A vocational training program having market demand must should include in syllabus of CWHI.
6. The number of available vocational options for girls and boys with HI must should increase by promoting the inclusive society to integrate the persons with diverse learning needs at all stages.
7. The seminars and awareness programs at the school level should be conducted to educate the parents of CWHI about the available vocational and higher educational options for CWHI and their effectiveness.
8. More vocational training centers should be established for CWHI with up to date training programs having trained staff with specific vocational skills along with teaching strategies and knowledge about CWHI.

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