

# Parental Involvement in Academic Activities of Children with Hearing Impairment

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## ABSTRACT

*Background:* Parents play a key role in shaping the children's aspiration and achievement. If parents involve much in the academic activities of their children it will definitely reflect in their aspirations and lead to achievement. Motivation provides direction and energy to the students to perform specific activity. Obviously parental involvement is very important in academic activities of the children with hearing impairment. *Objective:* The present study was conducted to find out the role of parental involvement in academic activities of children with hearing impairment. *Sample:* The investigator selected parents of pre primary, primary level (3-10 years) Children with Hearing Impairment. A sample size of 119 parents was purposively selected from various places of Coimbatore district from which data were collected. *Design:* The selected sample was found to be comprised of a variety of variable. The investigators used the descriptive method in the present study. *Tool:* For data collection a rating scale was developed and subjected to face validity prior to its administration on selected sample. *Results:* Finding of the study presents that there is no effect of gender, age and area of residence on parental involvement in academic activities of children with hearing impairment. *Conclusion:* There was a positive effect of parental involvement on academic activities of children with hearing impairment with regard to level of education, service and income of the parents.

**Keywords:** Parental Involvement, Academic Activities and Children with Hearing Impairment

## Introduction

Parents are the real well wishers and custodians of the interest of their children. They can help in many ways in the welfare, care, as well as treatment of children with hearing impairment. A child with disability is not the responsibility of any one particular individual, but is the concern of all. It needs combined efforts. The basic problem is that of bringing together different people who can help the disabled child. Role of parents is supreme. The concept of parental involvement needs more elaboration. It refers to some degree of particulars at all major stages of an early education programme, planning, execution, evaluation and modifications. Decision making responsibilities shared by parents become a crucial aspect of parents' involvement. Parent's educations often integrate into strategies, for parental involvement is concerned with methods for the development of effective parenting skills. Parental involvement emphasizes an active and meaningful participation by parents in the child's educational programmes but it does not substitute parent education programmes; rather it supplements them. It is one strategy to make school programs more successful. Actually parental involvement is not a rigid one-stage affair. Parents can involve themselves at various levels ranging from active listening to highest range of decision making. The levels of parental involvement described on the basis of continuum reveal a status

of minimal involvement to virtually complete parental control of early child education programmes. The different levels indicate shift from a passive role of parents being listeners to an active role of being participants. If one looks at parents as pedagogues as natural teachers, one would involve parents in children's education programmes at various levels referred to on the continuum. Parental involvement is the elevation of parents to a higher and active status where parent's input in child's education becomes an important component.

Inqber and Most (2012) conducted a study and compared the involvement in children's development and education of 38 fathers of preschoolers with hearing loss to the involvement of a matched group of 36 fathers of preschoolers with normal hearing, examining correlations between child, father, and family characteristics. Fathers completed self-report regarding their parental involvement and parenting self-efficacy and reported on their family cohesion and adaptability. Mothers also reported on their husbands' involvement. Similarly high levels of involvement on the part of both groups of fathers were found. Involvement correlated positively with fathers' self-reported parenting self-efficacy, family cohesion, and adaptability, and mother-reported paternal involvement. Implications for professionals and mothers were discussed, including the need to encourage mothers' support for their husbands' involvement and to empower fathers' sense of competency in order to increase their involvement. Rogers et al. (2009) examined the involvement in

to empower fathers' sense of competency in order to increase their involvement. Rogers et al. (2009) examined the involvement in children's learning among parents of 101 children between 8 and 12 years of age (53 parents of children with ADHD, 48 parents of children without ADHD). Compared to parents of children without ADHD, parents of children with ADHD reported lower self-efficacy in their ability to help their children, felt less welcome and supported by their children's schools and teachers, and perceived less time and energy for involvement in their children's academic lives. Mothers of children with and without ADHD reported similar types and levels of involvement behaviors in the home. Fathers of children with ADHD reported being more disengaged from their children's learning and using more coercive and punitive interactions regarding their children's achievement compared to fathers of children without ADHD. These findings underscore the difficulties in parent-supported learning practices and home-school collaboration initiatives faced by parents of children with ADHD and educators alike. Implications for school psychology practice are discussed. Hossain and Anziano (2008) conducted a study on mothers' and fathers' reports of time involvement in their school-age children's care and academic activities and explored the relationship between parents' socioeconomic status (SES) variables (age, education, income, work hours, and length of marriage) and their relative involvement with children. Mother and father dyads from 34 two-parent Navajo (Diné) Indian families with a second- or third-grade child participated in the study. Repeated measures analysis of variance showed that mothers invested significantly more time in children's care on demand and academic activities than fathers, but the differences in maternal and paternal perceptions of time involvement in routine care were not significant. The gender of the child did not influence the amount of time parents invested in children's care and academic activities. Mothers' involvement with children was not related to any of the SES variables. Fathers' involvement was significantly associated with work hours and length of marriage, and work hours produced significant interaction with fathers' involvement with children. Calderon (2000) examined the impact of school-based, teacher-rated parental involvement on four child outcomes: language development, early reading skills, and positive and negative measures of social-emotional development. The 28 children were assessed for outcomes between 9 to 53 months post-graduation from a birth-to-3 early intervention program for children with hearing loss. Other factors included in the study were child's hearing loss, mother's education level, mother's current communication skills with her child, and maternal use of additional services beyond those offered by the early intervention program or the child's school program. Parental involvement in children's school-based education program was a significant positive predictor to early reading skills but shares considerable variance with maternal communication skill for this outcome. In this study, maternal communication skills and the child's hearing loss were the strongest predictors for language development. Maternal use of additional services was the strongest predictor to poorer social-emotional adjustment. The findings indicated that although parental involvement in their deaf child's school-based education program can positively contribute to academic performance, parental communication skill was a more significant predictor for positive language and academic development. Factors associated with parental involvement, maternal communication, and use of additional services was explored and suggestions were offered to

enhance parental involvement and communication skills.

## Method

### Sample:

The study was conducted on five schools (KRISH, CSI Primary, TELC, IRCS and TAT Kalanilayam) of children with hearing impairment situated in Coimbatore city. The investigator selected parents of children with hearing impairment studying at pre-primary and primary level age ranging from 3-10 years. A sample size of 119 parents was purposively selected from the selected schools from which data was collected. The selected sample was found to be comprised of a variety of variable as the selection was made of randomly.

### Design:

Survey method was used to achieve objectives of the present study.

### Tool:

To undertake the study, a rating scale was developed to find out the parental involvement in academic activities of children with hearing impairment. The scale has 25 items, each item was provided with three alternatives- Fully, Partially, and Never and the scores were assigned 2, 1 and 0 respectively. In this scale item is assigned with a number. In a three point rating scale number 3 represents the highest and number 1 the lowest. The prepared scale was subjected to content and construct validity. The designed scale is said to have construct validity to the degree that appropriately measures the behavioral trait related to the observation of the identified behavior.

### Procedure:

The investigator with prior permission of heads of the schools contacted the parents and explained the aims and objectives of the study. With the permission of the authorities researcher has selected the sample according to the set criteria. The researcher has also approached each parent to get their consent to participate in the study. After the acceptance and approval of parents the data was collected using the developed rating scale.

## Results

Table showing the Mean, SD, and t value of parental involvement in academic activities of children with hearing impairment

Variables	Description	Mean	SD	df	t value	Sig.
Parents	Mothers	68.75	4.59	115	.10s	NS
	Fathers	68.86	5.95			
Age	Below- 30	67.87	4.42	115	.97	NS
	Above - 30	69.04	5.38			
Qualification	Below – Matric	68.18	5.28	115	2.28	.05
	Above - Matric	70.68	4.55			

<b>Residence</b>	Rural	68.21	4.59	115	.85	NS
	Urban	69.08	5.48			
<b>Occupation</b>	Non Service	68.39	5.38	115	1.93	NS
	Service	70.89	3.61			
<b>Income</b>	Below- 20,000	67.64	5.70	115	2.48	.01
	Above -20,000	69.98	4.39			

The mean of mothers on parental involvement is 68.75 whereas it is 68.86 of fathers. SD of mothers is 4.59 as compared to 5.59 of fathers. The t- value is 0.10, which is not significant. The results show that mothers and fathers of children with hearing impairment are equally aware of all the aspects of education of their children. The mean and SD of parents up to 30 years are 67.87 and 4.42 respectively whereas these are 69.04 and 5.38 for the parents of above 30 years. The t-value is 0.97, which is not significant. It may be interpreted that there is no effect of age of parents in their involvement in academic activities. The mean and SD below matric level of parents are 68.18 and 5.28 respectively where as these are 70.68 and 4.44 for the matric and above matric level of parents. The t- value for this variable is 2.28, which is significant at 0.5 level. The results show that highly educated parents are more conscious about the education of their children and show more interest in taking part in academic activities as compared to their counterpart low educated parents. The mean and SD of rural parents are 68.21 and 4.59 respectively whereas these are 69.08 and 5.48 for the urban parents. The t-value for this variable is 0.85, which is not significant. The mean and SD of non-service parents are 68.39 and 5.38 respectively whereas, these are 70.89 and 3.61 parents in service. The t- value for this variable is 1.93 which is not significant the results show non-service and service parents are equally participating in academic activities of their hearing impaired children. The mean and SD of parents with low income are 67.64 and 5.70 respectively whereas these are 69.98 and 4.39 in parents with high income. The t-value for this variable is 2.48, which is significant at 0.01 level. It may be interpreted that parents with low income show low interest in academic activities of their children as compared to parents with high income.

## Discussion

The present study was designed to find out the effect of demographical variables on parental involvement in academic activities of children with hearing impairment. The data were analyzed by applying descriptive statistics, and t test. The results of the present study are discussed in the light of practical and theoretical implication of the study. As a whole following are the findings of the study: there is no effect of gender on parental involvement in academic activities of children with hearing impairment, there is no difference in the level of parental involvement with reference to age of parents, there is a significant difference on the level of parental involvement in academic activities of children with hearing impairment with regard to their education, locality has no influence on parental involvement in academic activities of children with hearing impairment, parents in service and do not in service differ significantly on parental involvement in academic activities of children with hearing impairment and there is positive effect of income of parents on parental involvement in academic activities of children with hearing impairment.

## Scope

The results of the study will help in creating awareness among school teachers and authorities to include parents in the academic programs. It will help the school administrators to adopt some measures to involve parents in the education of their children with hearing impairment.

## Limitations

1. Small sample size limits generalization of the results.
2. The study is confined to only pre primary and primary level of children with hearing impairment.

## Conclusion

In conclusion, the current pattern of findings demonstrates that there is no effect of gender, age and area of residence on parental involvement in academics activities of children with hearing impairment. But there is a positive effect on parental involvement in academic activities of children with hearing impairment with regard to their education, service and income.

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How to cite this article: Yadav, S. K. (2015).Parental Involvement in Academic Activities of Children with Hearing Impairment. *Journal of Disability Management and Rehabilitation*, 1 (1) 29-31