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Parents' Participation in The Education of Their Children With Disability

By 

DR. Samirah Abdu Bahkali

**Assistant professor
Department of Education
Jazan University, Jazan, Saudi Arabia**

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Abstract

Children with mild and moderate disability face the challenge of learning at school because they are slow learners. Parents are capable of playing important roles in the development of the students' academic work through participation. Parental participation involves both at school and at home, in social activities and in academic work too. The research questions that this article answered are; a) what is a law that ensures parents participation in school? b) in what ways does the school provide for parents to involve themselves effectively in their programs? b) When should parental involvement begin? And c) what is the effect of parental involvement in the quality of decisions made? The methodology for this study was through an internet search to find books and journals that had addressed the topic. The findings of the study were that parental participation improves the academic performance of students, a conducive home environment enhances better learning and social stability of the students. It was also found that school programs which included parental advice during development were more effective. The study, therefore, recommends effective parental participation in the school social and academic activities. I also recommend active parental involvement by schools in the development of programs and curriculums. This will enhance improvement in the performance of mild and moderately disabled students. This study discusses the critical role parents can play in a child's education. It also examines what the No Child Left Behind Act (NCLB) says about parental involvement.

Keywords: parental participation, student performance, parent involvement, children with disabilities, child with mild and moderate disability, academic achievement, No Child Left Behind Act.

(*) Assistant professor Department of education Jazan University, Jazan, Saudi Arabia.

مشاركة الوالدين في تعليم أبنائهم ذوي الإعاقة

د/ سميرة بند عبد بهلكي^(*)

مستخلص

يواجه الطلاب من ذوي الإعاقة البسيطة والمتوسطة تحدي التعلم في المدرسة لأنهم يتعلمون ببطء. فأولياء الأمور قادرون على لعب أدوار مهمة في تطوير العمل الأكاديمي لهؤلاء الطلاب من خلال المشاركة. مشاركة الوالدين للأطفال تتدرج في كلاً من المدرسة والمنزل، وفي الأنشطة الاجتماعية والعمل الأكاديمي.

أسئلة البحث التي أجاب عنها هذا المقال هي:

- (أ) ما هو القانون الذي يضمن مشاركة الوالدين في المدرسة؟
 (ب) ما هي الطرق التي توفرها المدرسة للآباء لإشراك أنفسهم بفعالية في برامجهم؟
 (ج) متى يجب أن تبدأ مشاركة الوالدين؟
 (د) ما هو تأثير مشاركة الوالدين في جودة القرارات المتخذة؟

كانت منهجية هذه الدراسة من خلال البحث على الإنترنت للعثور على الكتب والمجلات التي تناولت الموضوع. كانت نتائج الدراسة أن مشاركة الوالدين تعمل على تحسين الأداء الأكاديمي للطلاب، كما أن البيئة المنزلية المواتية تعزز التعلم بشكل أفضل والاستقرار الاجتماعي للطلاب. كما وجد أن البرامج المدرسية التي تضمنت نصيحة الوالدين أثناء التطور كانت أكثر فعالية. لذلك، توصي الدراسة الوالدين بمشاركة فعالة في الأنشطة الاجتماعية والأكاديمية المدرسية. توصي أيضًا بمشاركة الوالدين النشطة من قبل المدارس في تطوير البرامج والمناهج الدراسية. سيعزز هذا التحسن في أداء الطلاب ذوي الإعاقة الخفيفة والمعتدلة. ناقشت هذه الدراسة الدور الحاسم الذي يمكن أن يلعبه الآباء في تعليم الطفل. كما يفحص ما يقوله قانون عدم ترك أي طفل حول مشاركة الوالدين.

الكلمات المفتاحية: مشاركة الوالدين، أداء الطالب، مشاركة الوالدين، الأطفال ذوي الإعاقة، الطفل المصاب بإعاقة خفيفة ومتوسطة، التحصيل الدراسي، قانون عدم ترك أي طفل.

(*) أستاذ مساعد بقسم التربية الخاصة، جامعة جازان.

INTRODUCTION:

One of the purposes of NCLB is to encourage parents of underachieving students to get involved in their children's education. Education is seen as a way of bridging differences in the way of life between the upper class and lower class in the society. Training and education are the most important investment a human being will ever do. The choice of disability can never be made by an individual or parent to have a disabled child. However, parents can make the decision of being involved in school programs. The choice can change the performance of these children in school and their overall future.

The article reviews, The No Child Left Behind Act, researches done on the effect of participation of parents in the performance of the child with a mild and moderate disability. The validity of parental involvement and the results will be evaluated. It is also important that the type of parental participation and the mode be evaluated as well.

The No Child Left Behind Act :

The No Child Left Behind Act (NCLB), which passed Congress in 2001 and was signed into law by President George W. Bush on Jan. 8, 2002. The No Child Left Behind Act of 2001 (No Child Left Behind) is a landmark in education improvement designed to improve student achievement. The goal of NCLB is to encourage parents of underachieving students to get involved in their children's education. This goal is achieved by communicating effectively with parent and by providing opportunities for parents to learn how to assist their children.

Problem Statement:

Parent involvement in the life activities of a disabled child has positive results on the general development of all spheres child's life. Factors that contribute to a student's performance are; peace of mind, a friendly reading environment, encouragement, and participation. The researches were done in this area show the level of importance accorded to this kind of niche. It is, therefore, important to know the academic progress and social success of these children. Moreover, parental involvement is positively correlated with a child's academic achievement and may make the students perform better in school. Family participation is different at each level of a child's development. What are the consequences of not involving parents in school programs? The answer is simply negative. Do parents involve themselves in the activities of their children if they do, then at what is the extent of their participation?

Significance of Parental Involvement in the academic Performance of A moderate or Mild Disabled Child.

Parents should have proactive participation in school activities. A good relationship between the parents and teachers is capable of impacting positively on student's performance. All forms of parent involvement have an impact on the status of the society and its well-being. Parents can be involved through showing interest in the child's schoolwork and assignments and even directing them on how to do them well. Parents can also involve themselves through attending school meetings. Parents will be able to share with the teachers the behavior of their children and how to deal with them effectively. Parents are an essential member of the team that helps develop necessary services and goals that are relevant to their academic

success. Having parental involvement when developing an educational plan is crucial because the IEP team doesn't know the child as the parent does. At times, parents may express anxiety about their child's educational future and how the role of each team member will help in the educational progress of their child. It is, therefore, important to find out through research the effect of parental participation on a student's performance.

Current Research Findings:

(Izzo, Weissberg, Kasprow, & Fendrich, 1999) and (Henderson, & Berla, 1994) reported on methods by which family could involve in school programs and improve performance. When children transit from peer education to early child education, the challenges involved have been hardly reported (Pianta, & Cox, 1999). (Pianta, & Cox, 1999) reported that the effect of the transition in educational levels does not have sufficient information. They also reported that the parents had little information on the importance of the transition. Parents should participate at the tender ages of education of their children to enhance future participation. Parents of children who participated in developing their children educational plan feel more satisfaction with their children's education, which promotes parental involvement in the following years. A home is considered as a comfortable environment for school going children while school is diverse. Home learning with parents and family involved enhances learning. The whole family involvement facilitates success (Jeynes, 2010). It has been proved that better performing students are from families where the parents are actively involved in their school programs. The achievement level of a child is directly proportional to parental involvement. A study by Mokeyane

(2010) suggests that the appreciation of a child's learning process, respect and an organized household contributes to the achievement of a child in school. The self-worth of a child and confidence is built through encouragement and congratulation in their daily activities. It has also been suggested that when students enjoy their school activities, they are likely to perform better.

Research Questions:

- What ways does the school provide for parents to involve themselves effectively in their programs?
- When should parental involvement begin?
- What is the effect of parental involvement in the quality of decisions made?

The Purpose of the Review Paper:

The purpose of this review paper to describe and evaluate research findings on parental participation in student performance. Parental participation in this text is not only limited to academic activities, but also social and extra curriculum activities of the disabled child. Schools can do better by improving on the partnership their teachers have with the parents. Parents' attendance and participation at school functions are associated with higher student achievement outcomes. Schools should encourage parental involvement because parents can decide whether or not the plan being implemented is beneficial to their child. The achievement of students will be complete when the educational success of children is coupled with family involvement.

Description and Evaluation of The Participation of Parents in The Performance of Their Disabled Children.

Importance of Parental Involvement in The School Curriculum

Psychological well-being enhances the peace of mind that is important for the performance of the student. The study by (Al-Shammari, & Yawkey, 2008) gives extensive research based on the participation of parents in the performance of the disabled students. (Al-Shammari, & Yawkey, 2008). have defined students with a disability as those with special needs. They have also described them as students with one or more difficulty in the special development areas of and are either gratified or talented. The types of special needs evaluated in the study were; hearing, visual, mental retardation, physical, autism, and learning disability. Special education in this context has been used to mean the special teaching and giving of instructions to disabled children without the parents incurring the expenses. It is always designed to meet the needs of the students who need them. This research was carried out in Kuwait and the sample size was 350. The sample was specific in selecting parents who had children with disabilities (Al-Shammari, & Yawkey, 2008). Questions were asked by the parents to get information on the demography of the parents, i.e. age, level of education and their experience with others. Data was also collected on the important concepts of parent participation in the education of their disabled children. Findings indicate that the majority of parents with disabled children were in the age bracket of between thirty and fifty years old. They were also characterized by a lack of permanent jobs or lack of time for jobs due to time is taken in caring for their children (Al-Shammari, & Yawkey, 2008).

On the main issue of participation in education, the same study found out that the majority (35%) had to be taught about the education their children needed before they enrolled in the special needs school. Sixteen percent only did not need to be taught the process of their children's education because they had a good understanding of the process before enrolling their children in these schools. About 42% of these parents were not able to understand the programs before their involvement in them (Al-Shammari, & Yawkey, 2008). It was reported that the majority of students with special needs who performed better were from parents who understood the school program and actively participated in it. This study concluded that parents of students with special needs should actively participate in the school meeting and follow up their children's progress within the special education programs.

Effect of Parent Participation at the Pre-school Level

The development of children is most important when they are under the age of ten. At this stage, the child becomes more in touch with the environment and learning starts. Formal education of children begins when they are in kindergarten that characterizes the pre-school level. The participation of parents is important in the programs of the special needs children even before they start going to school. The study by (Kreider, 2002) evaluates what parental participation can do to the academic achievement of students from the pre-school level. She also analyses the overall effect of this participation in the future participation programs of the children by their parents.

The method of research for the study was through asking questions to 200 parents from both rural areas and urban in the US. The hypothesis of this research was based on the experience of parents with a pre-school program and their involvement in elementary school. Half of the parents in this program participated in a comprehensive child development program (Kreider, 2002). This program offers parents with financial advice, childcare, family centers, referrals among others. Parents who read to their children have participated in pre-school programs, unlike parents who have never been involved in such activities. These parents are more likely to visit their children at school, and they also find it easy to network with other parents at the school (Kreider, 2002). This study concludes by pointing out the importance of preschool parent involvement in future involvement in the programs of kindergarten and elementary schools.

Effect of Parent Involvement in School on Academic Performance of Their Children

The study by Macron did in Florida is the best reference for this section. This study targeted low- income urban parents of four-year-olds in kindergarten. Teacher ratings were used as a method of data collection with the sample size at seven hundred and eight. The parameters evaluated were; social, motor, self-help, language and adaptive development of the students (Marcon, 1999).

Parent's evaluation was categorized into four groups. The first is whether the teacher had contracted the child's parent(s) during school times. The other category was involved in the teacher-parent conference, a home visit by the teacher and last but not least extended class visit by the parent. All the categories excluded the time when the parent drops the child

and when they come around to pick them up (Marcon, 1999). The results showed that parents who were more involved in the school activities had their children score higher in language, social skills and academic (Marcon, 1999). The research concludes that the participation of parents in school programs for their children has a direct effect on their general performance, not only academically.

Effect of Family Structure on Academic Achievement

The research by Allen is very specific on the family's structural effect on academic achievement. The structure of the family determines the level of involvement of a parent to the school activities of the child. In cases of single parenting and divorce, the child may not have the advantage of both parents involved in their school activities (Allen, 2010).

The research is a follow-up on an initial study which was set to evaluate the nature of the structure of the family on the performance of adolescents. The initial study findings were that different types of parental involvement were responsible for the positive development in the child's academic work. The main source of information was the National educational Longitudinal study of the 1998 to 2000 (Allen,2010).

The research findings by Michael are in line with the original study done before. Parental involvement and intact families have a positive effect on the ability of students to comprehend and perform well. Students with consistent results were found to have both biological parents living with them. The performance was better than in cases where the parents were never married or never checked on the academics of the students (Allen,2010). The parental elements scored included; checking on the academic performance of the students, discussing school with the children,

what was learned, and the challenges faced. The above activities coupled with attending school activities by the parents impacted positively on the performance of the students significantly. This study concludes by attributing academic achievement to the socioeconomic status of the student.

Effect of Subtle Parental Involvement in Performance of Complex Subjects

Parental involvement is considered as overt involvement because it is a deliberate act. (Jeynes, 2010) reported that about eighty percent of parents attended school meetings; seventy percent attended teacher-parent conferences, about sixty percent participated in school fundraising activities and forty-six percent participated as volunteers. This data, however, do not include the level of parental involvement that we are seeking. Subtle parents are those who believe in the performance of a child and are expecting positive results from them. The above data does not provide the number of subtle students in the school. For students with disabilities and those struggling, the data on subtle parents is highly sensitive.

The involvement of subtle parents, the school activities has been seen as positive. In other studies, the relationship between technical subjects' performance and parental involvement has been reported to be less significant (Vukovic, & Siegel, 2010). This contradicting result is suspected to be due to the lack of separation between subtle and overt parents in the data. In a research involving the performance of students in technical subjects like mathematics, the participation of overt and subtle parents needs clear distinction. There is no evidence that overt parents are less significant in the performance of disabled children, but they are important for comparison purposes.

When growing, the disabled, children become more and more with their environment. Technical subjects become more complicated and advanced. The level of competence in these subjects is likely to determine the type of career held by them. The department of education in the US reported that students with a good background in math earn up to 40% more than those with poor skills in geometry, probability skills, algebra and measurement among others. The involvement of subtle parents has been reported to impact positively on students, social studies achievement, reading skills, mathematics performance and vocabulary skills just to mention but a few. In general, parental involvement enhances inward motivation, increases self-worth, reduces stress related to school, increases the level of engagement the student has with academic and thus a student's personal efficiency.

Effect of Parental Involvement in Specific Subjects (Science, Math and Reading)

A study carried out by (Rich, 1976) reported that parental involvement has great effects on reading achievement and is significant at 95% Confidence interval. The effect size was found to be robust due to the effect sizes remaining constant in the analysis. A study by (Sumantri, 1983) that was undersized showed that the parental involvement is statistically significant (95% CI) for mathematics performance. The same study focusing on science performance found that the relationship between parents' involvement and science performance is not statistically significant. Since the results could not be extrapolated to the whole population, it was concluded that, parental involvement indeed affects a child's performance in science.

Subject performance is sometimes assumed to be linked to sex. Male individuals are believed to do better in complex subjects such as math and complex careers such as engineering. Female stereotyping has been associated with social subjects such as communication. Tradition stereotyping however, has faced a challenge by the reversal of roles. Female individuals perform better in complex subjects at school and in their career world. Men too have become successful in the communications industry. This type of change can be attributed to the encouragement that the parents and teachers accord to these individuals when they are at school.

Parental involvement is likely to change depending on study characteristics. Interaction effects do exist at the study level that may only be revealed through group discussions and analysis. The effect of parental involvement would be positive if studied in terms of the time a parent takes to involve and the approach taken.

Findings and Implications:

The finding by (Al-Shammari, & Yawkey, 2008) revealed an important truth. Most parents do not understand the program in special needs school for their children. Therefore, less participation of the parents in these programs has been observed. Parents should be taught the importance of these programs first before they involve themselves in a special education needs of their children. The level of education of these parents is also responsible for the level of understanding. If a parent is not formally educated, there will be difficulty in making them understand the programs that their children need.

The articles reviewed have illustrated the importance of parent involvement in school programs. The participation begins before school and continues throughout the school. (Allen,2010) concludes that, pre-school activities need the participation of parents in the development programs. It is because these programs affect the future of the child with the parents making the initial decisions on their behalf. The study by (Marcon, 1999) has been based on the response from the teachers on parental involvement in school programs. (Allen, 2010) has proved that family structure affects parental participation in school programs. It in turn affects the performance of children at school significantly. It is evident that the school provides an opportunity to parents of being involved in school activities. These activities include; teacher and parents meeting and checking on the child in school. If the school was not providing these opportunities, then the research would not be successful.

The importance of parental involvement in the programs that concern the child's life have been the center of this review, and their importance has been shed light. (Al-Shammari, & Yawkey, 2008) have concluded that, parents who understood the special needs program and participated in them had their students performing better than students whose parents are not involved. The decision making at school is affected by parent involvement in all spheres of the researchers reviewed. These sources have highlighted that the pre-school and school need the input of the parents in developing effective programs. Parents understand their children more than teachers do, and their opinion paramount. An example is the concentration time and the best method of teaching. The teacher may have the skills, but he may not be able to help the children learn if he does not understand them well.

Parental participation will also help the teacher to know the family structure of the children. Children of single parents and divorce are more vulnerable and more likely to be distracted due to the believed social effects (Allen, 2010). Learners from families having both biological parents have social stability and are likely to perform better at academically.

Parental interventions for involvement can take different approaches. These include through games, rewarding the child and incentives, collaborative reading and through training. The best-performing parental involvement is through rewarding the child and offering incentives to them when they bring home good results. However, each intervention program would work best depending on the age of the student.

Furthermore, (Hu, Krenn, Shen, Ma, Yuan ,2016) conducted a review of the results of approximately (46) studies that discussed the relationship between parental participation in enhancing learning among students at all educational levels. All studies' results showed that there is a strong and positive relationship between parental participation in school and their children's achievement and their academic achievements. In the same context, (Morrison, 2014) emphasized that the school's communication with parents, especially at the preschool has become an indispensable thing. This study agreed with (Park& Holloway, 2017) study that indicates communication between home and school is the most effective.

Reflections and Final Comments:

Schools should provide more opportunities for parents to involve themselves in their programs. If possible, the school should train parents from the kindergarten level the importance of parents' involvement and the

methods of involvement. The parents should also understand that involvement is not only limited to academic programs, but also extra curriculum activities that the child is involved. This involvement should also be extended at home where the parent shows interest in the friends of their child and the social activities they are involved.

The type of parental involvement in school activities should not just be limited to school meetings. It, therefore, means that subtle involvement is the best way of improving student's performance. Parent's intervention methods should be distinguished from the parent to another parent. Different interventions work differently for different parents and students. Collaborative reading between parents and children at home will be a better way of involving parents in the academic activities of the students. When these suggestions are implemented children brought up will be emotionally, spiritually and socially complete.

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