UNIVERSITY OF EDUCATION, WINNEBA

PARENTAL INVOLVEMENT IN THE EDUCATION OF THEIR CHILDREN WITH HEARING IMPAIRMENTS AT MAMPONG DEMONSTRATION SCHOOL FOR THE DEAF IN THE EASTERN REGION OF GHANA

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DECLARATION
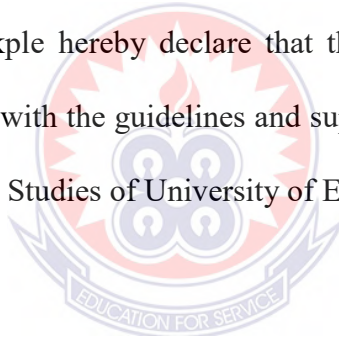
STUDENT'S DECLARATION

I, Worlanyo Cudjo Fiah, hereby declare that except for the references to other people's work which has been cited. This thesis is this result of my own research and that it has neither in whole nor in parts been present elsewhere.

Signature…………………………………

Date……………………………………

SUPERVISOR'S DECLARATION

I Dr. Yao E. Yekple hereby declare that the preparation of this thesis was supervised in accordance with the guidelines and supervision laid down by the school of Research and Graduate Studies of University of Education, Winneba.

Signature…………………………………

Date……………………………………

ACKNOWLEDGEMENTS

DEDICATION

This work is dedicated to my lovely wife and children for their support, understanding and commitment during the study.

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ABSTRACT

The purpose of this study was to explore parental involvement in the education of their children with hearing impairments at Mampong Demonstration School for the Deaf in the Eastern Region of Ghana. A case study design was adopted for the study. Seventy-five participants were purposively selected for the study. A five-point Likert scale questionnaire was used to gather data for the study. Data was analyzed using tables, simple percentages and frequency counts. Findings of the study revealed that parents were involved with their children's education in the following ways: they provide their children with teaching and learning materials such as exercise books, text books, pens and pencils etc.; foot their school bills such as PTA special levies and dues; help in school fund raisings; monitor school projects; and honour school teacher invitations. However, the parents do not provide input into their children's Individualized Educational Program (IEP) neither do they request for additional educational services nor do engage in spontaneous contacts with teachers among others. The study recommended that parents should be sensitized to develop positive attitudes towards their children's education and also collaborate with teachers to develop an effective IEP for their wards.

CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

The purpose of this study was to explore the parental involvement in the education of their children with hearing impairments in Mampong Demonstration School for the Eastern Region of Ghana. Parental involvement has been defined as including parents' behaviors at home to support what happen at school. Barnard (2004), and Manz, Fantuzzo, and Power (2004) explained that some researchers have defined parent involvement by the location in which involvement activities take place, differentiating among home-based involvement, school-based involvement, and home–school communication. Parental involvement refers to parents' investment of resources in their children's schooling. Garry (2011) identified two forms of parental involvement. These are: (a) home-based and (b) school-based. Home and school-based parental involvement facilitate academic achievement of children with hearing impairments (Henderson & Mapp, 2002; Jeynes, 2007).

Over the past years, parents have been contributing in diverse ways toward the successful education of their children with hearing impairments. Parents have been contributing economically and socially towards their children's education in order to promote academic excellence, improved socialization through communication, and help their children develop linguistic competence. Researchers have indicated that factors such parents gender, socio-economic background, parents' ability to communicate with their children with hearing impairments, and parents educational level help them to make sacrifices so that children with hearing impairments can attend better schools or limiting children's chores to allow for study time (Mehan, Hubbard, Villanueva, & Lintz, 2006). López (2001) conducted a study on parental involvement

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and found that other forms of parent involvement exist among ethnic minority parents, such as parental transmission of socio-cultural values: "translating the lessons of working hard in the field into lessons for working hard in school" to their high-achieving children, and he argues that these forms should be recognized as legitimate parent involvement (p. 433).

Barton and Coley (2007) and that of Henderson and Mapp (2002) conducted a study on parental involvement in the education of children with hearing impairments and found that there was a significant and positive relationship between parental involvement and children's educational experiences, including improved academic outcomes. Other researches, such as Griffith (2006), and Shaver and Walls (1998) however, suggested otherwise. They indicated that parent involvement may not be the most influential factor in improving academic outcomes of children with hearing impairments. For instance, a study conducted in California by Mathews (2009) on parental involvement in the education of their children found that while parental involvement in their children's education was positively correlated with the children's academic achievement, other factors such as parent and teacher collaboration had more impact on children's performances. Some literatures suggest that parent and community involvement in activities that are linked to children with hearing impairments' learning have a greater effect on academic achievement (Henderson & Mapp, 2002).

In Ghana, parental involvement in their children's schooling is viewed not simply as a complement to the work of educators (Sekyere, 2013) but the basis for children's development and academic success. The Ghana Education Act, Act 87 of (1961) entrusted parents in Ghana with the responsibility of ensuring that they provide their maximum support to their wards at school. A concern for educational researchers is whether or not parental involvement in the education of their children with hearing

impairments has an influence on the children's academic performance. While parental involvement may indirectly have impact on academic achievement through positive factors such as student behavior and students' achievement ideology, researchers are also investigating if more direct links exist between parental involvement and academic performance measures.

1.1 Statement of the Problem

A problem to be addressed in this study is that there has been a decline pattern of parental involvement in the education of children with hearing impairments at Demonstration School for the Deaf in Mampong-Akuapem in the Eastern Region. Parents often do not attend programmes organized by the school which were intended to positively impact on the education of their children.

The extent to which parents involve themselves in the education of their wards with hearing impairments at Demonstration School for the Deaf was explored in this study. A concern of this study was to explore the factors that contribute to inadequacy of parental involvement in the education of their children with hearing impairments. Also, the study would identify how parents collaborate with the school to improve the academic performance of their children. Finally, a problem of this study is to investigate whether or not parental involvement in the education of their pupils was influencing their academic performance was also a problem of this study.

1.2 Purpose of the Study

The purpose of this study was to explore the impact of parental involvement on the education of their children with hearing impairments at Mampong Demonstration School for the Deaf.

1.3 Objectives of the Study

The objectives of the study were to:

1. Investigate the extent to which parents involve themselves in the education of the wards with hearing impairments in school

2. Explore the factors that account for parental involvement in the education of their children with hearing impairments.

3. Identify how parents collaborate with the school to improve the academic performance of their children with hearing impairments.

4. Investigate the influence of parental participation in the education of their children with hearing impairments and on their academic performance.

1.4 Research Questions

The following research questions were raised to guide the study.

1. To what extent do parents involve themselves in the education of their children with hearing impairments in school?

2. What factors account for effective parental involvement in the education of their children with hearing impairments in school?

3. In what ways do parents collaborate with the school to enhance the academic performance of their children with hearing impairments?

4. How does parental participation influence their children's academic performance?

1.5 Significance of the Study

Findings of this research are intended to add to the existing information on the parental involvement in the education of children with hearing impairments. Results of the study would make known the extent to which parents involve themselves in the education of their wards with hearing impairments in school. Results of the study would reveal the factors that account for parental involvement in the education of their children with hearing impairments. This would enable stakeholders in the education of children with hearing impairments map out strategies that would foster effective parental participation in the education of their children with hearing impairments. Also results of the study would identify how parents collaborate with the school to improve the academic performance of their children with hearing impairments. Again, results of the study would bring out the implications of parental participation in educating their children with hearing impairments on their academic performance. Results of the study would also serve as reference material for other researchers who may be interested in the same area of study.
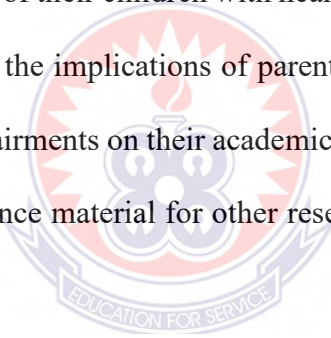
1.6 Delimitations of the Study

Even though there were many special schools for the Deaf in Ghana, this study focused only on Demonstration School for the Deaf at Mampong-Akuapem in the Eastern Region with the attention on parental involvement in the education of their hearing children in school.

1.7 Limitations

Some of the participants were initially reluctant to provide detailed information for the study. However, the researcher found other strategies to go about it by assuring respondents of anonymity and confidentiality of the information which was got from the research. Getting information from the library and internet sources was problematic due to power fluctuation. As a result, the researcher procured a portable Wi-Fi internet to mitigate this problem. The above limitations therefore did not affect the results of the study.

1.8 Operational Definition of Terms

For the purpose of this study, the following terms were operationally defined:

- **Academic performance** refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers.

- **Education** refers to the practice of instructing children with special needs in a way that meets their individual differences and needs.

- **Hearing Impairment** is a generic term that is used to refer to hearing loss ranging from mild to profound that adversely affects a child's educational performance.

- **Parental involvement** refers to parents' investment of resources in their children's education.

- **Children** refer to school children in Mampong Demonstration School for the Deaf.

1.9 Organization of the Study

The study was presented in five chapters. The first chapter constituted the introduction, and comprised the background to the study, statement of the problem, aim of the study, research questions, significance of the study, as well as delimitation of the study. The second chapter constituted a review of related literature on impact of parental involvement on the education of their children with hearing impairments at Mampong Demonstration School for the Deaf. In chapter three, the methodology for the study was explained. This comprised the research design, population, sample, sampling technique, research instrumentation, validity and reliability, procedure for data collecting, period of data collection and data analysis. Chapter four dealt with data presentation and analysis, and finally, the fifth chapter discussed summary of findings, conclusions, recommendations, and suggestions for further research.
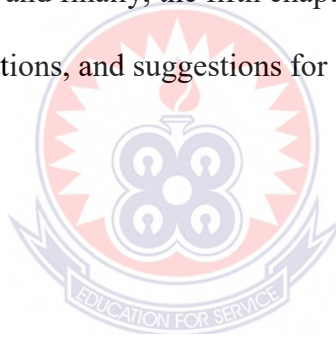
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the literature reviewed for the study. The review first covered the theoretical framework followed by the review on the key themes raised in the research questions.

- Theoretical framework

- The extent to which parents involve themselves in the education of their children with hearing impairments

- Factors that account for effective parental involvement in the education of their children with hearing impairments

- Ways to ensure parental collaboration with school to enhance the academic performance of children with hearing impairments.

- The influence of parental participation in the academic performance of their children.

2.1 Theoretical framework

This study was supported by the socio-cultural activity theory (SCAT) by Engeström (2008). The socio-cultural activity theory states that human activity happens in a relationship where actions of individuals (subjects) resolve a shared problem, which is the focus of their learning (objects) by using tools and mediating means to achieve an outcome. This framework considers social and contextual factors that shape collaborative work such as (a) the desired goals or outcomes (b) what is being worked on in relation to the goal; (c) the tools, methods, or approaches used; (d) the community

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of others who are involved; (e) the rules, routines, and professional conduct that support or constrain practice; and (f) the way in which work is divided. Engeström's framework enables analysis of collaboration by examining the parental involvement and the influence on the education of children with hearing impairments (Leadbetter, 2008; Martin, 2008). SCAT places emphasis on the wider context, ensuring that due account is taken of how work is usually divided and the rules under which work takes place (Leadbetter, 2008). Daniels (2008) stated that in order to achieve results (outcomes), tools must be used as mediating means for the problem which is the focus of their learning (object). Figure 1 below shows a block diagram illustrating the theoretical basis for this study.
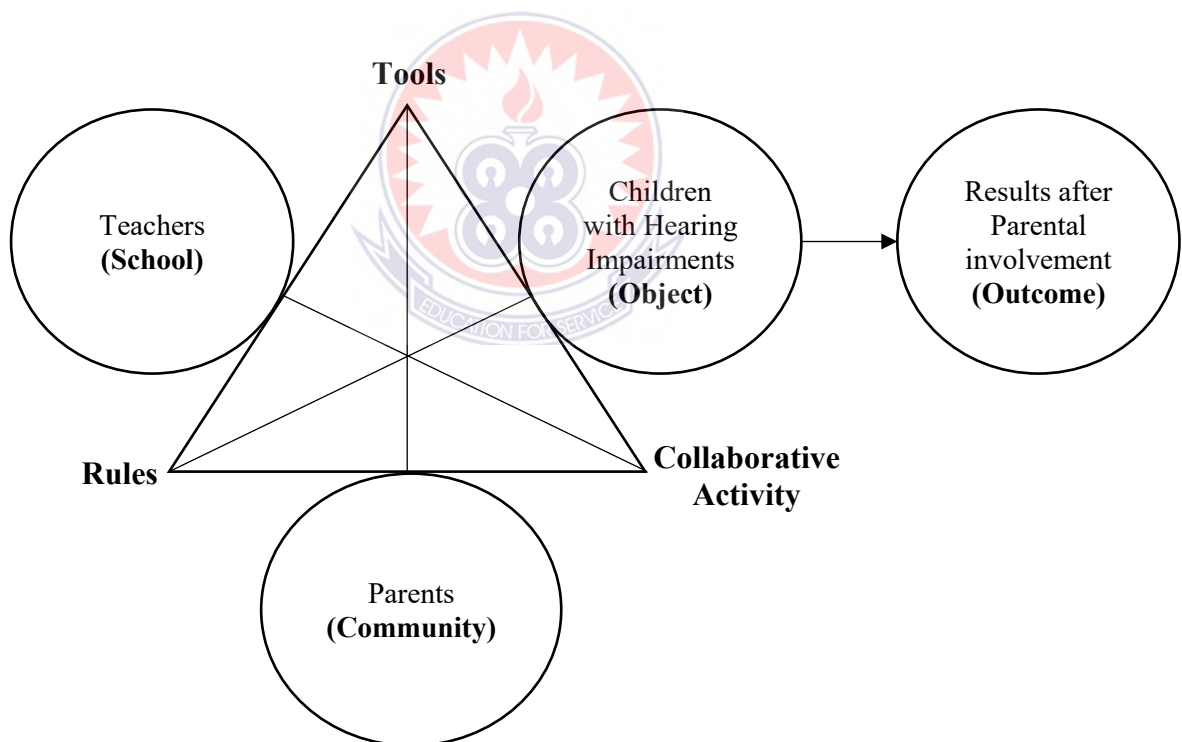
Figure 1: Theoretical Basis of the study

Source: *SCAT Adapted from Leadbetter (2008): Parental involvement in Childrens' education: Making links between practice development and structured reflection, Learning in Health & Social Care, 7(4), p. 201.)*

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Engeström's socio-cultural activity theory (SCAT) was applied to this study in order to describe the specific ways in which parental involvement in the education of children with hearing impairments influence their academic performance. This theory was ideal for this study because it described variables involved in education of children with hearing impairments that contributed to the success of the children. It again explained the importance of collaboration between parents and school and the benefits of this collaboration in achieving an outcome in the children's education if the right tools are used, rules are duly followed and there is division of labour in the process. Engeström (2008) suggests that socio-cultural activity theory has emerged from an understanding of the distributed nature of collaboration within teams.

Socio-cultural activity theory therefore provides, a theoretical framework for the study of parental involvement by identifying elements within children's education that are relevant to their academic performance (Engeström). In that regard, many studies suggest that SCAT has been applied in different service contexts to examine parental involvement (Freeman, Miller, & Ross, 2000; Glisson & Hemmelgarn, 1998; Leadbetter, 2008; Robinson & Cottrell, 2005). Martin, (2008) reports that successful intervention results have been achieved from the alignment of the appropriate tools with what is being worked on. SCAT therefore, emphasizes individual participation that results from collaboration between parents and teachers in helping children with hearing impairments.

Cooperative working involves modes of interaction where parents, teachers and children with disabilities and focus on a shared problem and contribute their knowledge to find mutually acceptable ways of understanding and solving it. The critical feature of cooperative working involves parents and teachers each contributing their knowledge to re-conceptualize a shared problem of the children with disability.

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Engeström (2008) characterized collaboration as interactions in which practitioners focus on re-conceptualizing their own professional roles and responsibilities in relation to their shared focus for joint effort. Shared focus on a problem supports boundary crossing as practitioners develop new understandings about how others work (Martin, 2008).

In providing education for children with hearing impairments, it requires the coming together of parents, and teachers. The Socio-cultural activity theory (SCAT) suggests that human activity happens in a relationship where actions of individuals resolve a shared problem. Engeström's (2008) SCAT theory was applied in this study, because the study revealed that parents send their children with hearing impairments to schools and leave them in the care of teachers. As teachers teach the children, the children are also expected to play their role by learning what is taught and completing assignments.

This is consistent with human activity happening in a relationship where actions of individuals resolve a shared problem. For instance, when a truant child was identified by teachers, the teachers need to discuss with the parents what needed to be done in order to help the child out of that situation. The parent and teachers sought for counselling for the child in order to help the child out of the truancy. After the problem has been resolved, the child returns to the classroom to be taught by the teacher. This indicated a strong cooperation between the school (teachers) and the home (parents). Engeström's SCAT theory therefore focus on cooperation between parents and teachers. SCAT theory makes it possible for an identified problem to be solved using a cooperative approach. In this regard, there was deep consultation between teachers and parents in the identification and management of the child's misdeeds.

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Similarly, in the case of students with hearing impairments, teachers involved parents to seek for other specialists such as audiologists, who helped in providing hearing aids to such students. Other students, who are identified with ear infections such as otitis media and externa, can be treated by health professionals. Engeström's SCAT allowed for the sharing of roles and responsibilities in the implementation of interventions for children with disabilities. This theory was adopted because in parental involvement process, each parent and teachers have a defined role to play towards the achievement of the outcome laid down by a school.

2.2 Extent of parental involvement in the education of their children with hearing impairments

Parental involvement has been defined as including behaviors at home as well as at school. Barnard (2004), and Manz, Fantuzzo, and Power (2004) explained that some researchers have defined parent involvement by the location in which involvement activities take place, differentiating among home-based involvement, school-based involvement, and home–school communication. Lee and Bowen (2006) employed a typology that takes into account both the activities and the location of parent involvement. In their study, the researchers included: (1) parent involvement at school, (2) parent–child educational discussion, (3) homework help, (4) time management, and (5) parent educational expectations. In all, there is no cohesion around the terminology and definition of parent involvement (Christenson & Hurley, 2007; McCarthey, 2000).

Creating meaningful parent collaboration that improves student with hearing impairment's achievement means moving beyond the traditional goals of expanding family involvement training. It begins with the hard work of actively engaging parents in decision making about their children's education. It also begins with programs that

prepare teachers for their roles. McCarthey (2000) explained that after two decades of educational reform initiatives and research that support the importance of families as partners, parents of students with disabilities are still frequently left out of educational decisions about their children. However, recent change in education legislation is reaffirming the role of parents in their children with disability's education. The Individuals with the Higher Education Act Amendments of 1998, the No Child Left Behind (NCLB) Act of 2001, and Disabilities Education Act (IDEA) 2004 all strengthened the role of parents in their children's IEPs and transition plans, in school decision making, and in teacher preparation.

Numerous studies have demonstrated that positive parent academic involvement is associated with many aspects of children's language growth among normal hearing children (Zevenbergen & Whitehurst, 2003). Similar results have also been found in children with hearing impairments (Moeller, 2000). Parental academic support in the education of children with hearing impairments has yielded positive reports on academic development (Bodner-Johnson, 2006; Calderon, Greenburg, & Kusche, 2011). Moeller (2000) examined the vocabulary skills in 1.5 to 5-year-olds with hearing loss that were enrolled in an intervention program and found that children with greater parental academic support in the intervention program had higher language scores, regardless of the degree of hearing loss.

Calderon (2000) surveyed 28 out of a population of 35 children with pre-lingual, moderately severe to profound, sensory neural hearing loss and their parents who were able to sign to their children. Calderon indicated that parental academic support in their children's educational program was the strongest predictor of children's language development, and it shared considerable variance with maternal communication skill.

The study demonstrated that parental involvement, especially maternal communication skills, is critical for language development of deaf and hard-of-hearing children.

The relationship between parental involvement and academic success of students with disability when creating the highest-quality instructional environment is a shared goal, parents transform from passive supporters to active members of the educational community. When children see the support, excitement about learning, and teamwork between home and school, they too become excited. They sense the value in learning, and their intrinsic motivation for learning grows (Mcloughlin, 2003). Research findings indicate that when parents are involved in the education of their children, student achievement, attendance, health, and discipline show marked improvement (Boal, 2004).

Crain-Thoreson and Dale (2009) posited that an important academic support parents offer their children with hearing impairments is parent-child reading. The authors further explained that reading provides one excellent context for parents' academic support in children's language learning and communication with their children. Fan and Chen (2001) also indicated that over the past fifteen years, researchers have demonstrated that parent-child reading is associated with many aspects of language growth of typically developing children. Frequency of parent-child reading in the home can enhance preschool- and primary school-age children's language comprehension and expressive language skills and has contributed to the gains in preschoolers' vocabulary, oral language complexity, and narrative skills (Zevenbergen & Whitehurst, 2003). Crain-Thoreson and Dale (2009) and Zevenbergen and Whitehurst conducted longitudinal research on early reading exposure to children and found that early experiences with shared picture book reading improve later language skills. The gap this study will fill is that despite the positive impacts of parent-child

reading, few studies have examined the effects of parents' participation in the education of their children with hearing impairments.

Ezell, Justice, and Parsons (2000) conducted one of the few studies investigating the effectiveness of parent-child reading on preschoolers with communication problems in New Zealand using English Language. Four parents and their children completed a 5-week program that included group parent training and individual training in guided reading. Results indicated that the parent-child reading program positively influenced children's concepts of receptive and expressive alphabetic vocabulary by 65%. This study is encouraging because it demonstrates effective ways for parents to aide language learning of children with special needs.

However, parents of children who are deaf and hard-of-hearing reported difficulties in teaching their children language for at least two reasons. First, because 95% of deaf or deaf and hard-of-hearing children are born to hearing parents (Mitchell, & Karchmer, 2004). The deaf and hard-of-hearing children are often unable to exploit their available language learning capabilities because of a sensory mismatch between their own abilities and home environment (Padden, & Humphries, 2008; Wilcox, & Corwin, 2010). Second, parents of deaf and hard of- hearing children may not feel skilled enough to communicate with the child with hearing loss and feel more comfortable being observers who are not involved in the reading process (Powers, & Sackiewicz, 1998).

Therefore, methods that can be employed to teach language are particularly needed by parents of deaf and hard-of-hearing children. Parent-child reading is an ideal context for practicing language skills. Merely reading aloud to children during parent child reading is likely not the best way to improve children's language skills, especially for deaf and hard-of- hearing children. Previous research has suggested that parents'

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specific techniques in parent-child reading, such as questioning, praising, and extending information given by children, can more directly improve children's language skills (Ninio & Brunner, 2016; Crain-Thoreson, & Dale, 2009; Zevenbergen & Whitehurst, 2003). To maximize the potential of parent-child reading, parents' specific communication techniques and children's active participation should be emphasized.

Past research has also shown the positive impacts of parents' specific assistance and technique when reading with deaf and hard-of-hearing children. Ninio and Brunner (2016) reported that the vocabulary of deaf and hard-of-hearing children improved as parents used picture books with explanation to read to their children. The gain in vocabulary acquisition was stronger when Sign Language of Netherlands (SLN) was used. Paul (2015) also pointed out that it is important to enrich students' prior knowledge of the topics they might read about (for example, provide examples, discuss, and elaborate upon). Students should also be encouraged to use or apply their knowledge during reading activities, and it is beneficial to the students if they can be offered assistance to answer different types of questions.

Several studies (Hargrave, & Se´ne´chal, 2000; Huebner, 2000) have established the positive impact of dialogic reading on language development, especially receptive vocabulary skills, among children without sensory impairments For instance, Lonigan and Whitehurst (2008) found that children in the dialogic reading condition were several months ahead in language skills relative to their chronological age in a study of children from Mexico. Similarly, significant effects of dialogic reading were found in preschool children from low income backgrounds (Lonigan & Whitehurst, 2008) and 2-year-old children from upper and middle SES families (Whitehurst et al., 2008).

Zevenbergen and Whitehurst (2003) reported that preschoolers who received the dialogic reading intervention showed advantages in their later reading comprehension, and these effects lasted to elementary school. Dialogic reading was also effective in enhancing children's oral productive and receptive Korean skills in Korea (De Temple & Snow, 2003). Chow and McBride-Chang (2003) conducted research on the effectiveness of dialogic reading on Chinese language and literacy skills of typically developing kindergarten children in Hong Kong. Though the gain of receptive language skills in the dialogic reading group compared to the comparison groups was found to be less strong than the gains of literacy skills, the improvement of receptive vocabulary skills in the dialogic reading group was greater than that of the control group. Dialogic reading emphasizes active interaction and parents' specific assistance during picture storybook reading, and this matches the needs of deaf and hard-of- hearing children. To investigate whether the dialogic reading intervention could produce the same positive effects on language development for deaf and hard-of-hearing children in Hong Kong, the present study extended the dialogic technique to both kindergarteners and early primary pupils with hearing impairments who use Chinese as their primary communicative language.

2.3 Factors that Account for Effective Parental Involvement

Researchers have indicated that making sacrifices so that children with hearing impairments can attend better schools or limiting children's chores to allow for study time (Mehan, et al. 2006). López (2001) found that other forms of parent involvement exist among ethnic minority parents, such as parental transmission of socio-cultural values: "translating the lessons of working hard in the field into lessons for working

hard in school" to their high-achieving children, and he argues that these forms should be recognized as legitimate parent involvement (p. 433).

In another research on the academic success of students with hearing impairments, there was indications that the parents' socio-economic statuses played a major role in their wards education (Ho Sui-Chu & Wills, 2006). Although countless research has been conducted on socio-economic status, it appeared to be an ongoing dispute about how to measure and define the concept. However, despite such a dispute there seems to be relative agreement on Duncan, Featherman, and Duncan's definition (Siren, 2005). Their definition incorporates the three-way nature of socio-economic status, that is, parental income, parental education, and parental occupation.

Extensive research has been carried out in order to study the relationship between the socio-economic status of the family and their involvement in students' academic achievement. The findings concluded that there is a positive relationship between the socioeconomic status of the family and their involvement in academic achievement of students (Caro, McDonald & Wills, 2009; Thomas & Stockton, 2003). Thus, socio-economic status correlates with parents' involvement in the academic achievements positively. Furthermore, scholars have demonstrated with their research that children who come from a low socio-economic background in their early school years' experience more problems as they grow older. These children tend to drop out of school early and are less likely to seek college education because their parents do not actively involve themselves in their children's education (Caro, McDonald, & Wills, 2009).

Though studies have shown that students from higher income families tend to do better at school, students from all backgrounds do benefit if their parents become involved (Henderson & Map, 2002; Henderson & Birla, 2004). Henderson and Birla

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(2004) concluded from their study, that students from a low socio-economic background, achieved more academically if their parents were involved with their school. From their research, Ho Sui-Chu and Wills (2006) maintained that higher income, and two parent family households, is not more involved with their children's education than lower-income families headed by one parent. However, involvement is more likely to occur in families with a more educationally and financially stable background, unless the schools make a concerted effort to reach parents (Keith & Keith, 2003).

In a study by Keith and Keith (2003), they found that families from all socio-economic levels are involved with their children's education at home. However, families with a higher socio-economic status tended to be more involved at school. Keith and Keith addressed these variations on involvement by parents of different socio-economic status in a case study. They observed that white middle-class families appeared to share social and cultural capital with school staff and were therefore more comfortable in communicating with them. These families also use the same vocabulary as teachers and feel entitled to treat teachers as equals and they have culturally supportive social networks. These factors allow the families of a higher socio-economic status to construct their relationship with the school with more trust and comfort.

Within an educational setting, such as an IEP transition meeting, a parent may not feel comfortable speaking up due to cultural norms (Souto-Manning, & Swick, 2006). For example, a parent may believe it is not his or her place to tell a teacher how to teach, or conversely, a parent knowledgeable in advocacy may come to the meeting with assumptions of inclusion when the school has not yet offered inclusive curriculums. These "social contracts the expectations of rights and obligations" (Goodnow, 2005, p. 270) can dictate a parent's level of participation in a meeting. After

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constructing a meaning for their rights and obligations within the education system, family members use their experiences and the current situation to make decisions about the most appropriate action to take to introduce themselves and their child.

Parents' education experiences can be influenced by the inherent stereotypes that often follow a child's disability label. Educators have a propensity for using deficit-based terminology in IEP meetings (Epstein, Rudolph, & Epstein, 2000). This is often not a conscious degrading of children with disabilities, but it does often take a conscious effort to move beyond limitations and see abilities as the place to start discussions (Grace, Llewellyn, Wedgewood, French, & McConnell, 2008). Teachers may form judgments of parents during these demanding times of change, which could "represent people's best but very incomplete response to stress" (Souto-Manning, & Swick, 2006, p. 187). Previous experience with a child with a similar disability (Campbell, Milbourne, & Silverman, 2001) or parent type, for example, a single mother (Green, Davis, Karshmer, Marsh, & Straight, 2005), can also influence how a teacher's beliefs and initial evaluations of a family are formed.

2.4 Parents Collaboration with School in the Improvement of Academic Performance of Their Children.

Parental collaboration with the school was grouped under two main strands. The first strand is parental communication with school on the academic performance of their children. The second strand is Parental collaboration with school to improve upon the academic performance of their children

2.4.1 Parental Communication with School on the Academic Performance of their Children

Parental involvement in school activities as well as direct communication with teachers and administrators is associated with greater achievement in Mathematics and reading (Griffith, 2006). Higher levels of parental involvement in their children's educational experiences at home (for example, supervision and monitoring, daily conversations about school) have been associated with children's higher achievement scores in reading and writing, as well as higher report card grades (Epstein, 1991; Griffith, 2006; Sui-Chu & Williams, 2006). A report of research findings by Griffith (2006) indicate that home-based involvement dimension was regarded as superior to other dimensions in its relationship to pre-school competencies for children participating in urban head start programs. These findings concur with those of Henderson (2007) and Henderson and Berla (2004), who found that the more extensive the parent involvement, the higher the student achievement.

2.4.2 Parental Collaborate with School to Improve Upon the Academic Performance of their Children

Together, the IDEA (2004), and NCLB set expectations for parent–professional partnerships that are unprecedented for the public school system. Parents were given important roles in identifying and evaluating their children with disabilities, and in the development, implementation, and revision of their educational programs. IDEA 2004 encouraged parents to become more involved in their children's education, and additionally, to work in other ways as partners with educators and policymakers (Souto-Manning, & Swick, 2006). Parents are encouraged to be involved in policy making at

the state and local levels as members of advisory panels and in developing school improvement plans.

Inviting parents, members of the family, and service organizations to identify academic goals and standards and quantify measures of progress sends the message that what students with disability learn and how well they learn it isn't an issue just for teachers and administrators but is a real priority for the community as well (Souto-Manning, & Swick, 2006). Trotman (2001) states that whether it is a routine task or a task that seems to be insurmountable, collaboration among parents, teachers, and other school personnel promises positive outcomes. In addition, where there is empowerment, there is positive student and parent response as well as improvement in motivation and self-confidence. Fullan (2007) recognizes the value of these efforts and notes "nothing motivates a child more than when learning is valued by schools and families/community working together in partnership. He explained that these forms of parental involvements do not happen by accident, but they happen by explicit strategic intervention." (pp. 42-43). Researchers have examined the effects of parents' involvement in their wards education and its impact on academic achievement, particularly with regard to the effects of parental perception, aspiration, and expectation on children's academic achievement (Goldenberg, Gallimore, Reese & Garnier, 2001).

Ethnographers have been concerned with children who against the odds, manage to break the intergenerational cycle of poverty. Their evidence indicates that success in school among poor children of all family types is related to deliberate efforts on the part of parents to inculcate discipline and good study habits in their children (Souto-Manning, & Swick, 2006). For example, Peng and Wright (2004) found that regardless of other variables, parents' high expectations were a powerful predictor of student achievement. For immigrant children and their parents, education is functional

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and is often seen as an avenue to middle-class occupational status and upward socioeconomic mobility. The responses to a questionnaire by students of Chinese parents about their expectations of their children's future were centered on going to the university and becoming contributing members of the society. To many Chinese parents, these two things are interrelated because Chinese culture values education for the well-being of the society, as well as for personal advancement (Chen, 2009).

Other research has shown that parental beliefs and expectations about their children's learning are strongly related to children's beliefs about their own competencies, as well as their achievements (Galper, Wigfield, & Seefeldt, 2007). It is generally believed that without parental involvement in their children's education, it is hard for teachers to devise academic experiences to help students learn meaningful content. Research has shown that an increase in parental involvement correlates with an increase in student achievement (Ballen & Moles, 2004; Benjet, 2005; Center on families, communities, schools, & children's learning, 1995a; Epstein, 1991). Trotman (2001) asserts that not only do children perform better academically and behaviorally when parents are involved, but teachers' behaviors have been affected as well. Bever (2004) found that when parents become involved, teachers normally exhibit positive attitude changes as well as improved their personal work habits.

Researches indicate that, making sacrifices so that children can attend better schools or limiting children's chores to allow for study time (Mehan, et al. 2006). López (2001) found out that other forms of parent involvement exist among ethnic minority parents, such as parental transmission of socio-cultural values: "translating the lessons of working hard in the field into lessons for working hard in school" to their high-achieving children, and he argues that these forms should be recognized as legitimate parent involvement (p. 433). Similarly, Delgado-Gaitan (2014) revealed that cultural

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narratives are a form of involvement among some ethnicities, yet are not recognized by Euro-centric models of involvement. These authors argue for an expanded conception of parent involvement that gives value to the actions of minority parents. Overall, these studies expand the dimensions of parent involvement, but they lack a coherent framework for analyzing the quality and quantity of involvement among urban parents. Questions arise from these studies as to how schools can increase the participation of traditionally underrepresented parents in activities valued by the school while at the same time valuing the less overt efforts made by parents to foster positive educational outcomes for their children.

A parent-school partnership represents the most promising context for developing an empowering relationship in which strengths and concerns are identified, needed information is exchanged, strategies that work for parents are developed, and other choices parents wish to make are ascertained (Moeller, & Condon, 2004). According to Catsambis (2001), research in general education has documented a strong link between a child's success in school and parent involvement in school-sponsored activities such as participating in a general school wide meeting (e.g., a Parent Teacher Association/Parent Teacher Organization meeting), attending a school/class event (e.g., a musical performance), and volunteering at school (e.g., serving on a committee).

The importance of these benefits is emphasized at all ages, including the adolescent years (Catsambis, 2001). Benefits of strong parent involvement include more favorable social/emotional outcomes for students, as more involve parents are associated with less disruptive student behavior in school (Gutman, & Midgley, 2000; Sanders, & Herting, 2000), higher school engagement (Simons-Morton, & Chen, 2009), greater student motivation, and academic achievement (Andrews, & Duncan, 2007; Aunola, Stattin, & Nurmi, 2000; Barber, & Olsen, 2003). Many school related benefits

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exist: Higher levels of parent involvement is a significant indicator of higher grades (Sirin, & Rogers-Sirin, 2004), better attendance (Haynes, Comer, & Hamilton-Lee, 2009), higher graduation rates (Fan, & Chen, 2001; Gutman, & Midgley, 2000; Sanders & Herting, 2000), and higher overall academic achievement (Hill, & Craft, 2003).

Research in general education has also documented that parent involvement in school sponsored activities is associated with certain student and family demographic factors. Specifically, parents are more involved during elementary school compared with their children's middle school years (Hoover-Dempsey, & Sandler, 1997), the level of school involvement decreasing as student age (Downs, 2001). Furthermore, differences in level of parent involvement are associated with ethnicity. The U.S. Department of Education (2003) found African American and Hispanic parents less likely than Caucasian parents to attend general school meetings and events.

Fan and Chen (2001) noted that ethnicity had a negligible effect on the relationship between parental involvement and academic achievement in a meta-analysis of the effects of parent involvement across grade levels. Typically, higher socioeconomic status (SES) is correlated with higher levels of parent involvement (Berends, 1995; Brody, & Flor, 2008; Fan, & Chen, 2001). An early National Education Longitudinal Study found parents to be more involved with schools on behalf of their sons than their daughters (Carter, & Wojtkiewicz, 2000), but other studies have not found significant differences in parent participation rates in terms of Student gender.

As important as parent involvement is to the education of students without disabilities, it can be argued that it is even more important for students with disabilities. Parent involvement is embedded in federal law and policy, and it is a cornerstone of best practice. The term *parent involvement* appears 1,299 times in the Individuals with Disabilities Education Act of 2004, with Indicator 8 requiring states to report the

percentage of parents who felt that schools facilitated parent involvement (Michigan Department of Education, 2010). It worthy to note that many parents in the United States felt that schools did not adequately initiate outreach activities to increase parent involvement in their children's education (Elbaum, 2009).

Given the importance assigned to parent involvement by special education policy and practice, there is a surprisingly small body of research on parent involvement in special education, especially compared with research on parent involvement in general education. The existing research indicates that approximately 90% of parents of students with disabilities are involved in the Individualized Education Program process across the elementary, middle, and high school years (Newman, 2005), a form of parent involvement that is unique to special education. Parents of students with disabilities participate at levels comparable with those of parents of students without disabilities in school wide meetings (77% vs. 70%), class events (62% vs. 59%), and volunteer opportunities (24% vs. 26%) (Newman, 2005).

Family involvement benefits students with disabilities. Parent involvement in school-sponsored activities at the preschool level has been shown to be related to better early reading skills (Calderon, 2000) and later academic achievement (Miedel, & Reynolds, 2009) for students with disabilities. However, the benefits of greater involvement by parents of students with disabilities during elementary and middle school grades have been mixed. For example, Blackorby (2007) found that greater levels of parent involvement in school activities was associated with higher reading performance and grades, greater participation by students in school groups, and fewer disciplinary actions. However, most of these findings did not retain significance when all variables were considered in their models. Zhang, Hsu, Kwok, Benz, and Bowman-Perrott (2011) found no significant relationships between greater levels of parent

involvement in school activities and student academic achievement. For middle and high school students with disabilities, greater levels of parent involvement in school-sponsored activities have been shown to be related to better performance in reading, better grades, and greater levels of student involvement in school activities and groups (Newman, 2005).

Although the research is limited, evidence suggests that rates of involvement in school-sponsored activities by parents of students with disabilities vary based on student and family characteristics that parallel research findings for parents of students without disabilities. Findings from a nationwide study of middle and high school students with disabilities indicate that parents with higher (vs. lower) household incomes, parents with higher (vs. lower) levels of education, and parents from two-parent (vs. single parent) families were more involved in school-sponsored activities (Newman, 2005; Zhang, 2011). In the same study, parents of older students (vs. younger students) and parents of African American students (vs. Caucasian students) were less involved in school activities. In a departure from the findings on parents of students without disabilities, parents of females with disabilities were more involved in school activities than parents of male students.

If parent involvement in school is associated with better student outcomes, a key question is whether schools can engage in outreach activities that encourage and promote greater levels of parent participation. National organizations such as the National Parent-Teacher Association (PTA Family-School Partnerships, 2009), the National Middle School Association (Pate, & Andrews, 2006), and the Partnerships for Families Initiative (Center for the Study of Social Policy, 2010) have provided guidelines, recommendations, and materials to help schools promote greater levels of parent/family involvement in school activities. Recommendations include (a) providing

parents with information regarding their child's development at each stage (Mo & Singh, 2008); (b) offering parenting workshops, trainings, and family support programs (Flynn, & Nolan, 2008); and (c) developing newsletters and other materials in parents' native languages and making materials concise and easy to understand (Elish-Piper, 2008). The remaining are, (d) informing parents of school activities, projects, and co-curricular activities (Mo & Singh, 2008); and (e) encouraging parents to become part of decision-making committees (Flynn, & Nolan, 2008).

Although little specific information exists on the efficacy of these outreach efforts to increase parent involvement, Green, Walker, Hoover Dempsey, & Sandler (2007) found that parent involvement in school activities was associated with parent perceptions that the school encouraged greater parent involvement. The Individuals with Disabilities Education Act (IDEA) mandates that parents/ primary caregivers are invited to the Individualized Education Plan (IEP) meetings for their child, but beyond that, parental involvement is defined by informal interactions between school and family (Petr, 2003). IEPs are the formal documented source of communication between parents and teachers. During IEP conferences, children's scholastic information should be shared with the parents in attendance, but those parents should also have the opportunity to share information about their child at home and in other community settings (Adelsward, & Nilholm, 1998). Although all IEP team members should feel welcome to participate in the decision-making process, often other factors (i.e., the culture of the school, values of team members) dictate who shares what information, when they share, and their level of influence on the final IEP document (Dabkowski, 2004).

Trivette and Dunst (2005) define parent-based practices for early interventionists and early childhood special educators as those practices that "provide or mediate the provision of resources and supports necessary for parents to have the time, energy, knowledge, and skills to provide their children with learning opportunities and experiences that promote child competence and development" (p. 107). Parent centered practices such as those discussed by Trivette and Dunst, Wilson, and Dunst (2005) have become the paradigm most utilized in guidelines for early childhood programs and services, although full application of these practices has not necessarily caught up with the evidence-based research (Blue-Banning, Summers, Frankland, Nelson, & Beegle, 2004; Campbell, & Halbert, 2002). The paradigm shifts from child-centered to parent-centered and from deficit-based to strengths-based viewpoints in special education (Petr, 2003) attempt to create a more positive and active experience for families who have a child with a disability.

During transition meetings, IEP goals are established based on the child's current level of progress. If the child is coming from another program or school, paperwork in the form of assessments and/or observations typically will follow him or her in order to give the new IEP team a starting point for supporting the child (Kansas State Department of Education Student Support Services, 2011). Trivette and Dunst (2005) describe the importance for professionals to supply the family with all relevant information. This practice could be transposed in order for the families to become more empowered in their children's education as well as to introduce their children focused from the family's (rather than a practitioner's) perspective.

Transition portfolios have previously been used to transfer information from one set of teachers to the next (Demchak, & Greenfield, 2000). Although some portfolio processes have involved and supported parent input, most of the data in these portfolios

have typically been classroom-based accounts of the child's progress (Hanson, & Gilkerson, 2009). Teachers compile student work samples into a portfolio to share with others, including parents and future teachers (Demchak, & Greenfield, 2000). Often these portfolios have been utilized as informal assessment tools or a compilation of multiple assessment tools to document a child's academic progress (Jarrett, Browne, & Wallin, 2006). Morrison (2009) drew on a collection of work samples and pictures in a preschool classroom as a tool to introduce other students to a child with a disability. Mick (2006) used portfolios with pre-service teachers to help them identify and connect with students with disabilities and to begin to understand the impact of disabilities on a family. Campbell, Milbourne, and Silverman (2001) attempted to alter the perspectives of childcare providers by having them create portfolios for children with disabilities already enrolled in their classes. No matter the media or facilitator, portfolios can be employed to assemble and share information in a more creative process than what is typically found in school assessment data.

Dodd and Lily (2007) described college students in an education class that developed a "family portfolio" as a "collection of information and artifacts unique to the family" (p. 58). The goal set for this educational tool was to document the interests of a child and the needs described by a parent. Further, the students were encouraged to create meaningful home learning activities based on the information they discovered about the child and family.

Jarrett, Browne, and Wallin (2006) discussed the benefits of documenting a child's progress based on his or her Individual Family Service Plan (IFSP) goals. Jarrett and colleagues suggested that the portfolio assessment process be introduced to parents at the IFSP or early intervention meeting as a way to document the child's progress and to invite parental participation in documentation of the IFSP goals at home. Similar to

this suggestion, family-created portfolios could be used in collaboration with other assessment portfolios in educational settings while also encouraging the family to have a substantial role in the IEP meeting. By completing the portfolio prior to the meeting, the parents, or other family members are encouraged to share their viewpoints at the meeting and to provide family-centered information with the other team members.

2.5 Influence of Parental Participation in the Academic Performance of their Children

Implications of parental participation in the education of their children were discussed under two main sub-topics. They are: benefits of parent involvement and barriers to parent involvement and barriers to parent involvement

2.5.1 Benefits of Parental Involvement

Decades of research pointed out to the numerous benefits of parental involvement in education for not only students but also for the parents involved, the school, and the wider community (Barnard, 2004; Epstein, 2001; Fan, & Chen, 2001; Henderson, & Mapp, 2002; Jeynes, 2003, 2007; Lee, & Bowen, 2006). Despite the challenges in establishing a causal link between parent involvement and student achievement, studies utilizing large databases on parental participation have shown positive and significant effects of parent involvement on both academic and behavioral outcomes (Fan, & Chen, 2001; Jeynes, 2003, 2007). For example, research has found that parent involvement is related to a host of student achievement indicators, including better grades, attendance, attitudes, expectations, homework completion, and state test results (Astone, & McLanahan, 2011; Cancio, West, & Young, 2004; Dearing, McCartney, Weiss, Kreider, & Simpkins, 2004; Gutman & Midgley, 2000; Izzo,

Weissberg, Kasprow, & Fendrich, 2009; Senechal & LeFevre, 2002; Sheldon, 2003). Additional academic outcomes such as lower dropout rates (Rumberger, 2005), fewer retentions, and fewer special education placements (Miedel, & Reynolds, 2009) have been found as well. In addition to academic outcomes, parent involvement also appears to have positive effects on students' behavior. Brody, Flor, and Gibson (2009) found that parenting practices contributed to an increase in students' ability to self-regulate behavior. Higher levels of social skills and improved overall behavior were also documented.

In a study of American Indian students, researchers found that a parent intervention approach reduced students' disruptive behavior in the classroom; students were less aggressive and withdrawn after parent participation in the program (Kratochwill, McDonald, Levin, Bear-Tibbetts, & Demaray, 2004). Other studies have documented the ways in which parent involvement supports children's social competencies in school (McWayne, Hampton, Fantuzzo, Cohen, & Sekino, 2004). Some researchers have found that only specific types of parent involvement appear to correlate with student achievement. These studies concluded that involvement at home, especially parents discussing school activities and helping children plan their programs, appeared to have the strongest impact on academic achievement (Ingram, Wolfe, & Lieberman, 2007; Sui-Chu, & Willms, 2006; Van Voorhees, 2003). Other researchers found involvement at the school site made the key difference (Hoover-Dempsey, Bassler, & Brissie, 2007; Lee, & Bowen, 2006).

A dominant theme in the parent involvement literature is the lack of common understanding between school staff and parents about what constitutes parent involvement; parents consistently report higher levels of involvement compared to teachers' reports (Barnard, 2004). In one study, parents described involvement as

keeping their children safe and getting them to school punctually, while teachers expected parents' presence at the school. While both teachers and parents felt that involvement was important, the lack of consensus around what constitutes parent involvement has caused teachers to blame families and parents to feel unappreciated (Lawson, 2003). On the other hand, DePlanty, Coulter-Kern, and Duchane (2007) found in their survey that parents did know the activities expected of them, such as attending school events, but they might not know the benefits of such involvement.

2.5.2 Barriers to Parent Involvement

Research has shown that family demographics are a significant factor in the level and type of involvement in their child's education. White middle-class parents are traditionally the most visibly active in public schools (Lee, & Bowen, 2006; Manz, Fantuzzo, & Power, 2004; Waanders, Mendez, & Downer, 2007). Mathews (2009) suggests that "the importance of parental involvement, at least in the most disadvantaged neighborhoods, has been exaggerated, probably because middle-class commentators have been imposing their suburban experiences on very different situations" (p 4). Federal policy through Title I of the Elementary and Secondary Education Act of 1965 has long mandated parent involvement in disadvantaged communities through parent advisory councils, but barriers continue to exist, particularly for urban, low-income, immigrant, minority, and working-class parents.

Language barriers, work schedules, and a sense of disenfranchisement have generally resulted in lower levels of (at least visible) parent involvement by working-class parents, in particular, those from ethnic and racial minorities. While a growing body of research continues to advocate for parent involvement in urban schools as a key to increasing student performance, parent involvement remains elusive (Delgado-

Gaitan, 2014; Desimone, 2009). Some have called for research that takes into account the particular experiences of urban minority parents when evaluating their involvement in public schools. Auerbach (2007), for instance, asserts that parental involvement is socially constructed and politically contested through the lenses of race, class, culture, and gender. According to Smith, Wohlstetter, Kuzin, and De Pedro (2011), citing Auerbach (2007), parental involvement for minority parents in America ranges from "moral supporters" to "ambivalent companions" to "struggling advocates." Moral supporters encourage their children without making appearances at the school (Smith, et al., 2011, p. 73, 74), whiles struggling advocates work hard to fulfill their role according to the traditional expectations. However, they usually face a number of barriers when they try to be present at their children's schools.

In the middle of the continuum are parents who strive to help their children to do well in school, but do not make efforts to advocate on their behalf. These kinds of parents are referred to as ambivalent companions by Auerbach (2007). It is important to note that, parents with low incomes may often be consumed by the challenges of trying to make a living. However, if their children become successful at school, gratified families will support the schools in any way they can. Good schooling comes before parental support, not the other way around (Mathews, 2009).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology for the study. The areas covered are: the research design, population, sample size, sampling technique, instrumentation, validity, reliability, procedure for data collection and data analysis.

3.1 Research Design

The design adopted for this study was a case study. Avoke (2005) citing Robson (2002) asserted that a case study is a strategy for doing research, which involves an investigation into a particular cotemporary phenomenon. The authors further stated that a phenomenon is a process of events, persons, or things of interest to the researcher.

3.2 Population

The targeted population for the study was 541. This was made up of 384 Junior High School (JHS) and primary children, 100 parents who attended Parent Teacher Association (PTA) meetings and 57 teachers of Mampong Demonstration School for the Deaf. The children were made up of 198 males and 186 females. The parents were made 70 females and 30 males. The teachers comprised of 30 females and 27 males.

3.3 Sample Size

The sample size for the study was 25 teachers, 25 parents who attend PTA meeting, and 25 children with hearing impairments. The teachers were made up of 12 males and 13 females. The children were made up of 14 males and 11 females. The parents were made up of 15 females and 10 males. The hearing level of the children

ranged from severe to profound hearing loss. The communication mode of the children was Sign Language. The teachers were chosen because they have taught in Mampong School for the Deaf for more than 5 years and have been in contact with parents during their stay in the school for the Deaf. The children were chosen because they live with their parents during vacations and could give account of how their parents have been participating in their education.

3.4 Sampling Technique

Purposive sampling technique was employed to select teachers, parents and children for the study because the researcher participants who could give relevant information about parental involvement in the education of their children with hearing impairments and how that involvement could impact the children's education. The school had 56 teachers with field specialization in Education of the Hearing Impaired, Education of the Visually Impaired and Regular Teachers in Basic Education. There were 58 non-teaching staff made up of accounting officers, drivers, housemothers, and cooks. The researcher selected 25 teachers purposively made of 13 males and 12 females out of 56 teachers across all the Departments in the school namely Kindergarten, Primary, Junior High School, Vocation, and Deafblind.

Out of the 25 teachers selected 10 teachers specialized in Education of the Hearing Impaired, 3 in Education of individuals with Intellectual Disability, 6 in Education of the Visually Impaired and 4 Regular Teachers in Basic Education. They were selected because they were familiar with the parents of the children with hearing impairments in the school and could give useful information on how they supported and cared for their wards' schooling. Six of the sampled teachers held Diploma in Basic Education, 14 held first Degree in Special Education and 5 held Post Graduate Degree

in Special Education. All the selected teachers taught in Mampong Demonstration School for the Deaf for at least 5 years and over. These selected teachers were qualified professionals that could give fair judgment to the questions put to them about the parents of their school. Twenty-five children were selected for the study from the Junior High School. The boys were 12 and the girls 13. The children's ranges from 13-19 years with an average age of 15 years. The children with hearing impairments were selected because they were of age and lived with their parents at home and could therefore describe how their parents involve themselves in their education.

3.5 Instrumentation

Data was collected using a five-point Likert scale questionnaire items. The scales were rated (5 = strongly agree (SA), 4 = agree (A), 3 = neutral (N), 2 = disagree (D), 1 = strongly disagree (SD). The questionnaires were administered to elicit information from teachers and children with hearing impairments because they could read and write and understand the statements in the questionnaires. Items in the questionnaire were grouped under two sections. Section A contained the demographics of respondents. Section B was also grouped into three subsections. The three subsections were (1) Factors that account for parental involvement in the education of their children with hearing impairments; (2) How parents collaborate with the school to improve the academic achievements of their children with hearing impairment; and (3) Implications of parental participation in educating their children with hearing impairments on their academic performance. Subsection one had 14 question items. Subsections two, three, and four had 3, 4, and 8 question items respectively. Robson (2003) maintained that structured questionnaires are those which require specific responses and therefore guides are given for the responses. It may be a multiple-choice

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option from which the respondent selects the answer closest to their own opinion. However, this study did not employ the multiple-choice approach, but the study employed the Likert scale.

3.6 Validity and Reliability of the instrument

Validity refers to the extent to which the research instrument serves the use for which it is intended (Seidu, 2006). The research instrument was face, content, and construct validated. For the instrument to have face validity, the researcher gave the instrument to his colleagues to proof-read and offer the necessary suggestions which ensured that the instrument measure what it was meant to measure. For content validity in the instrument, the researcher gave the prepared questionnaires to the supervisor to determine the suitability of the items before pre-testing. All the necessary corrections in the items were made and declared valid by the supervisor. Construct validity was also ensured by critically developing it within established theoretical framework.

Reliability of an instrument is the consistency of the instrument in producing the same or similar results given the same condition on different occasions (Seidu, 2007). To ensure reliability of the research instruments, they were pre-tested on 10 teachers. In the following week, the test-retest technique was used to determine the reliability of the instrument. The same 10 teachers were asked to answer the same questions. The two results were subjected to Cronbach's Alpha reliability analysis using Statistical Package for Social Sciences (SPSS) version 21.0. The first test yielded a reliability coefficient (r) of 0.818 while the second test also resulted in r = 0.878. This result implies that the instrument was reliable; hence it was used for the actual study.

3.7 Procedure for Data Collection

Prior to the administration of the questionnaire, the researcher sought permission from the headmistress of Mampong Demonstration School for the Deaf. The permission was sought using an introductory letter from the Department of Special Education, UEW. Parents who attended PTA meetings and could read and write were selected to be included in the study. The questionnaires were given in sealed envelopes to a teacher at Mampong Demonstration School for the Deaf who was familiar with both the teachers, parents and children with hearing impairments to be administered to avoid biases that may come from the researcher. The researcher used a day to train the teacher on how to administer the questionnaire. In order to yield better results from the participants, the researcher went through the each of the sub-scales of the questionnaire with the teacher. The researcher gave opportunity to the teacher to seek for clarification where he did not understand. The trained teacher administered the questionnaires to participants in the presence of the researcher and was completed in a day.

3.8 Data Analysis

Analysis of data was done quantitatively by categorizing responses in relation to the research questions raised. Data from the questionnaire were analyzed using descriptive statistics. Tables, simple percentages and frequency counts were used in the analysis. "Strongly agree" and "Agree" were combined to form "Agree" whilst "Strongly disagree" and "Disagree" were also combined to form "Disagree".

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter presents the analysis and discussion of the data gathered. To analyze the data collected, the completed questionnaires were given serial numbers according to the participants' gender and tallies were done to identify the respondent's responses to each of the question items. Responses were coded and analyzed using tables, and descriptive statistics such as percentages and frequency counts.

4.1 Research Question 1: To what extent do parents involve themselves in the education of their children with hearing impairments in school?

To answer this research question, students were given questionnaire to respond to. Table 1 shows the frequencies and percentages of responses of children with hearing impairments.
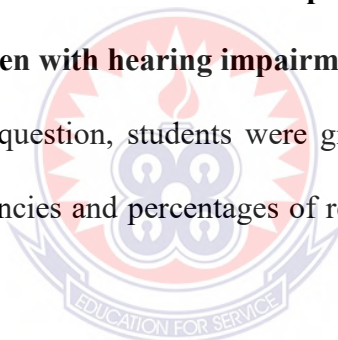
Table 1: Children's responses on extent of Parental Involvement in their

      Education

Items	Response					
	A	(%)	N	(%)	D	(%)
1. My parents provide my basic needs. E.g. Clothes, beddings, school uniform, foot wares, gari, shito, provisions etc.	24	96	0	0	1	4
2. My parents provide and do maintenance on hearing aids.	3	12	0	0	22	88
3. My parents provide my teaching and learning materials (exercise books, textbooks, pens and pencils etc).	25	100	0	0	0	0
4. My parents pay my Parent Teacher Association (PTA) special levy and dues.	24	96	0	0	1	4
5. My parents provide input into my individualized education plan.	2	8	0	0	23	92
6. My parents provide additional educational services for me at home during vacation.	1	4	0	0	24	96
7. My parents volunteer in classroom teaching	1	4	0	0	24	96
8. My parents attend my classroom functions. E.g. drama, performing art etc.	0	0	0	0	25	100
9. My parents observe me in the classroom	3	12	0	0	22	88
10. My parents ask questions about the curriculum	9	36	1	4	15	60
11. My parents engage in spontaneous contact with the teacher	7	28	1	4	17	68
12. My parents know my classmates	4	16	2	8	19	76
13. My parents always read to me at home.	11	44	7	28	7	28
14. The work my parents do affect my education positively	21	84	4	16	0	0
15. The work my parents do not affect my learning	6	24	6	24	13	52

Key = *A - Agree   N - Neutral   D - Disagree*

From the Table 1, the first item under the theme sought the responses from the students whether parents provide their basic needs. E.g. Clothes, beddings, school uniforms, foot wares, gari, shito, provisions etc. The responses as indicated in the table shows that 24(96%) of the students said they agree to the statement. However, 1(4%) disagree to the statement. The second item under the theme sought to examine whether parents provide and do maintenance on hearing aids for their children. It emerged from the response of the students that 3(12%) indicated they agree with the statement while 22(88%) said they disagree. The third item under this theme sought the views of students whether their parents provide their teaching and learning materials (exercise books, textbooks, pens and pencils etc). The responses of the students show that all the 25(100%) participants agreed to the statement.

The fourth item under the theme inquired whether parents pay their children's Parent Teacher Association (PTA) special levy and dues. 24(96%) of the students indicated that they agree to the statement while 1(4%) disagree to the statement. The responses from the students on the fifth item as to whether parents provide input into their children's individualized education plan shows that 2(8%) of the respondents indicated that they agreed to the statement while 23(92%) disagreed to that their parents provided inputs to their IEPs. The sixth item under this theme sought the views of students whether parents request for additional educational services for them at home during vacation. The responses of the students showed that 1(4%) agree that parents request additional educational services for them at home during vacation while 24(96%) indicated that they disagreed to the statement. The seventh item under this theme sought to examine whether parents volunteer in classroom. It emerged from the responses of the students that 1(4%) agree to the statement while 24(96%) indicated through their responses that they disagree.

The eighth item under the theme sought the response from students on whether parents visit their classroom functions. E.g. Plays, story - telling etc. The response as indicated in Table 1 shows that all, that is 25(100%) of the students disagreed with the statement. The result from the ninth item under this theme which sought to find out from the students whether parents observe children in classroom shows that 3(12%) of the students agreed while 22(88%) disagreed to the statement. The tenth item under this theme sought the views of the students on whether parents ask questions about the curriculum. The responses of the students showed that a total of 9(36%) said parent ask questions about the curriculum while 15(60%) said the opposite. However, 1(4%) is neutral to the statement. On whether parents engage in spontaneous contact with the teachers as elicited in the eleventh item, it emerged that 7(28%) cumulatively indicated that they agreed whereas 17(68%) cumulatively also indicated that they disagreed. However, 1(4%) of the students is neutral to the statement.

The twelfth item under this theme was a statement that 'My parents know my classmates'. The responses of the students as illustrated in Table 1 indicated that 4(16%) said they agree while 2(8%) indicated they were neutral. However, 9(76%) said they disagree. The thirteenth item, which sought to find out whether parents facilitate or enhance children's learning opportunities. E.g. Reading, solving mathematical problems etc shows that a total of 11(44%) indicated that parents facilitate or enhance their learning opportunities while 7(28%) disagreed to the statement. Significantly, 7(28%) of the students were neutral to the statement. The result from the fourteenth item under this theme, which also sought to find out from the students whether the work of their parents do affect their education positively shows that 21(84%) cumulatively agreed to the statement and 4(16%) indicated neutral to the statement. The final item under the theme sought to find the views of the students on whether the works of their

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parents do affect their education negatively. It emerged that 6(24%) cumulatively indicated that they agreed that the work of their parents do affect their education negatively. On the contrary, a total of 13(52%) indicated that they disagreed that the work of their parents affects their education negatively. Significantly, 6(24%) of the students were neutral on the statement.

Findings of this study is support by Bodner-Johnson (2006), Calderon and Greenberg (1993), Calderon, Greenburg, and Kusche (2011), Moeller (2000), amd Zevenbergen and Whitehurst (2003) who found that children with hearing impairments perform well when parents provide academic support in their education. Engestrom (2008) Social-Cultural Activity Theory (SCAT) also support the study. Engestrom indicated that to get a desire outcome in children with hearing impairments' education, parents have a shared to responsibility to play.

4.2 Research Question 2: What Factors Account for Effective Parental Involvement in the Education of their Children with Hearing Impairments in the School?

Research question 2 sought to explore the factors that account for effective parental involvement in the education of children with hearing impairments. Four questionnaire items were used for the research question raised. The responses of the teachers with respect to the various items under this theme are illustrated in the Table 2.

Table 2: Teachers responses on factors account for effective parental involvement in the education of their children with hearing impairments.

Items	Response					
	A	**(%)**	**N**	**(%)**	**D**	**(%)**
1. Parents ability to communicate with their children with hearing impairments determines their involvement in their children education	8	32	2	8	15	60
2. Parents educational level determines their involvement in the education of their children with hearing impairments	19	76	2	8	4	16
3. Parental involvement in the education of children with hearing impairments is contingent on parents' socio-economic status	16	64	7	28	2	8
4. Parents gender plays a role in their involvement in the education of their children with hearing impairments	16	64	5	20	4	16

A = Agree   N = Neutral   D = Disagree

From Table 2, the first question item under the theme sought the responses from the teachers on whether parents' ability to communicate with their children with hearing impairments determines their involvement in their children's education. The responses as indicated in the table shows that 8(32%) of the teachers said they agreed to the statement. However, 15(60%) of the teachers said they disagreed with the statement. Also, 2(8%) of the teachers were neutral.

The second question item in Table 2 sought to examine whether parents educational level determines their involvement in the education of their children with hearing impairments. It emerged from the responses of the teachers that 19(76%) agreed with the statement while 2(8%) said they are neutral about the statement. However, 4(16%) indicated through their responses to the statement that they disagree.

The third item under this theme as indicated in Table 2 sought the views of the teachers whether parents' socio - economic background affect their involvement in their children with hearing impairments education. The responses of the teachers showed that a total of 16(64%) agree that parents socio-economic background is a major factor that account for their involvement in their children with hearing impairment's education. However, 2(8%) of the teachers disagree with the statement while 7(28%) were neutral.

The final item in Table 2 inquired whether parental involvement in the education of children with hearing impairments was contingent on the gender of parents. Sixteen of the teachers representing 64% of the teachers indicated that they agreed to the statement while 4(16%) disagreed with the statement. However, 5(20%) of the teachers were neutral as to whether parents gender play a role in their involvement in their wards education.

Findings of this study is supported by Ho Sui-Chu and Wills (2006) who found that parents socio-economic background play a major role in supporting their children with hearing impairments education. Caro et al. (2009) and Thomas and Stockton (2003) also indicated that other factors such as parents' ability to communicate with their children, parents' education background, and gender serve as a factor in their children's involvement. Souto-Manning and Swick (20060 added that parents with low academic background who even get involve in their children with hearing impairments may not feel comfortable to contribute in an IEP meeting. Engestrom (2008) suggested that for children with hearing impairments to have successful Education, there should be cooperative working which involves modes of interaction where parents, teachers and children with disabilities and focus on a shared problem and contribute their knowledge to find mutually acceptable ways of understanding and solving it.

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4.3 Research Question 3: In What Ways do Parents Collaborate with the School to Enhance the Academic Performance of their Children with Hearing Impairments?

This research question was deemed necessary for the study because, the collaboration between the parent and the school on the education of their children with hearing impairments will have an impact on the education of their hearing-impaired children. The results are presented in Table 3.

Table 3. Teachers responses to Parental Collaboration with the School on the Academic Performance of Their Children

STATEMENT	SA	N	D
1. Parents uses teacher established system for keeping in contact with parent e.g. phone calls, e-mail, letters etc.	20(82%)	4(16%)	1(4%)
2. Parents honour teachers/school invitations to discuss issues affecting their children	22(88%)	2(8%)	1(4%)
3. Parents engage in spontaneous contact with the teacher	8(32%)	8(32%)	9(46%)
4. Parents help out with school fundraisers	15(60%)	6(24%)	4(16%)
5. Parents attend PTA meetings, open days, Prize and speech giving days etc	21(84%)	4(16%)	0(0%)
6. Parents fund and attend educational trips with school	6(24%)	3(12%)	16(64%)
7. Parents monitor school projects, teachers/pupil activities.	10(40%)	6(24%)	9(36%)

A = Agree   N = Neutral   D = Disagree

The first item in Table 3 sought the views of the teachers on whether parents use teachers established system for keeping in contact with teachers. For example, phone calls, e-mail, letters, etc. From the table, it emerged that 20(80%) cumulatively indicated they agreed while 1(4%) disagree to the statement. However, 4(16%) of the teachers were neutral to the statement. The response indicated that parents use teachers established system for keeping in contact with teachers.

The second question item in Table 3 sought to examine whether parents honour teachers' invitations to discuss issues affecting their children. From Table 3, it emerged from the responses of the teachers that 22(88%) indicated that they agreed with the statement while 2(8%) said they are neutral about the statement. However, 1(4%) disagree to the statement. This indicates that parents corporate with teachers whenever they were invited to discuss issues affecting their children.

The third question item in Table 3 inquired whether parents engage in spontaneous contact with the teachers. Fifteen (60%) of the teachers indicated they agreed with the statement while 9(36%) disagreed to the statement. However, 8(32%) of the teachers were neutral as to whether parents engage in spontaneous contact with the teachers.

From Table 3, the forth item under the theme sought response from the teachers on whether parents help out with school fundraisers. From the Table 3, 15(60%) of the teachers said they agreed to the statement. However, 4(16%) of the teachers indicated they disagree with the statement. 6(24%) of the teachers were neutral as to whether parents help out with school fundraisers. The responses of the respondents gave a positive signal that parents help out with school fundraisers.

The fifth question item sought to examine whether parents attend PTA meetings, open days, prize and speech giving days. From Table 3, it emerged that 21(84%) indicated they agreed with the statement while 4(16%) indicated through their responses to the statement that they were neutral. The responses of the respondents here again gave a positive that signal parents attend PTA meetings, open days, prize and speech giving days, etc.

The sixth question item in Table 3 sought the views of teachers whether parents fund and attend educational trips with school. From the table, the responses of the teachers show that a total of 6(24%) agreed to the statement. However, a cumulative figure of 16(64%) of the teachers disagreed with the statement. Significantly, 3(12%) of the teachers indicated they were neutral to the statement that parents fund and attend educational trips with school. The indication of the respondents shows that parents do not fund and attend educational trips with school.

The last item under the theme inquired whether parents monitor school projects, teachers/children activities. Ten (40%) of the teachers indicated that they agreed to the statement while 9 (36%) disagreed to the statement. However, 6 (24%) of the teachers were neutral as to whether parents monitor school projects, teachers/children activities. The indication of the respondents did not show any clear parental involvement in the monitoring of school projects, teachers and children activities.

Parental collaboration with teachers and administrators is associated with greater achievement in Mathematics and reading (Griffith, 2006; Reynold, 2002; Sui-Chu & Williams, 2006; Fantuzzo, Mcwayne, Perry, & Childs, 2004). Three items were used in the questionnaire under this theme. A parent-school partnership represents the most promising context for developing an empowering relationship in which strengths and concerns were identified, needed information is exchanged, strategies that work for

parents are developed, and other choices parents wish to make are ascertained (Moeller & Condon, 2004).

Research in general education has documented a strong link between a child's success in school and parent involvement in school-sponsored activities such as participating in a general school wide meeting (e.g., a Parent Teacher Association/Parent Teacher Organization meeting), attending a school/class event (e.g., a musical performance), and volunteering at school (e.g., serving on a committee). The importance of these benefits is emphasized at all ages, including the adolescent years (Catsambis, 2001).

Benefits of strong parent involvement include more favorable social/emotional outcomes for students, as more involve parents are associated with less disruptive student behavior in school (Gutman & Midgley, 2000; Sanders & Herting, 2000), higher school engagement (Simons-Morton & Chen, 2009), greater student motivation, and academic achievement (Andrews & Duncan, 2007; Aunola, Stattin, & Nurmi, 2000; Barber & Olsen, 2003). Many school related benefits exist: Higher levels of parent involvement is a significant indicator of higher grades (Sirin & Rogers- Sirin, 2004), better attendance (Haynes, Comer, & Hamilton- Lee, 2009), higher graduation rates (Fan & Chen, 2001; Gutman & Midgley, 2000; Sanders & Herting, 2000), and higher overall academic achievement (Hill & Craft, 2003). Support by Engeström (2008) SCAT, it suggests that socio-cultural activity theory has emerged from an understanding of the distributed nature of collaboration within teams. Socio-cultural activity theory therefore provides a theoretical framework for the study of parental involvement by identifying elements within children's education that are relevant to their academic performance (Engeström, 2000).

4.4 Research Question 4: How does Parental Participation influence their Children's Academic Performance?

This research question was developed to determine the effects of parental involvement in the academic performances of their hearing-impaired children. To arrive at this, the selected teachers were asked eight relevant questions on the questionnaire and each teacher indicated the extent to which they agree or disagree with each statement on the Likert scale. Results of the response of the teachers to each statement on the questionnaire is presented in the Table 4.

Table 4. Parents' response to the effects of Parental Participation in the Academic Performances of Their Children with Hearing Impairments?

Items	Response					
	A (%)		N (%)		D (%)	
1. Parental involvement improves educational achievement among the children	24	96	1	4	0	0
2. Parental involvement reduces absenteeism/school dropout among the children	24	96	0	0	1	4
3. Parental involvement improves children's behavior	23	92	2	8	0	0
4. Parental involvement restores parental confidence in their children	23	92	2	8	0	0
5. Children complete homework/assignments	21	84	2	8	2	8
6. Children demonstrate more positive attitude and behavior	24	96	1	4	0	0
7. Children graduate at higher rates and grades	19	76	5	20	1	4
8. Children have higher enrolment in higher education	19	76	4	16	2	8

A = Agree   N = Neutral   D = Disagree

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The first question item in Table 4 was a statement that 'It improves educational achievement among children.' The responses of the parents as illustrated in the above table indicates that 24(96%) said they agreed while 1(4%) indicated neutral. On whether parental involvement reduces absenteeism/school dropout among the children as elicited in the second item, it emerged that 24(96%) cumulatively indicated they agreed whereas 1(4%) disagreed with the statement.

The third question item in Table 4 sought to find out whether parental involvement in the education of their children improves children's behaviour show from the response of the parents in the table above that, a total of 23(92%) indicated it improves children's behaviour. Significantly, 2(8%) of the parents were neutral as to whether it improves children's behaviour. The result from the fourth item under this theme which sought to find out from the parents whether parental involvement restores parental confidence in their children shows that 23(92%) cumulatively agreed to the statement whereas 2(8%) were neutral.

Completion of homework/assignments by children was seen as one of the effects of parental participation in the education of their children with hearing impairments which will have an impact on the parental involvement on the education of their children with hearing impairments at the Mampong Demonstration School for the Deaf. The opinions of the parents were therefore elicited in the fifth item on this theme. It emerged that 21(84%) indicated they agreed to the statement while 2(8%) disagree. In addition, 2(8%) of the parents were neutral to the statement.

The sixth item under this theme sought the views of the parents on whether children demonstrate more positive attitude and behaviour. It emerged that 24(96%) cumulatively indicated they agreed to the statement. Significantly, 1(4%) indicated neutral to the statement. The seventh item under this theme sought the views of the

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parents on whether children graduate at higher rates and grades. It emerged that 19(76%) cumulatively indicated they agreed. On the contrary, 1(4%) disagreed while 5(20%) were neutral to the statement. The result from the final item under this theme which sought to find out from the parents whether children have greater enrolment in higher education shows that 19(76%) agreed to the statement while 4(16%) were neutral. On the other hand, 2(8%) of the parents indicated they disagreed to the statement.

Decades of research point to the numerous benefits of parent involvement in education for not only students but also for the parents involved, the school, and the wider community (Barnard, 2004; Epstein, 2001; Fan & Chen, 2001; Henderson & Mapp, 2002; Jeynes, 2003, 2007; Lee & Bowen, 2006). Despite the challenges in establishing a causal link between parent involvement and student achievement, studies utilizing large databases have shown positive and significant effects of parent involvement on both academic and behavioral outcomes (Fan & Chen, 2001; Jeynes, 2003, 2007). For example, research has found that parent involvement is related to a host of student achievement indicators, including better grades, attendance, attitudes, expectations, homework completion, and state test results (Astone & McLanahan, 2011; Cancio, West, & Young, 2004; Dearing, McCartney, Weiss, Kreider, & Simpkins, 2004; Gutman & Midgley, 2000; Izzo, Weissberg, Kasprow, & Fendrich, 2009; Senechal & LeFevre, 2002; Sheldon, 2003).

Additional academic outcomes such as lower dropout rates (Rumberger, 2005), fewer retentions, and fewer special education placements (Miedel & Reynolds, 2009) have been found as well. In addition to academic outcomes, parent involvement also appears to have positive effects on students' behavior. Brody, Flor, & Gibson (2009) found that parenting practices contributed to an increase in students' ability to self-

regulate behavior. Higher levels of social skills and improved overall behavior were also documented. Support by Engestrom's framework which considers social and contextual factors that shape collaborative work such as (a) the desired goals or outcomes (b) what is being worked on in relation to the goal; (c) the tools methods, or approaches used; (d) the community of others who are involved; (e) the rules, routines, and professional conduct that support or constrain practice; and (f) the way in which work is divided. Engeström's framework enables analysis of collaboration by examining the parental involvement and the influence on the education children with hearing impairments (Leadbetter, 2008; Martin, 2008).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusion and recommendations for the study.

5.1 Summary

The study focused on parental involvement in the education of their children with hearing impairments at Mampong Demonstration School for the Deaf. In all 75 participants were purposively sampled for the study. They were made up of 25 teachers, 25 parents, and 25 students in Mampong Demonstration School for the Deaf. The research instrument used to gather data was a questionnaire.

Findings on parental activities revealed that the majority of the parents provided teaching and learning materials (i.e. exercise books, text books, pens and pencils, etc.) for their children with hearing impairments. Parents pay PTA special levies and dues. However, they did not provide input into their child's IEP neither do they request for additional educational services and engage in spontaneous contact with teachers. The majority of parents failed to attend classroom functions. They also failed to volunteer in their children's classrooms neither do they ask questions about the school curriculum; reinforce on topics/lessons presented in the classrooms nor provide and make maintenance on their children's hearing aids.

Findings on parents' collaboration on the use of teacher established system for keeping in contact with parents gave positive indication. The parents' collaboration with the school shown that the majority of them help out with the school fundraisers

whilst there was a declined in parents attending PTA meetings, opening days, prize and speech giving days etc. So was funding and attending educational trips with the school. The most of teachers indicated that, majority of parents monitor school projects and teacher/pupil activities.

Effects of parental participation revealed that parental involvement improves the educational achievements of their children with hearing impairments. It reduces absenteeism and dropout among the children, students' behaviour will improve and their parents will restore parental confidence in their children. Children will complete homework or assignments, demonstrate more positive attitude and behaviour.

5.2 Conclusion

The study concluded that parental involvement in the education of their children with hearing impairments has significant influence on the academic performance of their children. Thus, it improves the child's educational achievement; reduces absenteeism and dropout; complete homework or assignments; demonstrate positive attitude and behaviour among others. Parents also restore confidence in their children. It is imperative that parents as major stakeholder of their children's education, have to wholly involve themselves and provide the needed supports to their wards. Also, parents have to show concerns about the education of their children with hearing impairments so that they can maximize the potentials of their children.

5.3 Recommendations

Based on the findings from the study, the following recommendations were made:

1. Parents should constantly involve themselves in their children with hearing impairments education and also provide them with the needed support in order to promote the academic success of their children.

2. Irrespective of parents' gender, communication ability, educational level, and socio-economic background, they should do their outmost best in providing the needed support for their children with hearing impairments.

3. Parents should provide the basic needs of their wards and also pay their children's school fees, attend Parents Teacher Association meetings regularly in order to promote their children's successful education
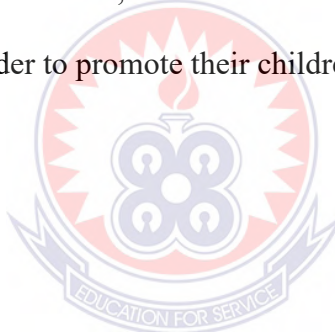
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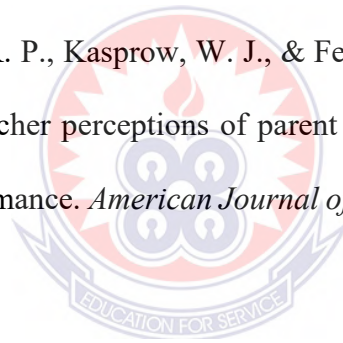
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APPENDIX A

UNIVERSITY OF EDUCATION, WINNEBA (UEW)
DEPARTMENT OF SPECIAL EDUCATION

June 4, 2012

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Dear Sir/Madam,

LETTER OF INTRODUCTION

I write to introduce to you Worlanyo Cudjo Fiah, – an M. Ed. student at the Department of Special Education of the University of Education, Winneba.

He is currently working on his thesis: **Parental Involvement in the Education of their Children with Hearing Impairments at Mampong Demonstration School for the Deaf in the Eastern Region of Ghana**

He would need your assistance to collect data from your school. I would therefore, be grateful if you could provide him with the necessary assistance.

Thank you for time and cooperation.

Yours faithfully,

SAMUEL HAYFORD (PHD)
HEAD OF DEPARTMENT OF SPECIAL EDUCATION

APPENDIX B

Questionnaire for Teachers on factors that account for effective parental involvement in the education of their children with hearing impairments.

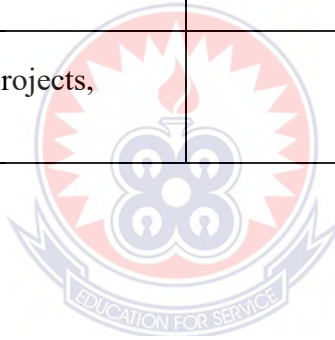| STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1 Parents ability to communicate with their children with hearing impairments determines their involvement in their children education					
2 Parents educational level determines their involvement in the education of their children with hearing impairments					
3 Parental involvement in the education of children with hearing impairments is contingent on parents' socio-economic status					
4 Parents gender plays a role in their involvement in the education of their children with hearing impairments					

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APPENDIX C

Questionnaire for Children on extent of Parental Involvement in their Education

STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Parents provide teaching and learning materials (exercise books, text books, pens and pencils etc)					
Parents pay Parent Teacher Association (PTA) special levy and dues					
Parents provide input into the child's Individualized Education Plan					
Parents request additional educational services					
Parents engage in spontaneous contact with the teachers					
Parents attend classroom functions, (e.g., learning, plays, etc.)					
Parents volunteer in classroom					
Parents observe in child's classroom					
Parents ask questions about the curriculum					
Parents know child's classmates					
Parents facilitate or enhances child's learning opportunities					
Parents reinforce or expand on topics/lessons presented in school					
Parents provide and maintenance of hearing aids					
Parents communicate with child using Sign Language					

APPENDIX D

Questionnaire for Teachers on Parental Collaboration with the School on the Academic Performance of Their Children

STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Parents help out with school fundraisers					
Parents attend PTA meetings, open days, Prize and speech giving days etc					
Parents fund and attend educational trips with school					
Parents monitor school projects, teachers/pupil activities.					

APPENDIX E

Questionnaire for Parents on the effects of Parental Participation in the Academic Performances of Their Children with Hearing Impairments?

STATEMENT	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It improves educational achievement among the children					
It reduces absenteeism/school dropout among the children					
It improves children's behaviour					
It restores parental confidence in their children					
Children complete home work/assignments					
Children demonstrate more positive attitude and behaviour					
Children graduate at higher rates and grades					
Children have greater enrollment in higher education					