

# The Effect of Narrative-Based Videos in Modifying the Perception of Parents Regarding Educating Their Deaf Children

Aniqa Bano<sup>1</sup>, Hina Noor<sup>2</sup> and Zahid Majeed<sup>3</sup>

<https://doi.org/10.62345/jads.2024.13.3.54>

## Abstract

The study aimed to explore the effect of narrative-based videos on parental perceptions regarding educating their Hearing-Impaired (HI) children using a pre-experimental, pre-test, and post-test research design. The objectives of the study were: (a) to determine the effect of narrative-based videos on modifying parents' perceptions regarding educating their deaf children. Parents residing in Baltistan whose child has had hearing impairment (HIC) never attended school constituted the study population. Cluster random sampling was used to select the research sample. Research participants included 38 parents of HIC from the district of Shigar. In the experimental study, the participants were exposed to two videos of 22 minutes each with an interval of one week. The questionnaire consisting of 25 statements was made to explore parental perception against four constructs. The Cronbach alpha value of the questionnaire was 0.902, which shows a high level of internal consistency. The responses were obtained before and after the exposure to the narrative-based videos. The null hypothesis was rejected as there was a significant difference in parental perception regarding the education of their HIC after exposure to narrative-based videos. There was a significant difference in parental perceptions regarding the nature of the disability, employability skills, and future perspectives on educating HIC.

**Keywords:** Narrative-based Videos, Deaf, Parents, Perception, Education.

## Introduction

Education for all persisted as an unattainable goal for Pakistan regardless of substantive hard work. Pakistan augmented its efforts to deliver education services to its citizens by signing an international declaration, which included the commitment of the Education for All (UNESCO, 2000) and the Millennium Development Goals (UN, 2000). Education has been foreseen as “a categorical imperative for individual, social, and national development that should enable all individuals to reach their maximum human potential. The system should produce responsible, enlightened citizens to integrate Pakistan into the global framework of human-centered development” (p. 20).

Children with disabilities are the central portion of the children who remain out of school. According to Fontana and Lari (2002, p.1), “the education of children with special needs in

<sup>1</sup>MPhil Scholar, Allama Iqbal Open University Islamabad. Email: [aniqabano@yahoo.com](mailto:aniqabano@yahoo.com)

<sup>2</sup>Assistant Professor, Department of Special Education, Allama Iqbal Open University Islamabad. Email: [hina.noor@aiou.edu.pk](mailto:hina.noor@aiou.edu.pk)

<sup>3</sup>Director Academic Planning and Course Production, Allama Iqbal Open University, Islamabad. Email: [zahid\\_majeed@aiou.edu.pk](mailto:zahid_majeed@aiou.edu.pk)



Pakistan is an area which is grossly neglected and in need of urgent attention.” UNESCAP (2006) has pointed out that ‘only 4 percent of the total number of school-going age (approximately 25,000) students with disabilities are enrolled in various schools/centers of the country’. Among many factors exacerbating the situation, parental perception is a vital factor noted by many researchers (Fontana & Lari, 2002).

The educational status of children with disabilities is very discouraging in Pakistan. Profiling disability in Pakistan by the Japan International Cooperation Agency (JICA, 2002) states that ‘persons with disabilities are mostly unseen, unheard and uncounted persons in Pakistan. They are the most marginalized group’ (p.5). While UNICEF (2012) has noted that “the neediest and most overlooked of all, the world’s children” (p.1) are the children and youth with disabilities. Many factors are playing a crucial role in denying access to education to disabled children, and parental attitude is the most significant factor of them all. The parents are found to exhibit negative attitudes towards their disabled children as they feel helpless, ashamed, and hostile, combined with a sense of denial, projection of blame, guilt, grief, etc. (Rangswami, 1995). Studies that explored people’s perceptions towards disability, in general, highlighted that it is primarily regarded as a curse of God and a punishment for the sins of the parents or a test from God (Shahzadi, 1992; Hussain et al., 2002). These kinds of negative attitudes impact the disabled in accessing opportunities for their development.

It is evident from numerous research studies that parental perception has a positive impact on motivation and achievement, as well as on different aspects of the education of children (Cotton & Wikeland, 2001). The research investigated the relationship between parental perception and children’s academic performance based on parental participation in parent-teacher conferences (Baker & Soddan, 1997). The development of children is a natural process and can be shaped by natural and nurturing factors. One of the critical factors among these is familial variables, which include parental perception, attitudes, involvement, and the facilities available at home (Tarleton & Ward, 2005). Parental attitudes are pivotal in determining a child’s physical and mental health. This has been confirmed by both theoretical and empirical research (Campbell & Verna, 2007). According to McIntosh (2008), a child’s academic performance mainly depends upon parental perception and attitude, irrespective of the parent’s socioeconomic status, marital status, and educational background.

In the same way, the studies conducted on children with hearing impairment (HI) indicated a difference in parents’ perceptions about the education of hearing and hearing-impaired children (Wanjiru, 2014). The parents perceive the education of HI children as an economic burden and a waste of resources (Maina, 2007). Wanjiru (2014) investigated the impact of parental attitudes toward HI children and found that socioeconomic background and educational background are essential factors in perceiving the cognitive abilities of HI children and thus recommended investigating these phenomena employing different research methodologies.

A study conducted by Umar and Muhammad (2007) found that parents make all kinds of decisions for their deaf children, including their education, and do not give importance to the opinion of the deaf in Pakistan, and Maina (2007) found that parents perceive educating deaf children as a waste of resources. They believe that such children cannot learn like normal children. These findings are concurrent with the observation of Mungai (2014) that parents of low socioeconomic tend to demonstrate less interest in their children’s education, particularly those with special needs, considering the economic burden of no utility.

Research has widely used video as an effective tool to change perceptions and practices. Alem (2018) conducted a web-based study on 200 women with pregnancy to raise awareness about using

safe medication, and the result was significantly different as he noted that “video motivates the viewers to take action and play their part in tackling the lack of awareness” (p.52). Hence, considering its potential, we shall be using it to advocate for the educational rights of deaf children, which will consequently increase enrollment.

Children with disabilities remain out of school, are denied access to education, and cannot be enrolled in school because of exclusionary practices of parents who perceive the deaf as disabled, thus translating that perception into action by excluding them from the practices of a normal child. Individual impairment is not the only disabling factor; other external factors, like psychological, physical, and institutional factors etc., make disabled people more disabled (Mekonnen et al., 2016). Hence, parents, being the basic agent for socializing their children, have to be sensitized about the right of disabled children to meet their fundamental rights, including the right to live, learn, develop, and contribute to family and society at large.

This intervention was grounded in the reasoned action theory, which states that exposure to persuasive information leads to behavioral changes. This theory was used to identify primary behavioral determinants and the primary sources of those behaviors. The perceived behavior is based on perceived normative belief and changing the perception using narrative-based videos to bring the desired behavior. It also states that emotional responses are learned by observing driving behaviors. Therefore, to provide access to education, it was essential to change the perception of parents. The children are powerless and depend upon their parents to make the decisions in their lives. This intervention thus allowed parents to challenge their perception and guided them to change it.

Forming a positive perception of parents is essential to ensure the schooling of hearing-impaired children. A lack of knowledge about the capability of disabled people results in a low profile for children with disabilities. Ensuring enrolment of HI children in school is only possible with parental motivation, as children can only fulfill their needs with parental support. Parental support is not available to the children with hearing loss as they perceive that educating the deaf has no utility and is only a waste of resources and an economic burden, thus impacting the enrolment of HI children in schools. Different parents from the same society also exhibit different perceptions. These differences in parental perception need to be investigated to adequately address them by planning appropriate measures. Narrative-based videos are being used worldwide by other researchers in persuasive studies. Therefore, it is necessary to explore using narrative-based videos to change parental perception in developing countries like Pakistan. The study thus aimed at exploring the effect of narrative-based videos in changing the parental perception about the education of their HI children.

### **Objectives**

The study intended to achieve the following objectives:

1. To find out the parental perception about educating their children with hearing impairment focusing on,
  - a. the nature of the disability,
  - b. right, and the need for education,
  - c. educational impact on the employability of children with hearing impairment,
  - d. and future perspectives of education.
2. To explore the effect of narrative-based videos in modifying the perception of parents regarding educating their deaf children.

## Hypotheses

The following hypotheses were tested against their null hypothesis:

H1: There is a change in perceptions of parents regarding educating their deaf children after exposure to narrative-based videos

H2: There is a significant change in perceptions of parents regarding the nature of disability of HIC after exposure to narrative-based videos.

H3: Parents' perceptions of the rights and need for education for their deaf children significantly changed after exposure to narrative-based videos.

H4: Parents' perceptions of future perspectives of education for their deaf children after exposure to narrative-based videos significantly changed.

H5: There is a significant change in parents' perceptions regarding the employability prospects of education for their deaf children after exposure to narrative-based videos.

## Significance of the Study

This research explored the effectiveness of “narrative-based videos” as an awareness-raising tool for developing a positive perception of parents. It was inevitable to provide access to education, a fundamental human right to HI children. Hence, parents’ existing notion about hearing Impairment children as uneducable and the process of educating them as a waste of time and resources had been challenged (Maina, 2007). It thus created opportunities to access education to HIC and their school enrolment. Currently, 96% of children with disabilities are out of school in Baltistan, and the hearing impaired is no exception (Chip, 2014). Thus, it was an attempt to ensure school enrollment for such children by removing barriers. This will also impact society at large, where these children, if educated and skilled, would contribute to the development of society. This research may guide educational policymakers and human rights activists about the importance of educational rights advocacy for parents of hearing-impaired children in providing access to education.

## Research Methodology

### Research Design

The research design employed was pre-experimental, with a one-group pre-test and post-test design. The purpose of the study was to assess the effect of narrative-based video on parental perception change regarding educating children with hearing impairment. The independent variable in this study was the narrative-based videos of educated HI people, and the dependent variable was the perception of parents about the education of HI children.

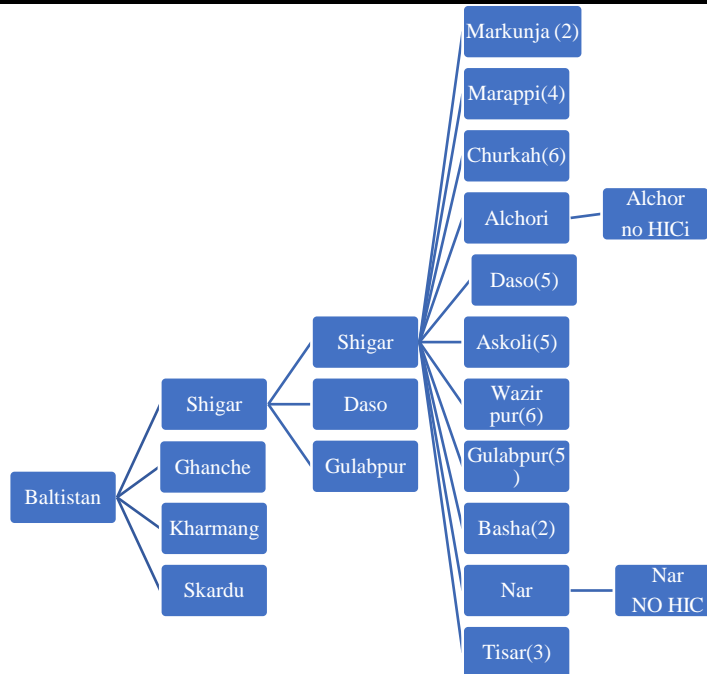
### Population

The study population is children with hearing impairment and their parents residing in Baltistan. The estimated number of children with hearing impairment in Baltistan is 12120 (Chip, 2014). There was 4242 (35% of the total population), the estimated number of children with hearing impairment. According to a situation analysis of people with disabilities conducted by the Civil Society Human & Institutional Development Program (Chip) in 2014, 8% of the total population with disabilities attend schools. So, 3903 was the estimated number of the target population.

### Sampling Technique

A cluster sampling technique was used to select one district (Shigar) out of 4 districts of Baltistan. All union councils of the selected district Shigar constituted the study sample. The sampling framework is given in the following figure 1.

**Figure 1: Sampling framework of the study**



The inclusion criteria of the sample were:

- The HI child had never attended, informally attended, or dropped out from a school.
- The parents have at least one child with hearing impairment.

Based on the sampling framework and inclusion criteria, 38 parents of HIC (who were respondents of the study) from District Shigar constituted the sample of the study.

### Research Instruments

The questionnaire, adapted from Adogo (2006) and Samal (2012) attached was used to collect the data. The questionnaire consisting of 25 statements, was made to explore parental perception against the following four constructs:

- Perception about the nature of disability of HI children,
- Perception about rights and the need for education,
- Perception about the future perspective of education
- Perception about employability capacities of HI.

The tool consisted of both positive and negative statements. Responses were scored with the help of a 5-point rating scale. The respondents were asked to mark each of the statements as Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), or Strongly Agree (SA) scored from 1-5 respectively. The score range of the questionnaire was 66- 90. The responses were obtained before and after the exposure to the narrative-based videos.

## Pilot Testing

The tool was translated into Balti language. It was validated by engaging experts and then the pilot tested before administration to the selected sample in Skardu. The expert panel consisted of two people from Baltistan University. One was an educationist from Baltistan University, the other was also an educationist from Baltistan University doing doctoral research about the use of narratives in education.

## Methodology

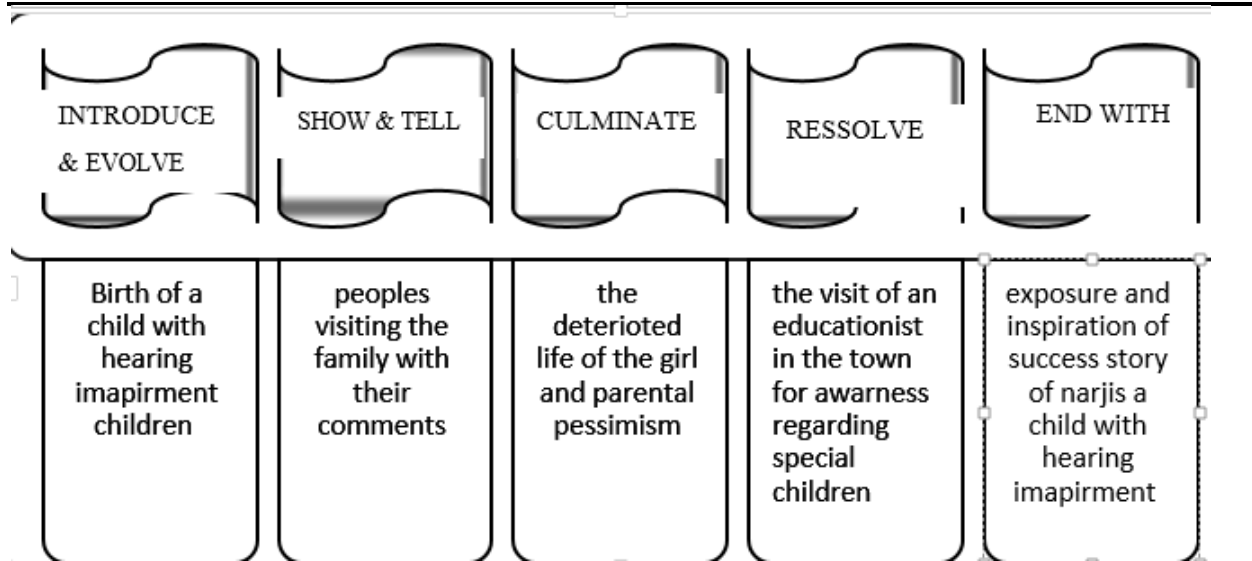
**Place:** The intervention took place at 2 LSO offices and 2 houses of secretaries of union councils.

**Duration:** It was a two-week-long intervention. Since the intervention took place at four different places in district Shigar, the overall duration of the intervention was two months. The intervention in the form of exposure to narrative-based videos was given in two sessions with an interval of one week.

**Materials:** Six videos were grouped into two sessions. In each session, one video constituted of three parts was played on a multimedia projector for 22 minutes. Both videos were in the Balti language with Urdu and English subtitles. The first video was about a deaf girl's birth in a rural place of Baltistan as a disgraced punishment of Allah and later her unending achievements in life due to education. The second video was the story of a deaf boy again from rural Baltistan notorious for bullying and abusive behavior, followed by his parents' struggle to explore school for him and ending with his successful educational journey.

**Elements of the Content:** The elements of the content of the narrative-based videos were developed based on the guidelines given by European Literacy Policy Network (Elinet, 2013).

**Figure 1: Elements of the content of narrative based videos**



**Pilot Testing of the Videos:** The validation of video tools was carried out by engaging experts using an adapted tool for validation of video given by Hurst, et. al. (2015) consisting of ten items about concept idea, dramatic construction, rhythm, characters, dramatic potential, dialogues, visual style, target audience and relevance and communication.



## Data Collection and Analysis

The parents were asked to respond to the Questionnaire before and after exposure to the intervention. The literate parents filled the questionnaire themselves. While for illiterate parents, the questionnaires were filled by the volunteers. Scoring and calculation of total scores were carried out by the researcher. Each positive statement was scored from 1-5, and the scoring of negative statements was reversed. A Minimum possible score of parental perception about the education of HIC was (66) and the maximum was 90. Total scores and mean scores were calculated before and after exposure to the intervention. The significance of the difference in mean perception scores of parents before and after the intervention was analyzed. The significance of difference was also calculated for all five constructs separately. The effect of different demographics on change in perception was also measured.

## Results

**Table 1: Measure of Central Tendency and Variance of all four major constructs**

Video Session 1	Mean	Skewness	Kurtosis	Standard Deviation
Total mean pre-intervention scores of all constructs	2.9	0.422	-0.383	0.34
Total mean post-intervention scores of all constructs	3.3	-.160	0.759	0.17

**Table 2: Measure of Central Tendency and Variance of all four major constructs**

Video Session 1	Mean	Skewness	Kurtosis	Standard Deviation
Pre-Intervention Mean score Nature of disability	2.7	-.004	-1.098	0.46
Post-Intervention Mean score Nature of disability	3	-.077	0.196	0.28
Pre-Intervention Mean score Right and Need of Education	2.7	-.004	-1.098	0.46
Post-Intervention Mean score Right and Need of Education	3.3	0.450	0.694	0.24
Pre-Intervention Mean score Future Perspective of Education	3.1	0.542	-0.730	0.40
Post-Intervention Mean score Future Perspective of Education	3.4	-0.116	-0.545	0.22
Pre-Intervention Mean score Education for Employability Skills	2.8	0.061	-0.959	0.57
Post-Intervention Mean score Education for Employability Skills	3.9	-0.489	2.420	0.43

Mean values of all constructs were obtained to summarize the data. As the comparison of the means scores of all constructs in table 1 and 2 shows that the mean value had improved after intervention and value of standard deviation had decreased which shows that after intervention the parents tended to think similarly as compared to what they were thinking before intervention regarding education of their HIC. In the same the means of parental perception regarding right and need of education, future perspective of education and education for employability skills also

improved after exposure the narrative based videos. Each hypothesis has been analyzed further applying inferential statistics to check if the change is significant and the direction of the change.

**Table 3: Paired Sample T-test: Significance of the difference between mean perception scores regarding educating their HIC pre-post Exposure to Narrative Based Videos**

	N	Mean	Std. Deviation	t	Sig.
Pre-intervention mean of all constructs	38	2.92	0.34	-8.87	0.000
Post-Intervention mean of all Constructs	38	3.39	0.17		

The null hypothesis  $H_{01}$ , stated that there is no change in perception of parents after exposure to video narratives regarding education of their HI children. Paired sample t-test was employed. To explore, the change in the perception of parents, mean scores were compared. According to table 3 mean scores of parents post intervention perceptions ( $M= 3.39$ ,  $SD= 0.17$ ) are greater as compared to mean scores of parents pre intervention perception. The difference in the parental perception about educating HIC before and after exposure to video narratives is statistically significant as the alpha value is less than 0.05. Hence null hypothesis  $H_{01}$ , is rejected as there is a statistically significant difference in the mean scores of parents' pre and post intervention perceptions regarding educating their HIC [ $t(37) = -8.87$ ,  $p < 0.05$ ].

To further investigate the magnitude of intervention effect, the effect size was calculated. Effect size was calculated using the formula

$$\text{Eta squared} = t^2 / t^2 + (N-1)$$

After putting values,  $(8.87)^2 / (8.87)^2 + (38-1) = 0.68$ . According to Cohen (1988), this effect size is quite large (0.01=small effect, 0.06= moderate effect, 0.14= large effect).

**Table 4: Pre-Post Intervention Mean Scores of Parental Perception Regarding Nature of Disability**

	N	Mean	Std. Deviation	t	Sig.
Pre-intervention mean scores	38	2.7	0.46		
Post intervention mean scores	38	3	0.28	-5.89	0.000

The null hypothesis  $H_{02}$ , stated that there is no change in perception of parents after exposure to video narratives regarding nature of disability of HI children. To explore the change in the perception of parents, mean scores were compared. According to table 4, mean scores of parents post intervention perceptions ( $M= 3.00$ ,  $SD= 0.28$ ) are greater as compared to mean scores of parents pre intervention perception ( $M= .7$ ,  $SD= 0.46$ ). Paired sample t-test was used. The difference in the parental perception about nature of disability before and after exposure to video narratives is statistically significant as the alpha value is less than 0.05. Hence null hypothesis  $H_{02}$ , is rejected as there is a statistically significant difference in the mean scores of parents' pre and post intervention perceptions regarding nature of disability [ $t(37) = -5.89$ ,  $p < 0.05$ ].

To further investigate the magnitude of intervention effect, the effect size was calculated. Effect size was calculated using the formula:

$$\text{Eta squared} = t^2 / t^2 + (N-1)$$

After putting values,  $(5.89)^2 / (5.89)^2 + (38-1) = 34.69/71.69 = 0.48$ . According to Cohen (1988), this effect size is quite large (0.01=small effect, 0.06= moderate effect, 0.14= large effect).



**Table 5: Average Score of Parental Perception about Right and Need of Education for HI Children and Test of Significance**

	N	Mean	S.D	Skewness	Kurtosis	t	Sig.
Pre-Intervention mean scores	38	2.7	0.45	0.004	-0.004	1.46	0.15
Post-Intervention mean Scores	38	3.3	0.24	0.45	0.45		

The null hypothesis  $H_{03}$ , stated that there is no change in perception of parents after exposure to video narratives regarding right and need of education for HI children. Paired sample t-test was used. To explore the change in the perception of parents' regarding right and need of education for HI children, mean scores were compared. According to table 5, mean scores of parents post intervention perceptions (M= 3.3, SD= 0.24) are greater as compared to mean scores of parents pre intervention perception (M= 2.7, SD= 0.45). According to table 5, the difference in the parental perception about regarding right and need of education for HI children before and after exposure to video narratives is statistically not significant as the probability value is greater than 0.05.

**Table 6: Significance of Difference in Mean Score of Parental Perception Regarding Future**

	N	Mean	Std. Deviation	Skewness	Kurtosis	t	Sig.
Mean Score pre-intervention	38	2.9	0.28	0.20	-0.766	-9.5	.000
Mean Score post intervention	38	3.6	0.32	-0.55	0.12		

### Perspectives of Education of HIC

The null hypothesis  $H_{04}$ , stated that there is no change in perception of parents after exposure to video narratives regarding future perspectives of education for their HIC. Paired sample t-test was employed. To explore the change in the perception of parents, mean scores were compared. According to table 6, mean scores of parents post intervention perceptions (M=3.6, SD 0.32) are greater as compared to mean scores of parents pre intervention perception (M=2.9, SD=0.40). According to table 6, the difference in the parental perception future prospects of education for HIC before and after exposure to video narratives is statistically significant as the alpha value is less than 0.05. Thus null hypothesis  $H_{04}$ , is rejected as there is a statistically significant difference in the mean scores of parents' pre and post intervention perceptions regarding future prospect of education [t (37) = -9.5,  $p < 0.05$ ].

To further explore the amount of intervention effect, effect size was calculated. Effect size was calculated using the formula

$$\text{Eta squared} = t^2 / t^2 + (N-1)$$

After putting values,  $(9.5)^2 / (9.5)^2 + (38-1) = 0.70$ . According to Cohen (1988), this effect size is quite large (0.01=small effect, 0.06= moderate effect, 0.14= large effect).

**Table 7: Significance of Difference in Mean Score of Parental Perception Regarding Employability Prospects of Education of HIC**

	N	Mean	Std. Deviation	Skewness	Kurtosis	t	Sig.
Mean Pre-Intervention	38	2.8	0.56	0.06	0-.95	-8.7	.0000
Mean post-intervention	38	3.9	0.42	-0-4.8	2.4		

The null hypothesis  $H_{05}$ , stated that there is no change in perception of parents after exposure to video narratives employability prospects of education for their HIC. Paired sample t-test was

employed. To investigate the change in the perception of parents, mean scores were compared. According to table 7, mean scores of parents post intervention perceptions ( $M=3.9$ ,  $SD\ 0.42$ ) are greater as compared to mean scores of parents pre intervention perception ( $M=2.8$ ,  $SD=0.56$ ). As table 6 shows, the difference in the parental perception regarding employability prospects of education for HIC before and after exposure to video narratives is statistically significant as the probability value is less than 0.05. Hence null hypothesis  $H_{05}$ , is rejected as there is a statistically significant difference in the mean scores of parents' pre and post intervention perceptions regarding employability prospects of education [ $t(37)=8.7$ ,  $p<0.05$ ].

To further investigate the magnitude of intervention effect, the effect size was calculated. Effect size was calculated using the given formula

$$\text{Eta squared} = t^2 / t^2 + (N-1)$$

After putting values,  $(8.7)^2 / (8.7)^2 + (38-1) = 0.67$ . According to Cohen (1988), this effect size is quite large (0.01=small effect, 0.06= moderate effect, 0.14= large effect).

**Table 8: Significance Difference in the Mean Scores of Pre-Post Intervention in Male and Female Parents**

		N	Mean	Std. Deviation	f	Sig
Pre- Intervention	Female	20	2.9299	.35459	0.026	0.873
	Male	18	2.9117	.33402		
	Total	38	2.9218	.34102		
Post Intervention	Female	20	3.3914	.15789	0.065	0.801
	Male	18	3.4060	.19596		
	Total	38	3.3979	.17359		

Table 8 presents the effect of gender on mean perception scores of parents regarding educating their HIC, after intervention to narrative-based videos. As revealed, the perception score of both male ( $M=3.4$ ,  $SD=0.19$ ) and female ( $M=3.3$ ,  $SD=0.15$ ) are greater in post intervention scores as compared to pre-intervention scores of both male ( $M=2.91$ ,  $SD=0.33$ ) and female ( $M=2.92$ ,  $SD=0.35$ ). According to table 8, the difference in the parental perception before and after exposure to video narratives is not statistically significant with respect to gender as the alpha value is greater than 0.05. It shows that there is no significant difference in perception of fathers and mothers after exposure to video narratives as both gender's perception was equally changed by narrative-based videos.

**Table 9: Significance of Differences in the mean Scores perception of Pre-Post Intervention of Uneducated Sample and Educated Sample of parents regarding Education of their HIC**

		Mean	SD	Sig
Pre-intervention	Uneducated	2.7	0.24	0.000
	Primary	3.15	0.29	
	Secondary	3.26	0.16	
	Graduate	3.22	0.46	
Post Intervention	Uneducated	3.37	0.36	0.446
	Primary	3.34	0.75	
	Secondary	3.45	0.04	
	Graduates	3.49	0.16	

The Tukey post hoc test was conducted to compare means of perception of parents based on educational background. To explore the existence of different perceptions, mean scores were compared. According to table 9, mean scores of educated parents like primary qualified ( $M=3.15$ ,  $SD=0.29$ ), secondary qualified ( $M=3.26$ ,  $SD=0.16$ ) and graduates ( $M=3.22$ ,  $SD=0.46$ ) were greater than the mean score ( $M=2.7$ ,  $SD=0.24$ ) of uneducated participants' parents. Table 9 shows that there was a significant difference in parental perception before exposure to narrative-based videos as the probability value is less than 0.05. While it was found that there was no significant difference in parental perception based on education background after exposure to video narratives. It shows that video narratives have improved the perception of all parents regardless of their educational background.

## Discussion

The study aimed to assess the effect of video-based narratives on parental perceptions regarding educating their children with hearing impairment and it was evident that parental perception can be changed by exposure to video narratives. There was a significant difference in the mean scores of parental perceptions regarding educating HIC in post-intervention demonstrating that there is improvement in parental perception because of video narratives even at the beginning. The exposure to video narratives thus proved shaping the worldview of the viewers. The finding is concurrent to the findings of Green et al. (2005) who noted that video narratives bring changes in perception and world view. Slater (2002) also supported this finding that narrative has been used as a tool to promote socially desirable behavior and it has been used in social movements as a persuasive tool (Jacobs, 2002). It thus shows that it can be used as an effective tool to shape and persuade people to obtain a desired outcome. Though changing perception is not a very easy task, this study supports the idea that video narratives are effective in changing perception. It could be because the video narratives play a central role in the realm of how people negotiate the world (Deane et al., 2019).

The findings suggested that the exposure to video narrative improved parental perceptions significantly regarding role of education in future prospect (table 12) and employability prospect. The parents who responded strongly agree to the statement that the future of HI child is dark, strongly disagreed with the same statement in post-intervention interviews. Which shows that exposure to video narrative could create a desired mode of thinking. It was also reported by Woolley (2012) that video narratives create a mode of thinking in line with the message of the video message. It was also evident from the findings of qualitative interviews where parents were not only astonished to watch the academic activities of the HIC but also expressed their wish to educate their children too. It is also supported by Menon (2011) that narrative has the ability to bring changes and is the most apt form to instill changes in the real world.

During further analysis it was found there existed a great deal of differences in parents of different educational background. The parents who were either illiterate or possessed lower education demonstrated more negative perception of educating their HIC as compared to the parents who were comparatively had better qualifications. It shows that education brings awareness among parents. When the mean scores were compared after exposure to video narratives it was noted that the difference among the mean scores of parental perceptions of different educational backgrounds were statistically insignificant. It shows that video narratives played an effective role in making all parents aware irrespective of their educational background thus reducing the gaps existed before exposure to video narratives. The same kind of findings have been suggested by Kaplan (2012),

that the exposure of video narrative altered the effect of stereotype normative belief thus is an effective tool to be used in educational awareness interventions.

When the mean scores of the parental perception regarding nature of disability was compared using paired sample t-test it was found that there is statistically no difference in the mean score of pre-posttests. It exhibits that the video narrative failed to shape the worldview of parents regarding the nature of disability. As noted by Lajoie (2017) the population with disabilities permanently stigmatized throughout their life due to their nature of disability (p.viii). It was thus evident that despite video narratives effective in changing perceptions regarding different parameter it couldn't brought significant changes in parental perception regarding the nature of disability. It has been supported by Lajoie (2017) where she also noted that even then having "increased activism and knowledge about differences and disability underlying perception of disability as a condition intrinsic to the individual has continued to be the mainstream thought". This failure in perceptual change could have a different reason. Perhaps this intervention was very short and thus might not be effective in bringing this kind of changes in perception. It could also be because exposure to videos only twice was not effective enough to stimulate thought and reflection to bring perceptual changes regarding the nature of disability.

This study may have several limitations because of time and geographical issues. The participants were relatively small in proportion and belong to only one district of Baltistan so it would not be generalizable to urban places where access to education is available to people with disabilities too. As there were only two exposures to videos so it might not have been successful to bring a sustained development in parental perceptions. Majority of the participants were belonged to low-income strata of less than Rs.20000/- per month which can be another factor hindering the long-term impact of intervention. It was planned before intervention that the data collection instrument will be administered at some identified places while gathering the participants at those places, but researcher had to visit different villages for intervention.

## **Conclusion**

Narrative based videos were found effective in changing the parental perception regarding educating their HIC. Initially, the parents perceived educating HIC unnecessary, wastage of resources, inferior, humans with no creativity and thus unable to read and write. It was evident from the study that parental perception regarding educating HIC improved significantly after exposure to video narratives. As they tend to think of education as a tool of empowerment, employability and prospective opportunity for their HIC. It was found in the study that education plays an important role in the development of better perception regarding HIC as the parents who were educated had exhibited positive perception regarding educating HIC than those parents who were not educated. In the same way employed parents demonstrated to have better perception regarding educating HIC as compared to unemployed parents.

## **Recommendations**

The following are the main recommendation of the study:

1. It was evident from the study that parents' perceptions can be changed using video narratives therefore, it could be used in future for parents' education and awareness programs.
2. This short intervention was effective in changing parental perception in Baltistan regarding education of HIC so it is recommended that further awareness raising session using narrative-based videos, shall be arranged by Government, civil society and NGOs to make education accessible for HIC.

3. It is also recommended that the governmental and non-governmental agencies should launch wide-scale mass media programs incorporating video narratives from the context to bring the desired effect.
4. It is also recommended to plan media-integrated adult literacy programs with specific purpose of addressing perception of the parents of children with disabilities towards educating their Special Needs Children (SNC).
5. The selection of the program should have a thematic and contextual relevance to make it more effective.
6. Success stories of children with HI and other disabilities should be published and disseminated in video narrative form to challenge the widely held notion of their disabled worldview.

## References

- Alem, G. (2018). *A web-based video intervention to increase knowledge of medication safety in pregnancy and lactation among women of reproductive age and an assessment of knowledge and application of the new pregnancy and lactation labeling rule among pharmacists and physicians* [Unpublished doctoral thesis Howard University, Washington, D.C., USA].
- Baker, A. J. L., & Soden, L. M. (1997). Parent involvement in children's education: a critical assessment of the knowledge base. Paper presented at the *Annual Meeting of the American Educational Research Association*, Chicago, IL. ED407127.
- Campbell, J. R., & Verna, M. A. (2007). Effective parental influence: Academic home climate linked to children's achievement. *Educational Research and Evaluation*, 13(6), 501-519.
- Civil Society Human & Institutional Development Program (2014). *Situation analysis of people with disabilities and types of range of initiatives for rehabilitation & inclusion of people with Disabilities*. Retrieved from <http://www.chip-pk.org/wp-content/uploads/2015/02/Situation-Analysis-of-PWD-in-Gilgit-Baltistan-2014.pdf>
- Cotton, K., & Wiklund, K. R. (2001). Parent involvement in education. Retrieved from <http://www.nwrel.org>
- Fontana, D., & Lari, Z. (2002). The curriculum in special needs education in Pakistani schools. *International Journal of Special Needs Education*, 16(2), 53–62.
- Green, M. C., Strange, J. J., & Brock, T. C. (2005). Response to “The narrative turn and psychology” (A review of *Narrative Impact: Social and cognitive foundations*). *Psycritiques*, 50(18).
- Hussain, Y., Atkin, K., & Ahmad, W.I.U. (2002). South Asian disabled young people and their families. *Bristol: Policy Press*.
- Jacobs, R. N. (2002). *The Narrative Integration of Personal and Collective Identity in Social Movements in Narrative Impact: Social and Cognitive Foundations*, 205-228. Editors: Melanie C. Green, Jeffrey J. Strange, and Timothy C. Brock, LEA Publishers, New Jersey, United States
- JICA [Japan International Cooperation Agency] (2002). *Country Profile on Disability: Islamic Republic of Pakistan*. <http://siteresources.worldbank.org/Disability/Resources/Regions/South%20Asian/JICA,Pakistan.pdf>.
- Kaplan, S. A. (2009). *Changing perceptions of seeking help: A test of the effectiveness of an intervention video* (<https://dr.lib.iastate.edu/handle/20.500.12876/24977>) (Doctoral dissertation).



- Lajoie, R. S. (2013). *Stigma in the Family: The Lived Experience of Individuals with a Hearing Impairment* [Doctoral dissertation]. Retrieved from ProQuest Dissertations and Theses Global.
- Maina, M. N. (2007). *Problems facing learners with special needs in accessing education in Public Primary Schools* (Unpublished Master's thesis: Kenyatta University).
- McIntosh, T. (2008). Changes and choices: Finding out what information young people with learning disabilities, their parents and supporters need at transition. *British Journal of Learning Disabilities*, 33, 70-76.
- Mekonnen, M., Hannu, S., Elina, L., & Matti, K. (2016). The self-concept of deaf/hard-of-hearing and hearing students. *Journal of Deaf Studies and Deaf Education*, 21(4), 345-351. doi:10.1093/deafed/enw041
- Menon, K. (2011). *The Role of the Imagined Worlds of Narrative in Social Change in Kenya* [Doctoral dissertation]. Retrieved from ProQuest Dissertations and Theses Global.
- Mungai, N. (2014). Resettling Refugees in Rural Areas: Africans, Burmese, Bhutanese and Afghans in the Riverina NSW, Australia.
- Rangaswami, K. (1995). Parental attitude towards mentally retarded children. *Journal of clinical Psychology*. 22:20-23.
- Shahzadi, S. (1992). *Perceptions of disability, expectations and aspirations about the disabled children, and the problems faced by the family and siblings of mentally retarded children residing in Karachi* [Unpublished PhD thesis, University of Karachi, Karachi]. <http://eprints.hec.gov.pk/918/1/652.html>.
- Slater, M. D. (2002). Entertainment education and the persuasive impact of narratives. In M. C. Green, J. J. Strange & T. C. Brock (Eds.), *Narrative Impact: Social and Cognitive Foundations*. Mahwah, New Jersey: Lawrence Earlbaum Associates.
- Tarleton, B., & Ward, L. (2005). Changes and choices: finding out what information young people with learning disabilities, their parents and supporters need at transition. *British Journal of Learning Disabilities*, 33(2), 70-76.
- Umar, M., & Muhammad, F. (2007). *Psychological problems faced by adolescent boys with hearing impairment*: Unpublished Master's Thesis: Department of Special Education; University of Punjab, Lahore.
- UNESCAP [United Nations Economic and Social Commission for Asia and the Pacific] (2006). *Disability at a glance: A profile of 28 countries and areas in Asia and the Pacific*. Bangkok: United Nations.
- UNESCO (2000). *Education for All: Meeting our collective commitments. The Dakar framework for action*. Paris: UNESCO.
- United Nations, "United Nations Millennium Declaration", (2000). <http://www.un.org/millennium/declaration/ares552e.htm> (accessed on July 20, 2018).
- Wanjiru, T. N. (2014). *Parental attitudes towards children with hearing impairment and academic performance: a case of Kambui school for the deaf, Githunguri district, Kiambu county, Kenya* (Master's thesis, Kenyatta University, Kenya). Retrieved from
- Woolley, J. K. (2012). *The Effects of Narrative Media on Self-Perceptions: The Role of Identification and Narrative Engagement* (Doctoral dissertation). Retrieved from [https://etda.libraries.psu.edu/files/final\\_submissions/7553](https://etda.libraries.psu.edu/files/final_submissions/7553)