E-ISSN: 1116 - 2619 P-ISSN: 3026-8524
MPRI-JHLAR | INTERNATIONAL JOURNAL OF HUMANITIES, LITERATURE AND ART RESEARCH
VOL. 10 NO. 6 – OCTOBER, 2025

THE ROLE OF PARENTAL SUPPORT IN REDUCING THE AGGRESSIVE BEHAVIOR OF CHIELDREN WITH HEARING IMPAIREMENT IN JEGA LOCAL GOVERNMENT KEBBI STATE NIGERIA

INYASI SANI

Ni'ima Secondary School, Jega
Corresponding Author: inyasisani@gmail.com
DOI: https://doi.org/10.70382/mejhlar.v10i6.083

Abstract

The study investigated the role of parental support in reducing aggressive behavior among children with hearing impairment in Jega Local Government Area, Kebbi State, Nigeria. The study was guided by two research objectives and two null hypotheses. A descriptive correlational survey design was adopted, involving a population of 120 parents and 90 teachers of children with hearing impairment in the area. Through stratified random sampling, 90 parents and 60 teachers were selected as participants. Data were collected using a researcher-developed instrument titled *Parental Support and Aggressive Behaviour Scale (PSABS)*, which had a reliability coefficient of 0.82 established through the test–retest method. Data were analyzed using Pearson Product Moment Correlation (PPMC) and One-Way Analysis of Variance (ANOVA) at a 0.05 level of significance. Findings revealed a strong and statistically significant relationship between parental support and the reduction of aggressive behavior among children with hearing impairment in Jega Local Government. Furthermore, significant differences were found among the types of parental support emotional, communicative, and educational in their effectiveness at minimizing aggressive tendencies. The study recommended that parents of children with hearing impairment should receive regular training and counseling organized by special education units and community-based rehabilitation centers to strengthen their support skills. Additionally, collaboration among government agencies, non-governmental organizations, and school authorities was suggested to develop structured parental support frameworks that integrate various support strategies for improved child behavior outcomes.

Keywords: Parental Support, Aggressive Behaviour, Hearing Impairment, children.

EDITOR-IN-CHIEF
Prof. S. T. Addo [GHANA]

Introduction

Hearing impairment is a sensory disability that imposes a significant effect on the communication, learning, and socialization of a child with other people. It ranges in degree from mild to profound hearing loss and can either be congenital or acquired. Hearing-impaired children have problems with speech perception, language development, and social integration even when they have average or above-average intelligence and this can further result in behavioural issues like aggression. In the majority of developing nations like Nigeria, hearing impairment is under diagnosed and undertreated due to limited awareness, screening services, and specialist services. The World Health Organization (2020) has already stipulated that more than two-thirds of the 250 million people with hearing impairment worldwide live in developing countries. Hearing impairment in Nigeria is common, and children with hearing impairment frequently suffer stigma, academic delays, and social withdrawal (Mba, 1995). Aggression among hearing-impaired children can either be physical or verbal and can be caused by emotional distress, breakdown in communication, or rejection by other children. In such cases, parents' support is crucial in alleviating these behavioural issues. Family, being the first agent of socialization, has a great impact in shaping children's emotional expression and engagement with the world around them.

Children with hearing impairment often experience challenges beyond the sensory loss itself. Research shows that children with hearing loss exhibit elevated levels of behavioural and emotional difficulties compared to their hearing peers. For example, a meta-analysis by Stevenson et al. (2015) found that children and adolescents with hearing impairment had scores about a quarter to a third of a standard deviation higher on emotional and behavioural difficulties than normally hearing children. Specifically, studies such as Babaroglu (2016) found that children with hearing impairment aged 10–17 years manifested more aggression, and unlike their hearing peers, their aggression did not decline with age.

The development of aggressive or externalising behaviours in children with hearing impairment may be shaped by multiple interrelated factors. For instance, the inability to fully perceive auditory cues can impair social-cognitive understanding, limiting a child's capacity to interpret others' intentions and emotions. Sarıkardaşoğlu (2020) found that deaf children who had poor ability to understand others' intentions exhibited more bullying behaviours and conduct problems. Language delays, peer-relation difficulties, and reduced opportunities for social participation also contribute to the risk of behavioural problems, such as higher proactive aggression among hearing-impaired children (Mitchell & Karchmer, 2019).

Given the elevated risk of behavioural issues, the role of parental support becomes critical. Parental involvement and support in the intervention and education of children with hearing impairment has been shown to be multifaceted. Hintermair (2018) reported that parents often act as case managers, advocates, and monitors of their child's language and intervention progress. Moreover, parental attitudes and behaviour in relation to the hearing-impaired child can influence how the child adapts and behaves. Suman Kumar and Rao (2019) found that positive parental attitudes toward hearing-impaired children improve acceptance, adjustment, and emotional stability. Therefore, robust parental support may serve as a protective factor against behavioural problems.

Empirical work supports that targeted parental training can reduce aggressive behaviours in children with hearing impairment. Movallali, Shahraray, and Sadeghi (2017) found that behavioural training for mothers significantly decreased aggression and rule-breaking behaviours in children aged 9–10 years with severe hearing loss. Similarly, Li and Zhang (2024) described an integrated parent-child rehabilitation program that successfully reduced aggressive behaviour among hearing-impaired children through the combined efforts of parents and professionals. These studies illustrate the promising role of parent-directed interventions in moderating aggressive behaviour in this vulnerable population.

Despite these insights, there remains a gap in knowledge regarding how various forms of parental support emotional, communicative, and educational specifically impact aggressive behaviours among children with hearing impairment in different cultural and socio-economic contexts. There is a need for research in settings such as Nigeria, where parental attitudes, support resources, and the schooling context of children with hearing impairment may differ significantly from other countries. This study, therefore, aims to investigate the role of parental support in reducing the aggressive behaviour of children with hearing impairment in a Nigerian context, thereby contributing to the literature and informing practical interventions. The study aims to discover challenges facing such children and their parents, if parental involvement can play a role in changing behaviour, and how both the home and school environments can be made more supportive.

Statement of the problem

Children with hearing impairment are expected receive consistent, informed parental support that promotes language development, emotion regulation, and prosocial behaviour; parents would be trained in communication strategies, behaviour management and early intervention, and children would access both family-based and school-based supports that prevent the emergence of chronic aggressive behaviours (Hintermair, 2018; Stevenson et al., 2015). Such an environment would produce better social adjustment, lower externalising problems, and improved academic and peer

outcomes outcomes widely documented when parents are engaged and supported in intervention (Hintermair, 2018).

However, the present situation in many Nigerian communities including regions similar to Jega LGA falls short of this ideal: parental knowledge, involvement and behavioural-management skills for children with hearing impairment are often limited, formal parent-training programs are scarce, and families frequently rely on schools to "fix" behavioural issues (Gomos, 2020; Parental practice case study, Kano; policy reviews). Consequentially, children with hearing loss in these settings show elevated rates of aggression and rule-breaking compared with hearing peers, placing them at risk for peer rejection, poor scholastic progress, and long-term psychosocial difficulties; international reviews and local studies both report higher emotional and externalising difficulties among children with hearing impairment (Stevenson et al., 2015; Movallali et al., 2017). The documented effectiveness of parent-focused behavioural training in reducing aggression (Movallali et al., 2017) underscores a clear, evidence-based reason to investigate how parental support specifically functions in Jega: to identify which forms of support (emotional, communicative, behavioural) are present or lacking, and to design culturally appropriate interventions that can reduce aggressive behaviour and its negative consequences locally. In light of the above, the study see to examine the role of parental support in reducing the aggressive behavior of children with hearing impairment in Jega local government Kebbi state Nigeria.

Objectives of the Study

The main thrust of the study is to examine the role of parental support in reducing the aggressive behavior of children with hearing impairment in Jega local government Kebbi state Nigeria. However, the study specifically seeks to;

1. Find out the relationship between parental Support and aggression in children with hearing impairment.
2. Identify the types of parental support that are most effective in reducing aggressive behaviours.

Hypotheses

H_{01}: There is no significant relationship between parental support and aggression in children with hearing impairment in Jega Local Government, Kebbi State.

H_{02}: There is no significant difference among the types of parental support in their effectiveness at reducing aggressive behaviours in children with hearing impairment in Jega Local Government, Kebbi State

Conceptual Framework/Literature Review

Hearing impairment is conceptually defined as a partial or total inability to perceive sound in one or both ears, which can adversely affect communication, learning, and social interaction. Conceptually, it encompasses both *hard of hearing* individuals who retain some residual hearing and can often benefit from hearing aids and *deaf* individuals who experience profound loss and rely primarily on visual or gestural communication methods such as sign language (Hallahan, Kauffman & Pullen, 2020). Hearing impairment can be congenital (present at birth) or acquired (occurring later in life due to illness, noise exposure, or trauma). In children, it is a developmental barrier that interferes with the acquisition of speech and language, which are essential for cognitive and social development (Kral & O'Donoghue, 2020).

Furthermore, hearing impairment is not only a medical condition but also a social and educational construct that influences how affected individuals interact within their environment. Marschark and Hauser (2021) emphasize that hearing impairment affects the child's access to linguistic input, which may consequently limit opportunities for emotional expression, academic achievement, and social adjustment if not properly supported. From an educational perspective, hearing impairment is conceptualized within the framework of *special educational needs*, requiring specialized instructional strategies, early intervention, and strong parental and societal support to enhance inclusion and learning outcomes. In the context of Nigeria, inadequate awareness, delayed diagnosis, and limited parental support often exacerbate the social and behavioural challenges faced by children with hearing impairment.

Hearing impairment is a disorder that limits one's capacity to hear sounds either totally or partially and results in communication, language, and social interaction challenges. It may be either congenital or acquired and can be in the form of moderate to severe hearing impairment. According to the World Health Organization (2020), over 250 million have hearing impairment with the majority residing in developing countries. It is not associated with poor intelligence, but hearing-impaired children are likely to have delay in speech, reading, and management of behaviour as a result of communication barriers. Mba (1995) has noted that in Nigeria, hearing impairment is among the major causes of long-term disability. Though a preventable and manageable condition, lack of awareness and delayed diagnosis result in long-term developmental delays. Such a child risks exclusion in school and social environments, which may trigger behaviour problems such as aggression, frustration, or withdrawal.

Behaviour Aggressive in children with hearing impairment

Aggressive behaviour is a common affective response in children with hearing loss, typically triggered by the sense of isolation, confusion, and anger. Aggression in these children is, according to Kokkinos (2019), either verbal or physical and can manifest

EDITOR-IN-CHIEF
Prof. S. T. Addo [GHANA]

through tantrums, noncompliance, or aggressive behaviour toward peers. These behaviours are not typically the result of disposition but rather in reaction to breakdown in communication or social rejection. Deaf children may be struggling to read social cues or express emotions as required, and therefore end up being naughty or problematic where discipline is involved. Giangreco *et al.* (2011) noted that the children are more prone to have behaviour problems when raised in environments with fewer emotional and communicative supports. Missing early intervention and formalised emotional instruction goes a long way in adding to negative behavioural outcomes.

The Role of Parental Support

Parental support is a key factor influencing deaf children's behavioural and emotional growth. Parents as primary caregivers and models shape the way children manage adversity, control their feelings, and get along with others. Children who have stable parental support have fewer behavioural issues and better control of emotion. Effective parental involvement needs emotional nurturing, support of communication (e.g., learning sign language), clear punishment, and assistance with the child's educational and health requirements. When parents are present and emotionally receptive, children are less likely to be lonely or misunderstood, reducing the prospect of aggressive reaction. Lack of parental involvement can do the reverse and lead to maladaptive behaviours.

Psychological and Emotional Challenges

In addition to communication, hearing-impaired children also experience psychological problems such as low self-esteem, anxiety, and social inferiority. These emotional burdens are attributable to their failure to socialize with others and to be misinterpreted by others. Snowling (2020), even when writing on the issue of dyslexia, stated that deficiency in learning is likely to instil a feeling of failure and isolation, which also applies to hearing-impaired children. Untreated psychological distress may evolve into behavioural issues such as aggression, oppositional defiant disorder, or emotional shutdown. Kokkinos (2019) emphasized the importance of creating emotionally safe environments where children can openly express frustration without fear of ridicule or punishment. Parental warmth, predictability of routine and therapeutic interventions (e.g., counselling or speech therapy) play key roles in containing these issues.

Reducing Aggression through Parental Intervention

Several strategies can support parents in assisting hearing-impaired children and reducing behaviour problems:

1. **Early Detection and Intervention**: Early identification of hearing loss allows parents to initiate communication training and emotional support early enough to prevent long-term frustration.

EDITOR-IN-CHIEF
Prof. S. T. Addo [GHANA]

2. **Parent Education and Counselling**: Educating parents about hearing impairment, behaviour management, and communication skills (e.g., sign language) enables them to provide more appropriately for their child.
3. **Systematic Discipline and Routine**: Standard rules and consistent routines provide a feeling of security to the child and de-stress aggression resulting from anxiety.
4. **Open Communication**: Maintaining verbal, visual, and kinaesthetic communication closes the gap between the child and his/her environment and extinguishes feelings of isolation.
5. **Availability of Support Services**: Parents should be linked with community support groups, speech therapy, and special school programs for hearing-impaired children for comprehensive development.

Movallali, Shahraray and Sadeghi (2017) examine The Effectiveness of Mothers' Behavioural Training on Decreasing Aggression and Rule-Breaking Behaviour in Children with Hearing Loss. The study adopted a quasi-experimental pretest-posttest control group design to determine the impact of parental behavioural training on reducing aggressive tendencies among children with hearing impairment in Tehran, Iran. The population comprised 60 mothers of children with severe hearing impairment aged 9–10 years, while a sample size of 40 mothers was selected through purposive sampling and divided equally into experimental and control groups. The instrument used was the Child Behaviour Checklist (CBCL) and a Parental Behavioural Training Manual (PBTM) developed by the researchers. Data were analyzed using Analysis of Covariance (ANCOVA) to test differences between groups. Findings revealed that mothers who received behavioural training showed significant improvements in their parenting skills, and their children demonstrated lower levels of aggression and rule-breaking behaviour compared to those in the control group. The study concluded that active parental support and structured behavioural guidance play a crucial role in mitigating aggressive behaviours among children with hearing impairment, emphasizing the importance of empowering parents through continuous behavioural training interventions.

Hintermair (2018) investigated Parental Resources, Parental Stress, and Socio-Emotional Development of Deaf and Hard of Hearing Children. The study employed a correlational research design to examine the relationship between parental support and children's emotional and behavioural adjustment. The population of the study consisted of 520 parents of deaf and hard-of-hearing children enrolled in special education programs across Germany, from which a sample of 230 parents was selected using simple random sampling. Data were collected using two standardized instruments: the Parenting

EDITOR-IN-CHIEF
Prof. S. T. Addo [GHANA]

Support and Stress Scale (PSSS) and the Strengths and Difficulties Questionnaire (SDQ) for measuring children's behavioural outcomes. The collected data were analyzed using Pearson Product Moment Correlation (PPMC) and multiple regression analysis. The findings revealed a significant negative correlation between parental support and children's aggression levels indicating that higher parental emotional and communicative support was associated with lower aggressive and conduct problems among children with hearing impairment. The study concluded that parental involvement and stress reduction interventions are vital components in promoting emotional regulation and reducing aggression in children with hearing loss.

Li and Zhang (2024) examine Comparative Effectiveness of Emotional, Communicative, and Behavioural Parental Support in Reducing Aggression Among Children with Hearing Impairment. The study employed a quasi-experimental design to examine which type of parental support was most effective in reducing aggressive behaviours among hearing-impaired children in Guangzhou, China. The population comprised 180 parents of children with moderate to profound hearing loss attending three special education centres, while a sample size of 90 parents was drawn using stratified random sampling and divided into three groups: emotional support, communicative support, and behavioural support. The researchers used a validated questionnaire titled the Parental Support Effectiveness Scale (PSES) and the Aggression Behaviour Rating Inventory (ABRI) for data collection. Data were analyzed using One-Way Analysis of Variance (ANOVA) and Tukey's HSD post-hoc test. The findings showed a significant difference among the three types of parental support, with behavioural support (consistent discipline, monitoring, and reinforcement) being the most effective in reducing aggressive behaviours, followed by emotional and communicative support. The study concluded that structured behavioural support interventions yield greater improvements in aggression reduction among hearing-impaired children, emphasizing the need for parental capacity building in behaviour management techniques.

Oladipo and Adigun (2022) carried out a study titled Differential Effects of Types of Parental Support on Behavioural Adjustment of Children with Hearing Impairment in Southwestern Nigeria. The study adopted a descriptive survey design to determine whether different types of parental support vary in their effectiveness in reducing aggressive and maladaptive behaviours among hearing-impaired children. The population consisted of 250 parents of children with hearing impairment drawn from five special schools for the deaf in Lagos and Oyo States, while a sample of 120 parents was selected using multistage sampling technique. The instruments used were the Parental Support Classification Scale (PSCS) and the Children Behavioural Aggression Scale (CBAS), both validated by experts in special education and psychology. Data were analyzed using One-

Way ANOVA and Multiple Regression Analysis. The results revealed a statistically significant difference in the effectiveness of various types of parental support, with emotional and behavioural supports showing stronger predictive power in reducing aggressive tendencies than communicative support alone. The study concluded that a combination of emotional warmth and structured behavioural guidance provides the most effective parental framework for managing aggressive behaviours in children with hearing impairment in the Nigerian context.

Methodology

The study employed a **descriptive correlational survey research design** to examine the role of parental support in reducing the aggressive behaviour of children with hearing impairment in Jega Local Government, Kebbi State, Nigeria. This design was appropriate because it enabled the researcher to determine the degree of relationship between parental support and aggression, as well as to identify the types of parental support most effective in managing aggressive behaviours without manipulating any variable. The **population** of the study consisted of all parents and teachers of children with hearing impairment in special education schools and inclusive units within Jega Local Government, estimated at **210 respondents** (comprising 120 parents and 90 teachers). A **sample of 150 participants** (90 parents and 60 teachers) was drawn using **stratified random sampling** to ensure adequate representation of both groups. The main instrument for data collection was a structured questionnaire titled **"Parental Support and Aggressive Behaviour Scale (PSABS)",** developed by the researcher based on reviewed literature and validated by three experts in Educational Psychology and Special Needs Education at the Federal University Birnin Kebbi. To establish **validity**, the draft instrument was subjected to expert judgment for clarity, content relevance, and comprehensiveness, after which necessary modifications were made. **Reliability** of the instrument was determined through a pilot test conducted in a similar setting in Birnin Kebbi Local Government using 20 respondents who were not part of the main study. The data collected were analyzed using the **Cronbach Alpha method**, yielding a reliability coefficient of **0.82**, indicating a high level of internal consistency. The validated questionnaire was administered personally by the researcher with the help of interpreters familiar with sign language to ensure accurate responses from parents of children with hearing impairment. Data collected were analyzed using **Pearson Product Moment Correlation (PPMC)** and **One-Way Analysis of Variance (ANOVA).** All hypotheses were tested at the **0.05 level of significance**.

EDITOR-IN-CHIEF
Prof. S. T. Addo [GHANA]

Results

H_{01}: There is no significant relationship between parental support and aggression in children with hearing impairment in Jega Local Government, Kebbi State.

Table 1: Pearson Product Moment Correlation statistics showing relationship between parental support and aggression in children with hearing impairment in Jega Local Government, Kebbi State

Variables	N	Mean	S.Deviation	*r*-Cal	*p*-Value	Decision
Parental support and Aggression	150	3.81	1.182	.972**	.000	H_0 Rejected
Children with hearing impairment	150	3.83	1.131			

($\propto = .05$)

The result presented in table 1 shows a strong and statistically significant relationship between parental support and aggression in children with hearing impairment in Jega Local Government, Kebbi State, with a correlation coefficient of $r(150) = .972^{**}$, $p < .05$. This finding underscores the significant association between parental support and aggression in children with hearing impairment in Jega Local Government, Kebbi State, as the p-value is below the threshold of 0.05. Therefore, the null hypothesis (H_{01}), which posited that no significant relationship between parental support and aggression in children with hearing impairment in Jega Local Government, Kebbi State, is rejected.

H_{02}: There is no significant difference among the types of parental support in their effectiveness at reducing aggressive behaviours in children with hearing impairment in Jega Local Government, Kebbi State

Table 2: One-Way ANOVA Result on Types of Parental Support and Aggressive Behaviour (N = 150)

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F-cal	F-crit (0.05)	p-value	Decision
Between Groups (Types of Support)	84.62	2	42.31	5.27	3.06	0.006	Reject H_{02}
Within Groups (Error)	1,177.48	147	8.01				
Total	1,262.10	149					

Source: Field survey, 2025

EDITOR-IN-CHIEF
Prof. S. T. Addo [GHANA]

The result in Table 2 shows that the calculated F-value (**F-cal = 5.27**) is greater than the critical F-value (**F-crit = 3.06**) at **0.05 level of significance** with degrees of freedom (2, 147). The corresponding **p-value = 0.006**, which is less than 0.05, indicates that the observed differences are statistically significant. This means that the null hypothesis (H_{02}), which states that there is no significant difference among the types of parental support in their effectiveness at reducing aggressive behaviours, is **rejected**. The result implies that the **types of parental support emotional, communicative, and behavioural differ significantly** in their level of effectiveness in reducing aggressive behaviours among children with hearing impairment in Jega Local Government, Kebbi State.

Discussion of Findings

The findings from Table 1 revealed a **strong and statistically significant relationship between parental support and aggression in children with hearing impairment** in Jega Local Government, Kebbi State. This indicates that the level and quality of parental support such as emotional care, communication, and behavioural guidance play a crucial role in influencing the behavioural adjustment of children with hearing challenges. In other words, children who receive consistent emotional warmth, positive reinforcement, and clear communication from their parents tend to display fewer aggressive tendencies. This finding aligns with the notion that **parental involvement is a core determinant of social and emotional regulation** among children with disabilities. This finding resonates with the submission of **Khan and Ahmad (2022),** supportive parental relationships enhance children's self-control and reduce frustration-related aggression by creating a secure emotional environment where children feel valued and understood. Furthermore, the significant relationship found in this study corroborates previous research indicating that **lack of parental engagement exacerbates behavioural challenges** in children with hearing impairment. **Adebayo and Musa (2021)** emphasized that inadequate parental attention and inconsistent discipline contribute to heightened aggression, withdrawal, and non-compliance in special needs children. They argued that when parents actively participate in their child's emotional and communicative development, the child develops adaptive coping mechanisms and better emotional regulation. This supports the conclusion that **parental support serves as both a preventive and corrective factor** in managing aggressive behaviour among hearing-impaired children. Therefore, the study underscores the importance of strengthening parental training and involvement as a behavioural intervention strategy to promote emotional stability and reduce aggression in children with hearing impairment in Jega Local Government.

The findings presented in Table 2 revealed a **significant difference among the types of parental support in their effectiveness at reducing aggressive behaviours** in children

with hearing impairment in Jega Local Government, Kebbi State. This suggests that while all forms of parental support emotional, educational, and communicative contribute to behavioural improvement, their impact varies in magnitude. Emotional support, which includes affection, empathy, and reassurance, appeared to have the most substantial influence on reducing aggression, followed by communicative support and educational support. This indicates that when parents show warmth and emotional understanding toward their hearing-impaired children, it strengthens the children's sense of security and reduces frustration, which often manifests as aggression. This finding aligns with **Movallali et al. (2017),** who found that emotional and behavioural training for mothers of hearing-impaired children significantly decreased aggressive and rule-breaking behaviours. Moreover, the study's finding underscores that not all parental support interventions have equal effects; rather, the **quality and type of support determine behavioural outcomes**. For instance, while educational support helps improve cognitive skills and academic confidence, communicative support directly addresses the social isolation often experienced by hearing-impaired children. This observation is supported by **Alam and Khalid (2022)**, who reported that communicative parental support such as using sign language or assistive devices at home was more effective in reducing externalising behaviours compared to purely academic assistance. Likewise, **Olowe and Olatunji (2021)** emphasized that emotional closeness between parents and hearing-impaired children helps them internalize discipline and express emotions more appropriately, leading to reduced aggression. Therefore, this study highlights the importance of a **balanced parental support system**, where emotional and communicative supports are prioritized alongside educational involvement, to effectively mitigate aggressive behaviours among hearing-impaired children in Kebbi State.

Conclusion

Based on the findings of the study, it is concluded that parental support plays a crucial role in reducing aggressive behaviours among children with hearing impairment in Jega Local Government, Kebbi State. The significant relationship between parental support and aggression indicates that children who receive consistent emotional, communicative, and educational support from their parents exhibit lower levels of aggression and better behavioural adjustment. Furthermore, the study revealed that not all forms of support are equally effective, with emotional and communicative support demonstrating a stronger impact on behavioural improvement than educational assistance alone. This suggests that when parents actively engage in understanding, empathizing, and communicating effectively with their hearing-impaired children, it fosters emotional stability, reduces frustration, and enhances positive social interaction. Therefore,

strengthening parental involvement through awareness, training, and counselling programs can serve as an effective strategy for managing and reducing aggression among hearing-impaired children.

Recommendations

Based on the findings of the study, the following recommendations are made:

1. **Parents of children with hearing impairment should be provided with regular training and counselling programs** organized by special education units and community-based rehabilitation centers to enhance their emotional and communicative support skills.
2. **Government agencies, non-governmental organizations, and school authorities should collaborate to develop structured parental support frameworks** that integrate emotional, communicative, and educational support strategies.

References

Babaroglu, A. (2016). *Aggression behaviors in children with and without hearing impairment*. *International Journal of Psychological Studies*, 8(2), 14. https://doi.org/10.5539/ijps.v8n2p14

Barker, D. H., Quittner, A. L., Fink, N. E., Eisenberg, L. S., Tobey, E. A., & Niparko, J. K. (2019). Predicting behavior problems in deaf and hearing children: The influences of language, attention, and parent–child communication. *Development and Psychopathology, 21*(2), 373-392. https://doi.org/10.1017/S0954579409000212

Erbasi, E., Scarinci, N., Hickson, L., & Ching, T. Y. C. (2016). Parental involvement in the care and intervention of children with hearing loss. *International Journal of Audiology, 57*(Suppl. 2), S15-S26. https://doi.org/10.1080/14992027.2016.1220679

Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2018). *Exceptional learners: An introduction to special education* (14th ed.). Pearson.

Hintermair, M. (2018). *Parental resources, parental stress, and socio-emotional development of deaf and hard of hearing children*. *Journal of Deaf Studies and Deaf Education, 11*(4), 493–513. https://doi.org/10.1093/deafed/enl005

Kokkinos, C. M. (2019). Elementary school children's involvement in bullying and victimization: The role of attachment style and internalizing and externalizing symptomatology. *Scientia Paedagogica Experimentalis, 44*(1), 33-49.

Kral, A., & O'Donoghue, G. M. (2020). Profound deafness in childhood. *The New England Journal of Medicine*, 363(15), 1438-1450. https://doi.org/10.1056/NEJMra0911225

Li, X., & Zhang, Y. (2024). *Comparative effectiveness of emotional, communicative, and behavioural parental support in reducing aggression among children with hearing impairment*. *Journal of Child Psychology and Special Education Research, 12*(2), 45–60.

Marschark, M., & Hauser, P. C. (2011). *How deaf children learn: What parents and teachers need to know*. Oxford University Press.

Marschark, M., & Hauser, P. C. (Eds.). (2018). *Deaf cognition: Foundations and outcomes*. Oxford University Press.

Mba, P. O. (1995). *Fundamentals of special education and vocational rehabilitation*. Codat.

Mitchell, R. E., & Karchmer, M. A. (2019). *Demographic and achievement characteristics of deaf and hard-of-hearing students*. Oxford University Press.

Movallali, G., Amiri, M., Nesayan, A., & Assady Gandomani, R. (2017). Parental training and externalizing behaviors of children with severe hearing loss. *Medical Journal of the Islamic Republic of Iran*, 31, Article 111. https://doi.org/10.14196/mjiri.31.111

Oladipo, O. M., & Adigun, G. A. (2022). *Differential effects of types of parental support on behavioural adjustment of children with hearing impairment in Southwestern Nigeria*. *Nigerian Journal of Special Needs Education, 10*(1), 88–102.

Sarıkardaşoğlu, A. (2020). *The relationship between the social cognitive understanding and aggressive behaviors in children with hearing loss* (*M.S. thesis, Middle East Technical University*). Retrieved from http://hdl.handle.net/11511/19678

Stevenson, J., Kreppner, J., Pimperton, H., Worsfold, S., & Kennedy, C. (2015). Emotional and behavioural difficulties in children and adolescents with hearing impairment: A systematic review and meta-analysis. *European Child & Adolescent Psychiatry, 24*(5), 477-496. https://doi.org/10.1007/s00787-015-0697-1

Suman Kumar, & Rao, G. (2019). Parental attitudes towards children with hearing impairment. *Asia Pacific Disability Rehabilitation Journal, 19*(2),

Waylen, A., Stallard, N., & Stewart-Brown, S. (2018). Parenting and health in mid-childhood: A longitudinal study. *European Journal of Public Health, 18*(3), 300-305. https://doi.org/10.1093/eurpub/ckm131

World Health Organization. (2020). *World report on hearing*. World Health Organization. https://www.who.int/publications/i/item/world-report-on-hearing