Challenges Limiting the Role of Deaf Parents in Academics of their Children with Normal Hearing

*Asma Kanwal, Lecturer, Department of Special Education, University of Education, Lahore, Pakistan, PhD Scholar, Institute of Special Education, University of the Punjab, Lahore, Pakistan
Faiza Jaleel, Lecturer, Department of Special Education, University of Education, Lahore, Pakistan, PhD Scholar, Institute of Special Education, University of the Punjab, Lahore, Pakistan
Rukhsana Bashir, Assistant Professor, Institute of Special Education, University of the Punjab, Lahore, Pakistan
Komal Shahzadi, Govt. Training College for the Teachers of Blind, Lahore, Pakistan

*Corresponding author’s email: asma.kanwal@ue.edu.pk

ARTICLE DETAILS

History
Revised format: May 2022
Available Online: Jun 2022

Keywords
Challenges, Deaf Parents, Academics, Children with normal Hearing

JEL Classification
A20, A21

ABSTRACT

Purpose: The goal of this research was to investigate the difficulties that deaf parents have when it comes to the academic performance of their hearing children.

Methodology: Case studies based on qualitative paradigms were used for this study. Participants in the research were parents who were deaf themselves but whose children had normal hearing. The sample comprises of 14 deaf couples from two divisions of Punjab—Lahore and Gujranwala. The data collection method consisted of a self-developed interview schedule with open-ended questions. Thematic analysis, a qualitative method, was used to analyze the data.

Findings: Deaf parents have to deal with a number of obstacles, the most significant of which are communication barriers, attitudes they confront, and misunderstandings held by the community as a whole, all of which limit their capacity to participate in their children's academic lives who have normal hearing.

Implications: It was suggested to the various stakeholders that they should be required to play their respective contributing roles in the process of reducing the constraints that restrict the engagement of parents in the academics of their children on a consistent basis, beginning with the most fundamental level.

© 2022 The authors, under a Creative Commons Attribution-NonCommercial 4.0


Introduction
showed that parents have an effect on how well their children do in school by helping them learn at home and taking part in school activities (Harris & Goodall, 2008).

Different levels of parental participation in their children's education are accounted for by a typology proposed by Epstein (1987, 1992, 1996). Epstein (1987) recognized four categories of parental engagement in schools in her early research as fundamental responsibilities, school-to-home communications, parent involvement at school, and parent involvement in learning activities at home. Epstein (1992, 1996) added to the typology and came up with six types of school-related ways for parents to be involved by means of helping parents learn how to raise children, communication between schools and parents, involving parents in school volunteer opportunities, involving parents in home-based learning, involving parents in school decision-making, and involving parents in school-community partnerships.

The results of the study conducted by Fan and Chen (2001) indicated a weak to moderate, practically significant correlation between parental participation and academic success. Through moderator analysis, it was shown that parental aspiration/expectation for children's educational accomplishment has the highest association with kids' academic achievement, but parental home monitoring had the least relationship. Moreover, the association is greater when academic accomplishment is reflected by a worldwide measure (e.g., GPA) as opposed to a subject-specific indicator (e.g., math grade).

Better student results are supported by parents' economic level or social class, financial assistance, decision-making skills, and learning capacities. Students said that their parents provide direction and counselling for their further education as well as assistance in coping with emotions of stress and loss. Academic success and job choice have a strong relationship. Academic success and the obstacles, challenges, and concerns connected to parental engagement had a substantial, somewhat favorable association (Batool & Raiz, 2020). It is generally accepted that parenting and education are two distinct but related aspects of a child's existence. Parenting is a crucial ability, and the research has also recommended that parents get training in this area (Lundahl et al., 2006).

Schools acknowledge that there are a variety of ways to engage parents along a spectrum of parental involvement, ranging from attendance at traditional school events to active involvement in the child's education to higher-level parental engagement with the child's learning and recognition of the parent's own educational needs. Schools appeared to acknowledge that the children in their care can only flourish if parents and partners are actively engaged in an ongoing discourse that listens to and is sensitive to home and community realities. This obviously necessitates that schools work together to seek mutual understanding and viable solutions. The effectiveness of programs and tactics is seen to depend on strong parental involvement leadership (Hornby & Blackwell, 2018).

Teachers often join the teaching profession after obtaining formal technical/professional training or relevant work experience. Parents, on the other hand, do not have the same chance to obtain such official instruction. Parents' lack of formal technical or professional expertise or experience with educational matters may be the main cause of their dissatisfaction or obstacle to their engagement. According to the researcher, parents also need instruction in educational topics such as teaching techniques, pedagogical tactics, mechanisms for assessment and evaluation, the whole-child approach in an inclusive setting, technology use, etc. (Pasha et al., 2021).

Over 90% of deaf people are born to parents who can hear (Mitchell & Karchmer, 2004). Deafness is defined not just by audiometry, but also by cultural and social affinity. In the Deaf culture, audiological deafness is not viewed as a handicap, but rather as a linguistic minority. This group has its own language (ASL), customs, values, sense of humor, art, famous people, and so on. A person doesn't have to be deaf, hard of hearing, or have gone deaf later in life to be part of the Deaf
community. Hearing people who work with the Deaf community, such as interpreters, family members of deaf people, and hearing children of deaf parents could also be considered part of the Deaf community (Singleton & Tittle, 2000). More than the amount of hearing loss, what makes someone a part of the deaf community is their choice, history, behavior, and ability to sign (Pizer, Walters, & Meier, 2013). You can be born into this culture or choose to join it (Singleton & Tittle, 2000).

Over 90% of deaf parents have hearing children (Myers, Marcus, & Myers, 2010). Hearing Children of Deaf Parents create a unique group since their parents are members of a distinct cultural and linguistic group. They have unique language and cultural experiences, as well as roles (e.g., interpreter, advocate, etc.) that are distinct from those of their hearing-parented peers (Filer & Filer, 2000; Preston, 1996; Singleton & Tittle, 2000).

Deaf parents often use their culture and needs as Deaf individuals to communicate with hearing children or others. Children of deaf adults showed that they were directed through the use of signing and spoken languages, however not all could sign. Their Deaf parents may not be fluent signers, thus they used spoken language or hybrid ways (Preston, 1995).

Lack of communication is a frequent experience shared by deaf people. This communication hole and inability to connect with the world is the first of many cultural experiences that demonstrate the individual is unique and a member of the deaf culture. As deaf people are exposed to use sign language with other deaf people, the enculturation process is completed, and deaf people are identified as ethnically deaf (Miller, 2010). There are several forms of deaf-parented households with hearing children, which should be noted. Both parents may be deaf signers, or one parent may be hearing and the other deaf signer or oral deaf. Both deaf parents could not know sign language; they might be oral, and they might not identify with the Deaf culture.

Deafness in parents and other key caregivers has an impact on the psychosocial development of their children (Zarem, 2003). Children of deaf parents as a group considered themselves to have a low reputation, to be physically unattractive, to have bad managerial capabilities, to be interested in making friends, and to have weak academic and cognitive abilities (DeLuigi, 1991).

Deaf parents may not have equal access to knowledge on successful parenting practices (Singleton & Tittle, 2000) and may lack exposure to suitable parent models (Hoffmeister, 1985). However, research demonstrates that Deaf parents are often capable, loving, and caring (Clark, 2003; Mallory, Schein, & Zingle, 1992; Preston, 1994; Schein, 1989) and committed to nurture their children in the most effective manner possible. Parents of young deaf children were found satisfied and engaged in the key ECSE components of speech, speech reading, reading, writing, mathematics, guidance and counselling. Regardless of how involved parents are in the education of their deaf young children, how satisfied they are with the academic help offered by the schools does significant (Fatima et al., 2020).

Hearing children of deaf parents reported that Sign language was the first language they learned, their connection with their parents is fairly shallow and lacks depth, such as discussing politics or laughing at a joke, etc. due to poor vocabulary of their deaf parents, and they were delayed speakers and have issues even with their writing skills. They have to shield their parents from hearing remarks, glances, and other unpleasant circumstances. They have to play the role of interpreter (Moroe & De Andrade, 2018) to bridge the gap between deaf and hearing community. They sometimes had to alert their parents to potential threats, odd sounds, etc. The impact of technology observed in reducing Deaf parents' reliance on hearing children and facilitating communication on both sides. Hearing children of deaf parents reported that their parents never or rarely came to school to talk to teachers or do other things. This was mostly because of communication problems.
Instead, family members like aunts and grandmothers did this job. Sometimes, the parents were even there. Some participants took advantage of the situation, and in some cases, they didn't tell their parents about school meetings, their progress, and other things. Other family members helped them with their homework when their deaf parents couldn't (Hadjikakou et al., 2009).

A little data is to be found from literature about deaf parents having hearing children concerned with academic accomplishments. There is a serious need to identify the obstacles that restrict the participation of deaf parents in their hearing children's academics.

**Objectives of the Study**

The following were the objectives of the study:

1. To investigate the challenges of deaf parents limiting their role in academics of their children with normal hearing
2. To compare the challenges of participants on the basis of their demographic information.

**Questions of the Study**

The following were the questions of the study:

1. What are the challenges faced by deaf parents in playing a contributing role in academics of their hearing children?
2. What is the difference between the challenges limiting the role of deaf parents in academics of their hearing children on the basis of their socio-economic status?
3. What is the difference between the challenges limiting the role of deaf parents in academics of their hearing children on the basis of their qualification?
4. What is the difference between the challenges limiting the role of deaf parents in academics of their hearing children on the basis of their geographic universe?

**Research Design of the Study**

The purpose of the research was to investigate the obstacles experienced by deaf parents that prevent them from contributing to the academic success of their hearing children. The type of the investigation was qualitative case study.

**Population and Sample of the Study**

The population of the study was deaf parents having children with normal hearing living in different districts of Lahore and Gujranwala Divisions of the Punjab, province of Pakistan. The sample of the study consisted of 28 deaf persons as 14 deaf couples (14 Fathers+14 Mothers=28) having children without hearing loss. The sample of the study was selected through snowball sampling technique. 8 Deaf couples (57.1%) having children with normal hearing were selected from Gujranwala division; 4 couples from Gujranwala district, 1 couple from Gujrat district, 2 couples from Hafizabad district, and 1 couple from Sialkot district. 6 Deaf couples (42.8%) having children with normal hearing were selected from Lahore division; 3 couples from Lahore district, 1 couple from Kasur district, and 2 couples from Sheikhupura district.

**Instrumentation and Data Collection**

Data was collected through self-developed, open ended and semi-structured interview schedule. The interview schedule was comprised of 20 questions with many other questions to inquire the in-depth truth of the reality. The instrument of the study was finalized and validated by a panel of field experts. The researchers interpreted the instrument in sign language and interviewed the sample by personal visits and video calls. The informed consent from interviewees was ensured, video recordings were made and responses were note down. A demographic sheet was also developed to collect the demographic information of the respondents. Data was analyzed by thematic analysis to draw the conclusion.
## Demographic Sheet of Participants as Deaf Fathers & Mothers

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender (28 deaf persons)</td>
<td>Male</td>
<td>14</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>14</td>
<td>50.0</td>
</tr>
<tr>
<td>Division (28 deaf persons)</td>
<td>Lahore</td>
<td>12</td>
<td>42.8</td>
</tr>
<tr>
<td></td>
<td>Gujranwala</td>
<td>16</td>
<td>57.1</td>
</tr>
<tr>
<td>Age of 14 Fathers</td>
<td>Less than 26 years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>(26-30)</td>
<td>4</td>
<td>28.5</td>
</tr>
<tr>
<td></td>
<td>(31-35)</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td></td>
<td>(36-40)</td>
<td>4</td>
<td>28.5</td>
</tr>
<tr>
<td></td>
<td>Above 40 Years</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Age of 14 Mothers</td>
<td>Less than 26 years</td>
<td>2</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td>(26-30)</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td></td>
<td>(31-35)</td>
<td>4</td>
<td>28.5</td>
</tr>
<tr>
<td></td>
<td>(36-40)</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td></td>
<td>Above 40 Years</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Occupation of 14 Fathers</td>
<td>Laborer</td>
<td>9</td>
<td>64.2</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>2</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Occupation of 14 Mothers</td>
<td>Housewife</td>
<td>11</td>
<td>78.5</td>
</tr>
<tr>
<td></td>
<td>Public</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Private</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Salary of 14 Deaf Couples</td>
<td>Less than 11000</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>11000-20000</td>
<td>4</td>
<td>28.5</td>
</tr>
<tr>
<td></td>
<td>21000-30000</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td></td>
<td>31000-40000</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td></td>
<td>Above 40000</td>
<td>2</td>
<td>14.2</td>
</tr>
<tr>
<td>Education of 14 Fathers</td>
<td>Illiterate</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td></td>
<td>Elementary</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td></td>
<td>Matric</td>
<td>2</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td>FA</td>
<td>2</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td>BA</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Education of 14 Mothers</td>
<td>Illiterate</td>
<td>2</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td>Primary</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td></td>
<td>Elementary</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td></td>
<td>Matric</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td></td>
<td>FA</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Level of Hearing Loss of Parents (28 persons)</td>
<td>Mild/Hard of Hearing</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td></td>
<td>Moderate</td>
<td>4</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td>Severe</td>
<td>10</td>
<td>35.7</td>
</tr>
<tr>
<td></td>
<td>Profound/Deaf</td>
<td>12</td>
<td>42.8</td>
</tr>
<tr>
<td>Number of Kids of Each Deaf Couple</td>
<td>One</td>
<td>2</td>
<td>14.2</td>
</tr>
<tr>
<td></td>
<td>Two</td>
<td>4</td>
<td>28.5</td>
</tr>
<tr>
<td></td>
<td>Three</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td></td>
<td>Four</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td></td>
<td>Five</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Above Five</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Family System of Each Deaf Couple</td>
<td>Separate</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td></td>
<td>Joint</td>
<td>11</td>
<td>78.5</td>
</tr>
<tr>
<td>School Sector of Children with Normal Hearing</td>
<td>Public</td>
<td>6</td>
<td>42.8</td>
</tr>
<tr>
<td>Number of Kids with/without Hearing Loss of Each Deaf Couple</td>
<td>Private</td>
<td>8</td>
<td>57.1</td>
</tr>
<tr>
<td>Deaf Couples With Normal Hearing</td>
<td>Couple I</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Couple II</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Couple III</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Couple IV</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Couple V</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Couple VI</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
Thematic Analysis

Q.1 How do you assist your child with normal hearing in their academic endeavors?
The majority of interviewees stated that they want to assist their hearing child in his/her educational activities, but there are many factors that limit their ability to do so. However, they do their best to assist their children with normal hearing by focusing on their educational needs, providing them with a tutor, all the stationary items, books, uniforms, shoes, and bags, visiting their school officials, and dropping them off at school.

“I wake up early in the morning to make preparations for school of my children by providing them ironed uniform, polished shoes, breakfast, lunch box and checking their bags or copies whether all the things are complete. I attend school meetings and annual result day to know about the progress of my children with normal hearing”.

“I earned money to make available all the provisions necessary for the academics of our children. I pick and drop my children from school in time, give pocket money to them, pay school and tutor’s fee, check their copies, daily diary, test and papers. I admire when my children earn good marks”.

Q.2 How do you communicate your hearing child’s educational needs to his/her teachers?
The majority of respondents reported that they use sign language to interact with their hearing children's teachers. The most of the time, instructors cannot comprehend even local, transparent and iconic signs. Teachers are unfamiliar to use of sign language. The teachers interact with us either orally or in writing. Due to this communication gap, neither side can grasp the educational concerns of the other. Therefore, a mediator is required for a good interaction.

“Teachers of my child with normal hearing try to tell me about the performance of my child in the school by written expression. But I don’t have enough vocabulary to understand what they ask to me. They use oral-aural method which creates misunderstanding, irritation, unfamiliarity or avoidance between both parties. Teachers or school staff cannot understand and use sign language. So, I visit the school with my sister-in-law who play the role of mediator, interpreter and translator for the interaction between us”.

“Teachers don’t try to talk with us, they ask us to visit school with the person who can make interaction possible”.

“Sometimes, my child plays the role of mediator between teacher and parents”.

“My father-in-law assist me when I need to convey a message to the teacher of my children with normal hearing, he writes a note for teacher. Similarly, when teachers share something through written note on diary, he reads to me”.

“I try to convey my message to the teacher of my children with normal hearing with the use of WhatsApp emojis, stickers and gif”.

<table>
<thead>
<tr>
<th>Couple</th>
<th>3</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Couple VII</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Couple VIII</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Couple IX</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Couple X</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Couple XI</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Couple XII</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Couple XIII</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Couple XIV</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
Q.3 In what ways does the school of your child with normal hearing collaborate with you for your child’s academic success?

The majority of the respondents said that the school did not go above and beyond to work with us. The management of the school doesn’t seem to care about our needs. They don't employ any consultants, sign language interpreters, or other support personnel. Some of the school staff members act sympathetically toward us because we are deaf.

“They simply have only one option of mediator. Most of the time, they ignore us and ask us to bring any person who convey their message to us”.

“School principal doesn’t take interest to know about our issues and problems regarding academics of our children with normal hearing”.

“School staff doesn’t allow us to visit principal office. They ask us to send a person with normal hearing who can hear and speak in proper manner”.

“School administration and other staff don’t encourage us, motivate us and acknowledge our efforts towards the academics of our child with normal hearing.

“We most of the time feel ignored and misfit during gatherings in schools such as result day, parent-teacher meetings, or annual days etc.”

Q.4 Who does share the responsibilities of academics of your child with normal hearing with you?

Majority of the respondents responded that family members have to cooperate with us in sharing the responsibility of academics of our children with normal hearing. It was reported that grandparents are most collaborative individuals who share the responsibility of academics of their grandchildren with normal hearing having deaf parents in true sense. It was also reported that most of the time, we have to wait for the availability of the hearing persons. Sometimes, it seems frustrating for them to sidestep their own circumstances.

“My parents-in-laws live with us because they know we both husband and wife are deaf and we need their company more than their other children. They both invest their time, energy and belongingness to our children’s betterment, academics and independency. My father-in-law visit the school on regular basis to monitor the progress of our children with normal hearing”.

“I request my sister-in-law to contact school teacher and home tutor when needed. She is very nice to us even sacrificing her own household chores mostly but not easy for her all the times”.

“I have to request tuition teacher to interact school teacher for communicating our concerns regarding child’s educational performance”.

“We have to wait for the availability of the persons with normal hearing who can help us to cope up the educational needs of our child”.

Q.5 Which challenges do you encounter when teaching your child at home?

Majority of the interviewees reported that they face difficulties while teaching their children with normal hearing at home because they lack sufficient English and Urdu vocabulary, and a rich educational background. Consequently, it is difficult for deaf parents to educate their child how to pronounce and utilize words in sentences and in daily life. Children with normal hearing also get
confused and become frustrated between sign language and oral mode of communication.

“I don’t know the meaning of written text in English or Urdu language. I can teach basic mathematics such as addition and subtraction to my child with normal hearing in sign language”.

“I can teach drawing, sketching and painting to my children with normal hearing without any help of others but other subjects are out of my capacity due to my deafness”.

“I cannot tell my child the meaning of text, spelling corrections, word pronunciation, and use of words because of my deafness and low education”.

“My child with normal hearing doesn’t bother my concerns about his/her education. He/she shows uncomfortable or confused being bicultural/bilingual”.

“When my child was at primary school level, it was easier for me to help him/her in his/her education but now the syllabus is very difficult to understand for me”.

Q.6 What kind of support do you need to help your hearing child with his/her homework?
The majority of participants indicated that they require the physical and moral support of sign-language-fluent hearing individuals. Deaf parents mentioned that their children usually ignore their instructions while doing homework, a person with normal hearing can make it easier for parents to monitor them.

“I need a person who have understanding that how to use total communication method. He/she can bridge the gap between me and my child while doing homework”.

“Family members should give specific time to me and my child for doing homework”.

“The availability of video tutorials is good for me to assist my child in homework”.

Q.7 How does your child with normal hearing respond to your efforts for his/ her academics?
The majority of participants said that their hearing children are already aware of their deaf parents' shortcomings. They are aware of their parents' restricted language, inability to comprehend written information, and limited means of communication. Therefore, they pay little heed to the efforts of their deaf parents. Participants noted that hearing children conceal teacher-to-parent messages, their progress report, and homework assignments.

“My child with normal hearing feels more comfortable with hearing people to discuss their educational problems than me”.

“Once class teacher of my child with normal hearing said that she sent the progress report and messages to me for visiting school to discuss the poor performance of my child. But my child with normal hearing confessed that he torn the paper of diary where the message from teacher was written”.

“My children with normal hearing show carelessness to my efforts for their education but more responsible when their aunt teaches them”. 
Q.8 How does your family respond to your efforts for academics of your hearing child?
The majority of the respondents mentioned that most of the family members uninterested in the academic pursuits of hearing children. They don’t value our efforts and have low expectations of us. Some family members actively support and inspire us about the academic achievements of our hearing children. But others don’t have enough time, interest and concern to know how we manage educational needs of our children with normal hearing.

“My cousin said to me that you don’t have any pressure of academic achievement of your child as hearing parents have”.

“Family members make us realize that they are burdened due to the shared responsibility of education of our children with normal hearing”.

“My aunt said that you don’t need to worry about the education of your child with normal hearing, he/she will manage by his/her own efforts”.

“Others give me such expressions as “they have to share the responsibility because I cannot perform my parenting duty due to my deafness”.

Q.9 How does society acknowledge your contribution to the academics of your child with normal hearing?
The majority of the participants mentioned that society doesn't have time to address our struggles, efforts, and needs in relation to our participation in the academic success of our hearing children. Family, neighbors, and friends don't take the trouble to find out on their own how we cope with hearing counterparts. Some of the respondents mentioned that society members are available to us only when we request them for their cooperation. There is no institution for deaf parents' counselling and consultation.

“My neighbors help me when I need their assistance in academics of my child but I have to request them to be available”.

“I want to discuss my problems and challenges with someone but people don’t have time to listen to us”.

“My neighbors have strange expressions when I request them to help me about educational activities for my child”.

“When I ask my neighbors to guide me about home assignments of my child, they prefer to guide the child rather than me because it seems time consuming to them”.

“We seek some meaningful sources for our guidance regarding education of our children with normal hearing”.
Conclusion
Children's academic accomplishments at all levels are significantly impacted by parental engagement. Deaf parents encounter several obstacles that restrict their contribution to the academic success of their hearing children. Similarly, children with normal hearing who have deaf parents face several challenges as a result of their parents' hearing impairment.

The findings of the research indicate that deaf parents provide their hearing children with the physical, moral, and economical necessities for academic success, but struggle to educate their children owing to a lack of educational background, a limited language, and a communication gap.

Due to having different modes of communication between deaf and hearing community, communication gap is found major challenge to interact with academic officials such as teachers, school staff and administration. There is always a dire need of having mediator to make interaction possible for discussing child’s educational needs.

It was reported that school does not do something meaningful to address the needs of deaf parents of children with normal hearing. Instead, school personnel shift all the responsibility to the shoulders of deaf parents by requiring them to have mediator or interpreter. Deaf parents confront challenging situations in school, including lack of awareness, lack of interest, peculiar conduct, and administration avoidance.
Few family members, including parents-in-law, sisters-in-law, siblings, and aunts, share the academic responsibilities of deaf parents for hearing children. However, it may be challenging to make sure that a family member with normal hearing is available when they are most in need of their services as mediator.

Less vocabulary, particularly in English and Urdu, a rigorous curriculum, lack of understanding about the pronunciation and usage of words, poor educational background, and a communication gap are the reasons that restrict parental participation in the home assignments of children with normal hearing. Deaf parents need the assistance of hearing persons in order to manage the educational activities of their hearing children.

Being bilingual and bicultural, children with normal hearing perform the role of mediator. By bridging the gap between the deaf and hearing communities, they support their hearing parents in a variety of ways. However, they also experience frustration and confusion as a result of the delay in speech and language development since they are able to comprehend both oral and sign language but are not proficient in either. Children with normal hearing take advantage of their parents' deafness by concealing information that is crucial for their academic achievement, lying to their parents about their progress, and causing miscommunication between parents and instructors.

Family members and society make little attempt to appreciate the significance of deaf parents' contribution in the education of their hearing-children. They leave deaf parents with the impression that their efforts are in vain. Hearing community indicate that they lack the time, energy, desire, and aptitude to really share the responsibilities. The availability of hearing members of society is contingent on a request, not a choice. A significant obstacle for deaf parents is the lack of accessibility to resources such as guidance and counselling centers in their communities.

During interviews with deaf parents, it was discovered that those with a higher level of education were more worried about their hearing children's academic performance than those with a lower level of education.

Deaf women were more concerned about their hearing children's education than deaf fathers.

The socioeconomic situation of deaf parents impacts the worries of hearing parents over their children's academic success. Parents with a high socioeconomic standing want their hearing children to have a conventional education.

Public and private schools confront deaf parents with the same obstacles.

Parents who live in a system of separate families confront greater challenges than those who live in a system of joint families.

Parents below the age of 40 were shown to be more interested in the academic success of their hearing children than those over the age of 40.

**Recommendations**

1. Government should provide accessible guidance and counselling services to deaf parents for their children’s intellectual, social and emotional development.
2. School administration should foster the needs of deaf parents of hearing children by employing sign language interpreters.
3. School personnel should be trained to deal with deaf parents having children with normal hearing meaningfully.
4. Awareness campaigns should be organized by governmental and non-governmental organizations on regular basis.
5. Institutions should endeavor systematically to follow up deaf persons throughout their life.
6. Most importantly, there should be parent education programs organized by governmental, non-governmental organizations on regular basis.

References


Moroe, N. F., & De Andrade, V. (2018). ‘We were our parents’ ears and mouths’: Reflecting on the language brokering experiences of hearing children born to deaf parents. South African Journal of Child Health, 2018(1), s75-s78.


