P: ISSN No. 0976-8602 RNI No.UPENG/2012/426228 VOL.-IV, ISSUE-I, January-2015
E: ISSN No. 2349-9443
Asian Resonance

# Power of Home Involvement of Parents for Adjustment of Children with Learning Disabilities

**Sunita Bist**
Research Scholar,
Deptt.of Education,
Punjab University,
Chandigarh.

**Manju Gera**
Assistant Professor,
Deptt.of Education,
USOL ,
Punjab University,
Chandigarh

**Abstract**

Parent involvement is an essential force in children's progress, learning, and achievement at school and in life. Previous researches in the area of family involvement have supported that children of involved parents have a much greater chance to develop into healthy, knowledgeable, responsible, and caring adults.

The present study is intended to examine the role of parental involvement in adjustment of elementary school children with learning disabilities. The study was conducted on a sample of 100 students (59 boys, 41 girls) randomly selected from the various government and private schools of Chandigarh. Firstly children with learning disabilities were identified from the normal population with the help of DTLD by Swarup& Mehta (2005) and measuring their IQ by administering Indian adaptation of WISC Malin (1969).This study measured the relationship of parental involvement and adjustment of elementary school children with learning disabilities. For measuring their adjustment investigator developed and standardised a questionnaire. A standardised scale on parental involvement developed by Chopra and Sahoo (2006) was used for this study. The major findings of the study have shown that parental involvement of elementary school children with learning disability is not significantly different with respect to their gender but their adjustment is correlated with parental home involvement. No significant correlations were found between adjustment and parents' school involvement and parental involvement through parent teacher association.

**Keywords:** Learning Disabilities, Parental involvement, Adjustment.

**Introduction**

All children are not alike in relation to their mental and physical attributes. Some are highly gifted while others are less talented: some has physical disability like blindness or low vision, deafness, speech disorder, lack of or non-functional limbs: some may be emotionally disturbed or unable to make a proper adjustment in school, family or community. Although every children develop at their own pace, all children progress through an identifiable sequence of physical, cognitive and emotional growth and change (The World Bank Group, 2011). These children lead them to long term negative consequences. If children with learning disabilities are not handle properly with care and affection they will develop many negative consequences and face many adjustment problem in their life.Adjustment of children is influenced by many people, (like parents, the broader family, peer group, neighbourhood) and institutions (e.g. schools college, clubs). Young children whose parents actively participated in early childhood programs not only display a head start in academic, social, and emotional learning, but also engage in less risky and delinquent behaviors later in life.

When recognized early, problems in any of these areas can often be addressed effectively and their long-term negative consequences can often be minimized and sometimes eliminated altogether. These children who have special needs, for whom the nature and intensity of required care is even more significant. In spite of having average or above average intelligence, many children perform poorly in academics. These children may face difficulties in one or several areas of academics such as reading, arithmetic, spelling and writing. Early childhood is the most rapid period of development in a human life.

P: ISSN No. 0976-8602 RNI No.UPENG/2012/426228 VOL.-IV, ISSUE-I, January-2015
E: ISSN No. 2349-9443
Asian Resonance

Although individual children develop at their own pace, all children progress through an identifiable sequence of physical, cognitive and emotional growth and change (The World Bank Group, 2011). United States Offices of Education (1976) states that specific learning disability may be found if a child has a severe discrepancy between achievement and intellectual ability in one or more of several areas: oral expression, written expression, listening comprehension or reading comprehension, basic reading skills, mathematical calculation, mathematical reasoning, or spelling. A 'severe discrepancy' is defined to exist when achievement in one or more of the areas falls at or below 50% of the child's expected achievements levels, when age and previous educational experiences are taken into consideration.

Accordingly to Hammill, Leigh, McNutt, and Larsen (1981),"Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be central nervous system dysfunction. Even though a learning disability may occur concomitantly with other handicapping conditions (e.g. sensory impairment, mental retardation, social and emotional disturbance) or environmental influences (e.g. cultural differences, insufficient/ inappropriate instruction, psychogenic factors), it is not the direct result of those conditions or influences."

Parent involvement (PI) in children's education has been associated with numerous positive outcomes for elementary school students infact, productive collaboration between schools and families has been related with higher student achievement(Keith et al., 1998; Christenson, Rounds, &Gorney, 1992).), lower dropout rates (National Center for Education Statistics, 1992), a decay in behavior problems (Comer, 1984), and academic initiative and persistence (Es-trada, Arsenio, Hess, & Holloway, 1987). In children with learning disabilities its role of parental involvement is different from the normal children. Parents are the person, who know maximum about their child, their weakness and strengths, parent involvement helps in their homework completion (Bryan & Burstein, 2004), motivate them preparation of children for program placements (Wolery, 1989), and decreases the potential for unsuitable and unreliable educational programs for students with disabilities (Fish, 2008). Epstein (1987) identified five main types of PI: (a) parents fulfilling their obligations towards their children (i.e.,providing food, clothing, shelter, etc.), (b) schools informing parents about basic school programs, (c) parents participating in activities at school, (d) parents mediating home based learning activities, and (e) PI in governance and advocacy at the school, district, and state levels.

For the current study the investigator study three types of the parental involvement viz; school involvement, home involvement, and parent teacher association and their association with adjustment of student with learning disabilities.

**Objectives of the Study**

1. To study the parental involvement of male and female students with learning disabilities.
2. To study the relation between adjustment and parental involvement of male and female students with learning disabilities.

**Hypotheses**

$H_0$1: There will be no significant difference in the parental involvement of male and female children with learning disabilities.

This hypotheses covers following dimensions of parental involvement :

$H_0$1.1: School Involvement (SI).
$H_0$1.2: Home Involvement (HI).
$H_0$1.3: Parent teacher association (PTA).
$H_0$2: There will be no significant relation between adjustment and parental involvement of children with learning disabilities.

This hypotheses covers following dimensions of parental involvement:

$H_0$2.1: School Involvement (SI).
$H_0$2.2: Home Involvement (HI).
$H_0$1.3: Parent teacher association (PTA).

**Methodology**

The researcher employed descriptive survey method for the present study. In this study, adjustment is the dependent variable whereas parental involvement served as the independent variable. For the present study total sample of sample of 100 students (59 boys, 41 girls) were selected from the various government and private schools of Chandigarh. The age of the students ranged between 8 &11 years. Firstly with the help of their class teacher children with learning disabilities were identified from the whole class by administering teacher referral form and then from referred cases with help of Diagnostic test of Learning Disability by Swarup& Mehta (2005) children with learning disabilities were identified and their IQ was measured by administering Indian adaptation of WISC Malin.On those children Adjustment inventory for elementary school children was administered and their parental involvement was checked by filling the Parental Inventory Scale Chopra &Sahoo (2006) from their parents.

**Analysis and Interpretation**

The obtained data were analysed in terms of t-test. The analysis of data and their interpretations are presented below:

**Table 1**

**Mean Standard Deviation and T-Value on Parental Involvement (PI) for Males (N=59) and Females (N=41); df=98**

| Variable | Male | | Female | | t |
|---|---|---|---|---|---|
| | Mean | SD | Mean | SD | |
| PI | 74.97 | 11.18 | 76.68 | 11.81 | 0.7382 |
| SI | 22.90 | 4.28 | 24.15 | 4.47 | 1.4054 |
| HI | 30.02 | 5.42 | 22.93 | 4.25 | 7.3244** |
| PTA | 20.98 | 4.46 | 20.90 | 4.60 | 0.0878 |

* Correlation is significant at 0.05 level

** Correlation is significant at 0.01 level

Table1 gives the mean scores, standard deviation and t-values on the variable parental involvement (PI) along with its dimensions [viz; school

involvement(SI), home involvement(HI), and parent teacher association(PTA)] for the with learning disabilities male children (Male =59) and with learning disabilities female children (Female=41).

Table shows that the mean scores of with learning disabilities male children were 74.97,22.90, 30.02, 20.98and mean scores of with learning disabilities female children were 76.68, 24.15, 22.93 &20.90on parental involvement (PI) along with its dimensions [viz; school involvement(SI), home involvement(HI), and parent teacher association(PTA)]. The corresponding standard deviation values for Male were 11.18, 4.28, 5.42 & 4.46and standard deviation values for Female were 11.81, 4.47, 4.25 & 4.60. The t-values were 0.7382, 1.4054, 7.3244, 0.0878 for parental involvement (PI) along with its dimensions [viz; school involvement(SI), home involvement(HI), and parent teacher association(PTA)] respectively. The t-values for parental involvement (PI),school involvement(SI)and parent teacher association(PTA) between with learning disabilities male children (Male =59) and with learning disabilities female children (Female=41) were not significant. It is significant on home involvement (HI). High mean score of male children shows high parental home involvement as compared to female children.

Thus, it can be inferred parental home involvement is higher for male children as compared to female children. In Indian culture parents gave more attention to male child as compared to female child. The results were in accordance with the findings of Siegle& Schuler, 2000)found significant differences in parental home involvement with respect to their gender. Hence the null hypothesis $H_0$1: There will be no significant difference in the parental involvement of male and female children with learning disabilities along with its dimensions was partially accepted. It was rejected on home involvement. It reveals that the male children with learning disabilities have high parental home involvement than their counterparts.

**Table2**

**Correlation Coefficient Of Adjustment (AD) and Parental Involvement (PI) of Children with Learning Disabilities; (N = 100)**

| Variables | PI | SI | HI | PTA |
|---|---|---|---|---|
| Adjustment | -.126 | -.065 | -.211* | -.020 |

* Correlation is significant at 0.05 level

** Correlation is significant at 0.01 level

Table 2 represents the relationship parental involvement and adjustment of children with learning disabilities. From the table it is clear that the coefficient of correlation between adjustment and parental involvement was r = -0.126which was not significant. As the scale of adjustment used is of the inverse type. Higher the score of adjustment means less adjusted person. So value of correlation coefficient was r=0.126. Hence no significant correlation exist between parental involvement and adjustment.

For having more comprehensive view adjustment is correlated with various dimension of parental involvement:

**Relationship between Adjustment and School Involvement**

The table depicts that the coefficient of correlation between adjustment and school involvement was r = -0.065which was not significant. The scale of adjustment was of the inverse type. Higher the score of adjustment means less adjusted person. So value of correlation coefficient was r=0.065. Hence no significant correlation exists between school involvement and adjustment. Results are also found consistent with the study Dubois, Eitel, &Felner (1994); Sui-Chu &Willms (1996) is that parental involvement which is of type in-school parental activity has little effect on individual's adjustment

**Relationship between Adjustment and Home Involvement**

The values of r = -0.211 which was significant at 0.05 level of significance. The scale of adjustment was of the inverse type. Higher the score of adjustment means less adjusted person. So value of correlation coefficient was r=0.211. It means that there exist positive significant relationship between adjustment and home involvement found among children with learning disabilities. Result is consistent with findings of Melhuish., Sylva, Sammons, Siraj-Blatchford, and Taggart, (2001) concluded that higher home learning environment was associated with increased levels of cooperation and conformity, peer sociability, confidence, lower anti-social and worried or upset behaviour .

**Relationship between Adjustment and Parent Teacher Association**

The result presented in table shows that coefficient of correlation between adjustment and parent teacher association was r = -0.020 which was not significant thus result indicate that adjustment of children with learning disability was not significantly related with parent teacher association.

Since the values of correlation between adjustment and parental involvement along with its dimensions school involvement and parent teacher association were not significant but there was significant relation between adjustment and home involvement found among children with learning disabilities.

Therefore, it can be interpreted that adjustment is significantly and positively related to the home involvement dimension of parental involvement. This means that if the parents of children with learning disability are more involved with their children at home then children are more adjusted. Hence, the null hypothesis $H_0$2: There is no significant relationship between parental involvement and adjustment of children without learning disabilities along with dimensions school involvement and parent teacher association was accepted whereas for home involvement it was rejected.

**Conclusion**

Children's home environment shapes the initial constellation of attitudes they develop toward learning. When parents nurture their children's natural curiosity about the world by welcoming their questions, encouraging exploration, and familiarising them with resources that can enlarge their world, they are giving their children the message that learning is worthwhile

and satisfying. When children are raised in a home that nurtures a sense of self-worth, competence, autonomy, and self-efficacy, they will be more apt to accept the risks inherent in learning.Children's first and important teacher is their parents and home is the first and most important academy for learning. This is place where children learn their attitudes and values and become satisfying member of the society. So school's should take steps so that more and more parents of the children come forward to join school-family partnerships, and collaborate with teachers in a productive way for the success of all children.

**References**

1. Bryan, T., & Burstein, K. (2004).Improving homework completion and academic performance: lessons from special education.Theory into Practice, 43, 213–219.
2. Chopra R. and Sahoo S. (2006) A study of self–esteem of secondary school students in relation to parent involvement. Journal of All Indian Association for Educational research, 18 (1&2) 94-97.
3. Christenson, S. L., Rounds, T.,&Gorney, D. (1992). Family factors and student achievement: an avenue to increase students' access. School Psychology Quarterly, 7, 178–206.
4. Dubois, D.L., Eitel, S.K., and Felner, R.D. (1994).Effects of family environment and parent-child relationships on school adjustment during the transition to early adolescence, Journal of Marriage and the Family, 56, 405-414.
5. Epstein, J.L. (1995, May). School-family-community partnerships: Caring for the children we share. Phi Delta Kappan 76 (9), 701-712.
6. Fish, W. W. (2008). The IEP meeting: perceptions of parents of students who receive special education services. Preventing School Failure, 53, 8–14.
7. Hammill,D.D.; Leigh,J.E.; Mcnutt, G. &Larsen, S.C. (1981). In Berdine,W.H. and Blackhurst, A.E.(1985). An Introduction to special education, 2nd ed., p.393, Canada; Little, Brown and Company
8. Keith, T. Z., Keith, P., Quirk, K., Sperduto, J., Santillo,S., & Killings, S. (1998). Longitudinal effects of parental involvement on high school grades: Similarities and differences across gender and ethnic groups. Journal of School Psychology, 35, 335–363.
9. Malin AJ. (1969).Malin's intelligence scale for Indian children (MISIC) Manual.Lucknow: Indian Psychological Corporation.
10. Melhuish, E.,Sylva, C., Sammons,P.,Siraj-Blatchford, I.,& Taggart, B.(2001). Social behavioural and cognitive development at 3-4 years in relation to family background.The effective provision of pre-school education, EPPE project (Technical paper 7). DfEE. London: The Institute of Education.
11. Siegle, D., & Schuler, P. A.(2000). Perfectionism differences in gifted middle school students.Roeper Review, 23 (1), 39-44.
12. Sui-Chu, E.H., and Willms, J.D. (1996).Effects of parental involvement on eighth-grade adjustment, Sociology of Education, 69 (2), 126-141.
13. Swarup, S, & Mehta, D. H (1993,1991,1990) Diagnostic test of learning disability (DTLD). Centre for special education, SNDT Women University.
14. Wolery, M. (1989). Transitions in early childhood special education: issues and procedures.Focus on Exceptional Children, 22, 1–16.