

## PARENTAL INVOLVEMENT IN SPECIAL EDUCATION: CHALLENGES FACED TO INVOLVING IN EDUCATION

Noor-Ul-Ain Aziz  
University of Karachi, PAKISTAN

### ABSTRACT

This study investigated that parental involvement in special education of special and mainstream schools in Karachi. Questionnaires were responded through purposive sampling method from 30 participants. All the participants were parents. The result of testing the hypothesis provided evidence that the poor family structure effect the parental involvement. The second hypothesis proved that there is a moderate relationship between economic factors and parental involvement. The third and last hypothesis provided evidence that parental involvement highly impact their children achievements. Hypothesis were tested by using investigator used  $\alpha = 0.05$  and for the first hypothesis  $P$  is  $< 0.05$  and for hypothesis more two and three  $P$  is  $> 0.05$ . Therefore, investigator rejects the first hypothesis and fails to reject the hypothesis number two and three. The finding of the present study is that positive parental involvement is vital for children development.

**Keywords:** Parental involvement, Special education, Challenges, Education.

### INTRODUCTION AND LITERATURE REVIEW

#### Parental Involvement in Special education: Challenges face to involving in Education

The most overwhelming key to a child's success is the positive involvement of parents.  
(Jane D.Hull)

Research prove the parental involvement is necessary for special child development because of its involvement are necessary for child success. Positively parental involvement resulted the children are more likely to succeed and are less likely to engage in undesired activities and behavior. Parents are not only the guidance or caregiver they are the first teacher of the child not only the teacher the guider, leader, and protector for their children.

In simple wording except of definition, Parental involvement is the participation of parents in all terms of child activities. Which means the amount of participation the parents gives to his/her child's life. Whether it's academic, social any other activity. However, triangle has three sides without the one side it is incomplete. We can understand the parental involvement for the triangle. The one side is the school which promotes the child, the other is the community which supports the child and the third is parent which motivates the child and without the parent involvement no school or community cannot promote and support the child. (Figure: 1)

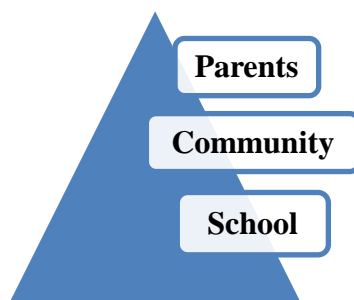


Figure 1:

Marchant (2001) analyzed his study that parenting, teaching and school factors were significant in predicting academic achievement; the student's perceptions of their motivations were stronger predictors of success.

### **Studies Support the Parental Involvement in Special Education**

"The education of a child involves three major components: teacher, student, parents".  
(Unknown)

We already discuss that parental support are the ladder first step of the success. If the parents are not involve their children activities whether the involvement are academic, co-curriculum activities etc. the child are ore involve to engaged the undesired activity. According to Eccles & Harold, 1993; that greater parental involvement could contribute to achievement of the child. This study support Georgiou, 1999; some scholars claims that the higher parental involvement the higher achievement of the child. Another research which is conduct by Spann et al. (2003) that strung the research together on parental involvement on special education:

Research indicates that parent participation leads to a host of positive outcomes for children with special needs, including greater generalization & maintenance of treatment gains (Koegel et al; 1991), greater continuity in intervention programs (Bailey & Wolery, 1989), higher levels of parent satisfaction (Stancin, Renter Dunn, & Bickett, 1984), and more effective strategies for resolving problems (Newmann & Wehlage, 1995, p.228). According to the Cooper & Nye, B (2002) study that the survey of 709 parents involvements in special education, survey result shows that as parents support for autonomy increased, the achievement of the children also increased. Another study showed that parent's homework involvement influence student success (Hoover, 2001). Balli (1998), study result indicated that a significant number of students their success was increased with help from their parents. Marchant (2001) conclude her study:

Apparently, it is the values conveys to student by their most significant relationships that become internalized, more so than the behavioral characteristics of parents (parental involvement) and teachers. Additionally, school responsiveness significantly predicted students' motivation but not their academic competence. It makes sense that student's perceptions of the positive school would enhance their motivation to achieve but it is more personal message delivered by individual relationships with parents and teachers that enhance student's sense of being academically capable. (p.516)

Teachers seem to play vital role in parental involvement. According to Bandura (1997) emphasizes that the importance of the teacher sense of efficacy. It means the teachers who are secure in their self-perceived capability are inviting and support parents' educational efforts. However, IEP is one of the most important example where parental involvement is necessary, As well as school and teachers.

Another research study conducted by Mahoney and Wiggers (2007) indicated that; There are at least three major reasons why parents are mandated to play a more active role in the developmental services their children receive. First, the federal legislation authorizing early intervention services (Individuals with Disabilities Education Improvement Act of 2004, PL. 108-446) is based on two theories derived from the ecological theory of child development (Bronfenbrenner, 1979). The first part of the theory indicates that parents are

the most important influence on their child's early development and that children's learning occurs throughout the course of their daily routine activities in their natural environments. Both of these theories maintain the consistent indicators that early intervention must be focused on maximizing the routine learning opportunities expressed between children and their parents and other caregivers in their home environment. The second reason is related to opportunities parents have to influence their children's learning and development, particularly when compared with preschool and related educational service professionals. This effect is accentuated by the fact that most parents are typically a constant presence in their children's lives throughout the early childhood years. The third most important reason involves the potential of parents improving child success in early intervention programs.

### **Parental involvement and Educating Special Children**

Positive parent involvement is a key component contributing to effective intervention with children with special needs. The early interventions for autism that included a parent appeared to increase positive outcomes by “influencing the magnitude of child outcomes. For example, in the area of challenging behavior, children with autism whose parents were directly involved in implementing behavior management displayed a significant reduction in problem behaviors” (Levy, Kim & Olive, 2006, p. 59).

According to Levy, Kim and Olive (2006) conclude that;

Researchers have demonstrated the ability of parents to implement a variety of interventions, including a focus on areas such as language and behavior. Parents serve as effective intervention agents for three specific reasons (Ozonoff & Cathcart, 1998). First, parents can increase the number of hours of intervention children receive without increasing costs to service providers. Secondly, parents should be able to intervene throughout the autistic child's life span. Finally, parents who directly serve their children by providing intervention in educational environments often report increased feelings of competence and support with decreased feelings of depression and stress (Ozonoff & Cathcart, 1998) (Levy, Kim & Olive, 2006, p. 59). These are all reasons that support parental involvement in providing productive and positive outcomes for children with special needs in general education environments.

### **Law & Legislation**

“Believe in yourself. As a parent, you are your child's best therapist & advocate.” (Unknown).

Unfortunately, Pakistan is not attention to special education process as well as parental involvement in child's education. So we examine the US law about parental involvement.

The NO CHILD LEFT BEHIND ACT (2001) has brought an awareness of the parent-school relationship in first time in history to specific definition of parent involvement. Moreover, IDEA 97' amended parent's participation in child decision making in their education is necessary. According to IDEA [Section 300.345(e)] the public agency shall take whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting.

On December 3,2004, President Bush signed into the Law the “Individual with Disabilities Education Improvement Act of 2004” (PL-108-446)- the most recent amendments to part A-D, which will go into effect (for part B and C) on July 1, 2005.,which is about parental involvement.

## **Impact of Parental Involvement in Special Education**

“When parents become involved children do better in school, and they go to better schools”. (Author of the Evidence continues to grow). Apropos the research and legislation are strongly support the parental involvement. We all agree that parental involvement is a significant factor not only the regular education also as well as special education. According to the above research that when parental involvement increased it positively impacts not only the teachers and school as well as student and their families. They got more positive attitudes improve school and home climate, reduce the teacher’s burnout rate. Higher grades or achievements etc. Parent support for learning is important for all students, but it also important for children with disabilities. (Council for Exceptional Children, 2001).

Concludes the different study of the parental involvement:

- Improved student motivation to learn and academic self-confidence. (Hoover, 2001)
- A stronger sense of self as a learner. (Goldsmith, 1988)
- More consistence attendance. (Amador, 2001)
- Improve behavior in school. (Gonzalez, 2002)
- Improve academic performance. (Van voorhis, 2002)
- Higher rate of achievement. (Eagle, 2006)
- More positive attitudes.
- Improve school climate and teachers moral.

## **METHOD**

### **Participants**

The present study consisted of 30 parents in city of Karachi. In this research study 10 percent male and 90 percent female parents were participated the average range of the entire sample was from 27 to 35 years with means age of 31years old. Also, the education level of the participants was between intermediate to post graduate level.

### **Measures**

The hypothesis of the study guided the methodology, which is basis of the selection of the instrument. The structured questionnaire designed having two sections. The first section was design to acquire general information. The second section was design a statement which was collecting the information about challenges faces to involving parents in education.

### **Procedures**

Participants were selected through purposive sampling method. The examiner filled the questionnaire, which covered the different items focusing on the participants personal information and statement which was focus on the challenges faced in parental involvement in education.

## **RESULTS**

### **Hypothesis 1**

H0 There is no effect of family structure and parent’s involvement to their children education.

To investigate the result of hypothesis 1, an analysis of variance (ANOVA) was performed on the collected data. The investigator was reject the null hypothesis 1 as  $p=0.023$  value that was less than  $\alpha=0.05$  for two tail test  $n=30$ .

## Hypothesis 2

H<sub>0</sub> There is a relationship between economic factors and parental involvement.

To investigate the result of hypothesis 2, the correlation test was performed on the collection data. The investigator was performed on the collected data. The investigator was failed to reject the null hypothesis 2 as the significant value for correlation ( $r=0.309$ ) that was greater than  $\alpha=0.05$  for two tailed test with  $n=30$ .

## Hypothesis 3

H<sub>0</sub> There is a difference between children achievement those whose parents are involved and those who are not involved in education.

To investigate the result of hypothesis 2, the correlation test was performed on the collection data. The investigator was performed on the collected data. The investigator was failed to reject the null hypothesis 2 as the significant value for correlation ( $r=0.309$ ) that was greater than  $\alpha=0.05$  for two tailed test with  $n=30$ .

## CONCLUSION

“One hand cannot clap its own but its need the other hand to make a clap. Many hands make a light work”. (Maasai Tribal)

We all agree that increasing the involvement of parents in the education of special needs children are benefits for all of them. But the question is here what are the barriers to making the law about parental involvement in special education Pakistan? In my point of view Pakistan should increase their GDP because Pakistan spent only 2.0 per cent of its GDP on education, which is spending the lowest share of its education in South Asian Countries. So how it is possible the country, which ranks among the bottom 14 countries in this respect his eyes, goes in sub-title of the education. In simple wording parental involvement means in special education is improving services and results for children with disabilities. Moreover, parent can be the greatest educational allies. If we are making the effort to positive communication and built strong relationship, it will be benefit for student, family and school. Eckhart Tolle believed that “Awareness is the greatest agent for change”. Furthermore, to aware the parents that their role is most important for their child development.

## REFERENCES

[http://www.academia.edu/4796099/Improving\\_Parental\\_Involvement\\_Training\\_Special\\_Education\\_Advocates](http://www.academia.edu/4796099/Improving_Parental_Involvement_Training_Special_Education_Advocates)

Barnard, W. M. (2003). Parent involvement in elementary school and educational attainment.

Children and Youth Services Review, 26 , 39–62. Burke, M. M., Follit, S., & Hodapp, R. M. (2011).

Teaching special education law to pre-service teachers Manuscript in preparation. Childre, A., & Chambers, C. R. (2005). Family perceptions of student centered planning and IEP meetings.

Education and Training in Developmental Disabilities, 40, 217–233. Consortium for Appropriate Dispute Resolution in Special Education. (2004). National Dispute Resolution Use and Effectiveness Study

Eugene, OR: Author. Coots, J. J. (1998). Family resources and parent participation in schooling activities for their children with developmental delays. *Journal of Special Education*, 31, 498–520.

Individuals With Disabilities Improvement Education Act of 2004. 20 U.S.C. § 1400. Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement. *Urban Education*, 42, 82–110

<http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1174&context=colleagues>

<http://www.ernape.net/articles/1999/moore99.pdf>

<http://cfs.cbcs.usf.edu/publications/RMRT/PDF/1Pasco-family.pdf>

Wright, P. W. D., & Wright, P. D. (2006). *Wrightslaw: From emotions to advocacy: The special education survival guide* (2nd ed.). Harbor House Law Press, Inc.

Garfinkel, L. (2010). Improving family involvement for juvenile offenders with emotional/behavioral disorders and related disabilities. *Behavioral Disorders*, 36(1), 52–60.

Dardig, J. (2008). *Involving parents of students with special needs: 25 ready to use strategies*. Thousand Oaks, CA: Corwin Press.

[http://www.nwmf.org/images/CF.SPED\\_Bibliography-FINAL1.pdf](http://www.nwmf.org/images/CF.SPED_Bibliography-FINAL1.pdf)

[http://www.partnership.vcu.edu/documents/Partnership\\_\\_Tips\\_and\\_Strategies\\_for\\_Increasing\\_Parent\\_Involvement.pdf](http://www.partnership.vcu.edu/documents/Partnership__Tips_and_Strategies_for_Increasing_Parent_Involvement.pdf)