

Impact of School Based Parental Involvement in developing literacy of children with hearing Impairment in Primary School

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Abstract:

Parental involvement in schools can take place in a range of ways. Among these are (a) volunteering directly in the classroom, (b) Participating in children's activities at school and (c) participating in a parent teacher meeting. The present study was experimental study to observe the effectiveness of school based parental involvement in literacy development of children with hearing impairment of class 1st of primary school at Sitapur District, Uttar Pradesh. The finding of the study revealed that there was a significant improvement in the performance of experimental group where the parents actively participated in school compared with the control group where parents were not involved in literacy development. This proves the involvement of parents in literacy development of children with hearing impairment is very important.

I. INTRODUCTION

Education is necessary for the development of society. The more educated the people of a society are, the more cultured and well disciplined the society might be. Family is the first and foremost stakeholder of society to socialize children for making them useful members of society. More the parents actively involve in the process of imparting education to their children; the more the children might excel in their academic career and to become the self-motivated and accountable members of society.

Literacy means three things – reading and writing and arithmetic. However, it actually involves several other processes linking social, cognitive, emotional and contextual functioning. The core processes of reading and writing draw a great help from these other processes without which reading – writing process can remain very rudimentary. Reading and writing by children with deafness are at risk to be at such rudimentary level. Although obviously not all children with deafness have poor literacy skills. But a look at the sub processes involved will give a fair idea of the literacy concerns. Reading is based on spoken language, Children with normal hearing perceive language through audition and therefore acquire spoken language easily. By the age of five years they have adult like language. While learning to read they relate the understanding of language to written words which are symbols of verbal words they already know (King and Quigley, 1985). Most children have two types of educators in their lives – Parents and teachers. Parents are the primary educators until the child attends an early years setting or starts school and they remain a major influence on their children's learning throughout school and after that. The school and parents both have vital roles to play. Parental involvement in schools can take place in a range of ways. Among these are (a) volunteering directly in the classroom, (b) Participating in children's activities at school and (c) participating in a parent teacher meeting

Need of the study:

Children with hearing impairment are considered a high risk population because of their well documented delays in language and communication skills, academic achievement, and social emotional adjustment (Green berg and Kusche, 1989).

Studies with hearing families and children with hearing impairment (focusing on family values toward education, parent's attitudes/expectations toward the child's achievements, parental coping skills and child's academic and social emotional outcomes, and direct parent instruction) have demonstrated mixed results on the link between families based influences and the child's academic, language, and psychological adjustment (Calderon and Greenberg, 1993; Calderon, Greenberg and Kusche, 1991) However, parents influence all three domains of a child's academics, language, and social emotional development, and each domain affects the others. It is well established that children with hearing impairment who have better language and communication skills perform better academically (Marschark, 1993), and there is strong evidence for a connection between children's socio emotional development or social competence and academic outcomes (Greenberg and Kusche, 1993). Increase in children's reading scores, more construction use of classroom teaching time, and better social and academic problem solving resulted when children with hearing impairment reached higher levels of social emotional competence and language and communication skills. Researchers (Calderon and Greenberg, 1993; Calderon, Greenberg and Kusche, 1991) established empirical evidence that children with hearing impairment benefit from direct parental involvement in their child's school based program.

Therefore, Calderon (2000) focused that better motherly communication skills leads to more advanced language, higher reading scores, and fewer behavioral problems in children who are deaf or hard of hearing.

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Furthermore, motherly communication skills play an additional significant role in education than does parental involvement alone. These findings are evidence for that parental involvement in classroom activities and lessons can lead to positive linguistic and behavioral outcomes, but the ways in which parents communicate with their children are an even greater indicator of success. Parental involvement should help the child to learn literacy easily. Parental involvement should help the children to overcome the barriers of literacy. Keeping all these things in mind, a need was felt to undertake the study titled “Impact of school based Parental Involvement in developing Literacy of primary school children with hearing impairment”.

Objectives of Study:

- 1- Impact of school based parental involvement in developing reading skills of Primary School children with hearing impairment.
- 2- Impact of school based parental involvement in developing writing skills of Primary School children with hearing impairment.

II. METHOD

Participants

For the purpose of experiment, In this study there were ten children with hearing impairment in the age range of 5 to 7 years. The participant children included 5 boys and 5 girls. All the children were having hearing loss of 60 dB or above and had been exposed to primary school for a period of more than 6 months (i.e., one academic term). Following pre-test of baseline abilities in literacy skills i.e. reading & writing skills children were randomly assigned to two groups, one who have school based parental involvement i.e. experimental group and other one group who have no school based parental involvement i.e. control group. By deriving information from their clinical reports of psychological, listening, speech and language development it was also ensured that the participant-children in both the groups had comparable levels in cognitive and communication skills; thus resulting in random sampling of the participants.

Procedure:

The study was carried out in five distinct steps – the first step involved adaptation and/or development of materials for training and testing which were validated by experts, the second phase involved formal instruction in reading & writing skills to ten children with hearing impairment studying primary school; the third step involved pre-test in reading writing skills followed by random formation of two groups from among the ten subjects; the fourth step involved carrying out exercises for children of the one experimental group through parental involvement and for children of the other control group through without parental involvement exercises for a duration of one month; and the final fifth step involved conducting post-test in reading & writing skills which was parallel to the pre-test.

III. RESULTS AND DISCUSSION

The pre and post-tests were conducted on individual basis as the sample size was small and normality could not be evinced

in their performance, non-parametric measure of Mann-Whitney U test was employed to compare the performances of the two groups. The data was subjected to non-parametric statistical measure of Mann-Whitney U test the results of which have been presented in table 1 & 2 that displays the mean rank of the two groups along with z-score and statistical significance of the difference among them.

First the improvement in the ability to reading skill was compared between the two groups .Statistical comparison of the performances elicit more definite results that have been displayed in table 1 & 2.

Table 1: Comparison of reading skill with Mann-Whitney U test

1.Ranks			
Options	N	Mean Rank	Sum of Ranks
Parental	5	7.90	39.50
Involvemental group			
Non-Parental	5	3.10	15.50
Involvemental group			
Total	10		

2.Test statistics	
Gain in Reading skills	
Mann-Whitney U	.500
Wilcoxon W	15.500
Z	2.530
Asymp. Sig. (2-tailed)	.011
Exact Sig. [2*(1-tailed Sig.)]	0.008 ^a

a. Not corrected for ties.

Outcome of statistical analysis employing the non-parametrical measure of Mann-Whitney U Test reveals that the difference in mean rank is 4.80 with suggestion of statistical significance. According to the study by Calderon (2000), parental involvement in children’s school based education program is a significant positive interpreter to early reading skills but shares considerable variance with maternal communication skill for this outcome. The findings of the Calderon(2000), study also emphasised that even though parental involvement in their deaf child’s school based education program can positively contribute to academic performance, parental communication skill is a more significant forecaster for positive language and academic development (Calderon, 2000).

The improvement in the ability to writing skill was compared between the two groups .Statistical comparison of the performances elicit more definite results that have been displayed in table 3 & 4.

Table 3: Comparison of writing skill with Mann-Whitney U test

3.Ranks			
Training Options	N	Mean Rank	Sum of Ranks
Parental	5	8.00	40.00
Involvemental group			
Non-Parental	5	3.00	15.00
Involvemental group			
Total	10		

4. Test statistics

Gain in writing Skills	
Mann-Whitney U	.000
Wilcoxon W	15.000
Z	2.635
Asymp. Sig. (2-tailed)	0.008
Exact Sig. [2*(1-tailed Sig.)]	0.008 ^a

a. Not corrected for ties.

Outcome of statistical analysis employing the non-parametrical measure of Mann-Whitney U Test reveals that the difference in mean rank is 5.00 with suggestion of statistical significance. First the improvement in the ability to writing skill was compared between the two groups.

IV. CONCLUSION

This study showed that the school-based parental involvement has a significant effect on children's literacy skills i.e. reading and writing skills. It is worth emphasizing that research on parental involvement in children's literacy skills confirms the long held view that the impact is positively significant.

V. REFERENCES

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