

**UNIVERSITY OF EDUCATION, WINNEBA**

**DEPARTMENT OF SPECIAL EDUCATION**

**PARENTAL PARTICIPATION IN READING ACTIVITIES OF CHILDREN  
WITH HEARING IMPAIRMENT AT ASHANTI SCHOOL FOR THE DEAF,  
JAMASI IN SEKYERE SOUTH DISTRICT**



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**A THESIS IN THE DEPARTMENT OF SPECIAL EDUCATION, FACULTY  
OF EDUCATIONAL STUDIES SUBMITTED TO THE SCHOOL OF  
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THE AWARD OF DEGREE OF MASTER OF EDUCATION, SPECIAL  
EDUCATION OF THE UNIVERSITY OF EDUCATION, WINNEBA**

**DECEMBER, 2017**

## DECLARATION

### CANDIDATE'S DECLARATION

I, **KWAO ANAMAN** hereby declare that this thesis is the result of my own original research. With the exception of quotations and references contained in published works (which have all been identified and acknowledged) the entire thesis is my own original work, and it has not been submitted, either in part or whole for another degree elsewhere.

SIGNATURE: .....

DATE: .....



### SUPERVISOR'S DECLARATION

I, hereby declare that the preparation and presentation of this thesis were supervised in accordance with guidelines and supervision of thesis laid down by the University of Education, Winneba.

SUPERVISOR'S NAME: DR. DANIEL DOGBE

SIGNATURE: .....

DATE: .....

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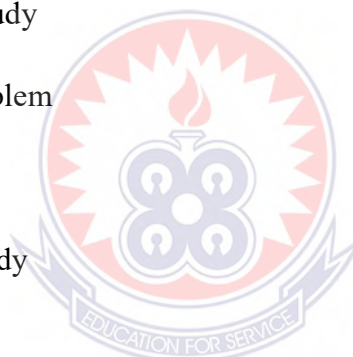
## **DEDICATION**

This thesis is dedicated to my Father, Mr Robert Anaman for his understanding, support, and commitments during my period of study.



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## ABSTRACT

The purpose of the study was to explore parental participation in reading activity among their children with hearing impairment at Ashanti School for the Deaf in Sekyere South District. The study was a mixed approach which utilized a case study design with the interview as the data collection instrument. A sample of 42 out of total population of 150 was used. Convenience sampling technique was used to select the sample. Data from the study were analysed using a thematic and descriptive method involving percentages and frequencies was used to analyse the data from the questionnaire. Findings from the study revealed that home factors such as the kind of home where the child is coming from was a contributory factor as far as the reading of a child is concerned and lack of appropriate reading materials impede pupils with hearing impairments ability to read. Besides, Parents' involvements in the reading activities of their children with hearing impairment help minimize the emotional problem they face and make them feel happy. In addition, when parents participate in teaching reading to their children with hearing impairment, it helps them to improve upon their repertoire of vocabulary and enhances good reading ability, thereby enhancing their academic performance. It was recommended that irrespective of the kind of home a child may be coming from parents should endeavor to make provisions for their wards to have a study area and a reading session at home. Parents should provide supports such as textbooks, dictionary, storybooks and learning support to their children with hearing impairment to help minimize the emotional problem they face in order to improve their reading skills.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

The ability to read is a fundamental process that is basic to education. Acquisition of learning experiences such as reading letters from friends and relatives, road signs, labels on commodities, prescriptions on medicines and newspapers is dependent on reading. Reading plays a very important role in the life of an individual. Unlike in the past, the importance of reading now transcends the borders of white – color jobs and reaches far into occupations like farming and hawking (Leigh, 2000). Leigh further stressed that no other skills taught in school are more important than reading. It is the gateway to all other knowledge. If children do not learn to read efficiently, the path is blocked to many subjects they encounter in their school years. The skills and knowledge of reading are very vital for students' success in almost all endeavors.

An increasingly important view among educators and professionals today is that parents and schools must work in partnership with each other (Aldred & Edwards, 2000). According to the Greenberg and Kusche (1993), a child's first-longstanding teacher is his or her parent(s). Research provided by Aldred and Edwards finds that increased participation from parents can only enhance a child's ability to succeed. Regardless of socioeconomic status or race, studies show a direct correlation between parental involvement and a child's academic achievement (Baumrind, 1991; Walberg, 1984; Wentzel 1994). Parental involvement is now recognized as essential not only within the world of education but by lawmakers as well. The slow decline in students' ability to read is valid (Chall, 1996). Research with these findings is abundant today. The Reading Research Quarterly (2000) reported that Harvard-Carnegie conducted a

study on reading at the elementary level and found public schools "mediocre at best" (Greenberg & Kusche, 1993, p.235).

In recent years, numerous efforts to improve children's school readiness and achievement have focused on building partnerships with families. There are many views on parent involvement. For instance, some teachers regard to parent involvement as a source of classroom help or attendance at school events (Gestwicki, 1992). However, the word "partnership" implies shared interests and mutual support. While teachers need various types of assistance from parents in meeting the needs of children in their care, teachers' support of families in the difficult task of parenting is likely to have the longest-lasting impact on children's success. Children's healthy development is the concern of parents and teachers alike. Collaborative efforts – teachers' support of families as well as the reverse – contribute to children's success in school and in life.

Early childhood professionals can play a critical role in the attitude“s parents develop about their child's schooling. Teachers of the very young often establish the first connections parents have to school situations and thus influence parents' attitudes toward involvement. These first connections may be respectful and supportive or distant and antagonistic. Ideally, the initial experiences in the school environment for both children and their families should be caring and be nurturing (Leigh, 2000). Just as the early years are crucial for children“s learning, they are also critical in establishing parents“ patterns of involvement.

By establishing good lines of communication between your child care center and parents, as well as making a strong effort to involve parents as an important partner in their child's reading activities, one can make a positive impact on their learning ability. When parents actively involved in the education of their children the result is

enormous. It also makes children put up behavior which is worthy of emulation. From the above, it is obvious that the involvement of parents in reading activities of their children with hearing impairment is very paramount because it enables the parent to be part of the learning process thereby knowing the child's true strength. It also enables the parents to identify the child's weaknesses in order to diverse suitable measures to curtain in order to improve the academic achievement of the children.

This is not the case with the pupils with hearing impairment at Ashanti School for the Deaf which appears that much attention is not being given to the pupils with hearing impairment. This is because most of the children do not come to school regularly. Some also come without books and writing materials. Others refuse to pay their levies. It also appears that they have difficulty in reading simple sentences and two-letter words. This poses a great challenge to both teachers and parents. Their inability to read has affected the academic performance of pupils at the basic level and beyond.

## **1.2 Statement of the Problem**

Research on parental involvement in reading activities among their children with hearing impairment has shown that when parents are involved in their children's reading activities, they improve their chances of succeeding in school in reading (Aldred & Edwards, 2000). However, in many schools, the most that are being asked of parents is to be aware of what is going on in the school, attend school events, or make sure their child completes his or her schoolwork.

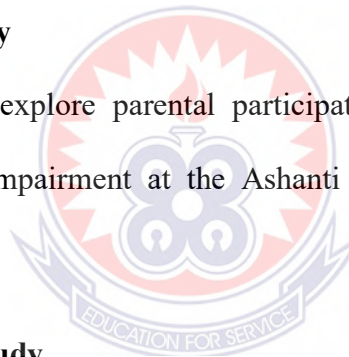
While these activities yield benefits, research indicates that parents using home-learning activities with their children will make the greatest contributions to education (Barclay & Boone, 1996). Yet the majority of parents generally do not become involved in the education of their children with disabilities. For instance, at the Ashanti School for the Deaf in Jamasi, where the research was conducted, a number of

issues and problems relating to the lack of parental involvement in the reading activities of their children with hearing impairment were noticed to be some problems the children face. It was also realized that some of the pupils had difficulties getting stationeries to use for academic work. Others do not come to school as a result of lack of parental involvement in their academic work. It also appears that they have difficulty in reading simple sentences and two-letter words. This poses a great challenge to both teachers and parents. Their inability to read has affected the academic performance of pupils at the basic level and beyond.

The researcher decided to research further to determine how best to encourage parental participation in reading activities of pupils with hearing.

### **1.3 Purpose of the Study**

The study intended to explore parental participation in reading activities among children with hearing impairment at the Ashanti School for the Deaf, Jamasi in Sekeyre South District.



### **1.4 Objectives of the Study**

The study sought to:

1. Explore benefits of reading to the pupils with hearing impairment.
2. Identify what accounts for poor reading of children with hearing impairment.
3. Investigate the how parents participate in the reading activities of children with hearing impairment.
4. Find out the importance of parental participation in the reading activities of children with hearing impairment.

### **1.5 Research Questions**

1. What accounts for poor reading skills of children with hearing impairment?
2. In what ways do parents participate in the reading activities of their children with hearing impairment?
3. What are the benefits of parental participation in the reading activities of their children with hearing impairment?

### **1.6 Significant of the Study**

The results of this study would help to find the extent to which parents become involved themselves in the reading activities of their children with hearing impairment. This would enable the school to find suitable means of involving parents. In addition to this, the result of the study would help in revealing how parental participation influences the reading level of their children with hearing impairment.

Besides, it will enable parents of children with hearing impairment to know the effects of involving themselves in their children's reading activities. It will also enable the teachers to educate parents to understand the importance of their involvement in their children's activities. The results of this study would help in finding out the barriers that can affect parental involvement in the reading activities of their children with hearing impairment. This would also enable the teachers to find ways of eliminating any inherent barriers to parental involvement in the reading activities of their children.

In conclusion, the study would help in finding out the ways of encouraging parental involvement in the reading activities of their children. This would enable the teachers to find ways of encouraging parents towards their involvement in their children's academic work as a whole.

### **1.7 Delimitation of the Study**

The study was delimited to parents with hearing impaired children at Ashanti School for the Deaf, Jamasi in Sekyere South District. The study was delimited to those respondents because the researcher was interested in investigating the level of parental participation in reading activities of their children with hearing impairment and their impact on the children's performance.

### **1.8 Definition of Terms**

**Parents:** Parent includes in addition to a natural parent, a legal guardian or other person standing in *loco parentis* (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare).

**Participation:** The act of involving, or the state of being involved.

**Hearing impairment:** A hearing impairment is a hearing loss that prevents a person from totally receiving sounds through the ear. If the loss is mild, the person has difficulty hearing faint or distant speech. A person with this degree of hearing impairment may use a hearing aid to amplify sounds. If the hearing loss is severe, the person may not be able to distinguish any sounds.

### **1.9 Organization of the Study**

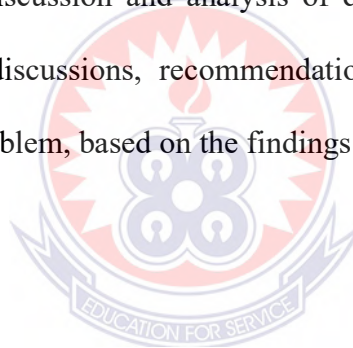
The study is organized into five chapters. Chapter one deals with the whole introduction of the study. This comprises the background to the study, the statement of the problem and the purpose of the study. These are accompanied by the research



questions, the significance of the study as well as the delimitation of the scope and limitations of the study. The chapter ends with the operational definition of terms and organization of the study.

Chapter two focuses on the review of related literature relevant to the study and theoretical framework of the study. The third chapter describes the research methodology. This chapter deals with the organizing principles through which the researcher goes about the whole research work. The chapter is written based on the following sub-headings: Research Approach, Research Design, Population, Sample, Sampling Technique, Instruments, Pilot testing of Instruments, Procedures for Data Collection, and Data Analysis.

Chapter four presents discussion and analysis of data. Chapter five consisted of a summary of findings, discussions, recommendations, and suggestions for further investigation into the problem, based on the findings of this study.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Introduction

This section reviewed the related literature of earlier studies conducted on parental participation in reading activity among their children with hearing impairment. The related literature was reviewed from research articles, journal, and books. The areas discussed were:

- The benefits of reading to the pupils with hearing impairment
- The benefits of parental participation in the reading activities among their children with hearing impairment
- Home and parental environment and cognitive development
- Challenges facing today's parents from participating in their children's education
- Causes of poor reading among children with hearing impairment
- How to enhance parental participation in the reading activities among their children with hearing impairment
- Ways parents participate in the reading activities among their children with hearing impairment.
- Theoretical framework
- Summary of the review

#### 2.2. Benefits of reading to the pupils with hearing impairment

Reading provides a sense of recreation which helps hearing-impaired children to spend their leisure hour profitably. Lerner (1993) supports this assertion by saying

that reading is a joyful experience that illuminates whole words of knowledge, perspective, wisdom, and unit from other people times and places.

Reading is again considered as a wheel by which many people communicate to the people surrounding them. This is seen in the area of reading text messages, E-mails, fax, and letters. This pre-supposes that nonreader irrespective of their condition is handicapped in trying to get along in the world (Burland & Winter, 1987). Learning academic skills such as reading will motivate the hearing impaired to learn hard because of the benefit which includes easy access to information from both print and internet.

Burns (1999) stated that reading is a tool subject. They go on to state that ability to read is vital which helps individual hearing-impaired function effectively in any literate society. Proficiency in reading facilitates the learning of other subjects like mathematics, science, social studies and government with ease. However, children who do not understand the benefit of learning to read will not be motivated to learn.

Reading for information and instruction is relevant for many students who are mildly and moderately disabled (Polloway & Patton, 1997). Implied in this goal is functional reading that allows individual to deal with a job application, newspaper, advertisements, job instruction manuals, telephone books and countless other sources of information and assistance.

Inadequate vocabulary is one of the factors that account for poor reading among pupils who are hearing-impaired. Amoako-Gyimah (1997) agreed with this assertion when he concluded that there is often a big gap between the deaf child's actual language level and what that child may be attempting to interpret.

Inadequate early stimulation at home by parents of children who are hearing impaired as a result of communication problem results in poor reading. Unfortunately, home conditions, such as a home with low educational background, could seriously have a negative impact on the child's reading ability (Parkinson and Gilroy, 1996). The individual child is likely to do better under favorable home conditions.

### **2.3. The benefits of parental participation in the reading activities among their children with hearing impairment**

Success in education requires systematic support but is also influenced by many other factors. Family involvement and support, a good self-image, high expectations and the support of friends are also vital to the educational success of students with hearing impairment (Toscano, McKee, & Lepoutre, 2002).

Calderon (2000) carried out a research on the impact of school-based, teacher-related parental involvement in language development and early reading skills. According to the findings by Calderon, parental involvement in children's school-based education program is a significant positive predictor of early reading skills but shares considerable variance with maternal communication skill for this outcome. In the study, maternal communication skills and the child's hearing loss were the strongest predictors of language development and early reading skills. The study's findings indicated that although parental involvement in their deaf child's school-based education program can positively contribute to academic performance, parental communication skill is a more significant predictor for positive language and academic development. Mothers who demonstrated better communication skill with their children had children with higher language and reading scores. A parent would have to be quite involved with his or her child with hearing loss to develop good mutual communication. For the young children with hearing impairment, developing

a common language base requires a fair amount of work on the parents' part, especially if that common language is a new language to the parent, such as sign language. Additionally, Calderon found that, even sharing spoken English with children who are deaf requires a significant amount of practice and sensitivity to make the spoken message meaningful and accessible. Even mothers with higher levels of education may not be able to influence their child if they do not share a communication mode.

The findings of Calderon (2000) provide evidence that parental involvement may depend on the development of other parent skills first, as demonstrated by the moderate correlation and shared variance between direct parental involvement and maternal communication skill in explaining early reading skills. The findings further suggest that mothers who can communicate better with their child with hearing impairment may also feel more at ease to interact with their child in settings other than the home, feeling more comfortable participating in their child's school environment.

Research on parental involvement with high-risk and special needs children (e.g. children of poverty, children with impairments, immigrant children, and children with emotional problems) has also shown that parents are instrumental in the teaching of academic, language and social skills (Innocenti & Taylor, 1998). Children with hearing impairment are considered a high-risk population because of their well-documented delays in language and communication skills, academic achievement, and social-emotional adjustment (Greenberg & Kusche, 1989).

Despite this understanding that parents are instrumental in the teaching of academic, language and social skills, several potentially troublesome issues may contribute to limited parental involvement in special education program planning. For example,

conflicts may arise between home and school as a result of differences in philosophy, values, goals, and expectations. The parent-professional relationship is often marked by distrust and disillusionment. Parents and professionals may view each other as hostile, indifferent, and unable to help the child (Horne, 1985).

Studies with hearing families and children with hearing impairment (focusing on family values toward education, parent's attitudes/ expectations toward the child's achievements, parental coping skills and child's academic and social-emotional outcomes, and direct parent instruction) have demonstrated mixed results on the link between family-based influences and the child's academic, language, and psychological adjustment (Calderon & Greenberg, 1993).

However, parents influence all three domains of a child's academics, language, and social-emotional development, and each domain affects the others. It is well established that children with hearing impairment who have better language and communication skills perform better academically (Marschark, 1993), and there is strong evidence for a connection between children's socio-emotional development or social competence and academic outcomes (Greenberg & Kusche, 1993).

Increase in children's reading scores, more construction use of classroom teaching time, and better social and academic problem solving resulted when children with hearing impairment reached higher levels of social-emotional competence and language and communication skills.

Calderon and Greenberg (1993) established empirical evidence that children with hearing impairment benefit from direct parental involvement in their child's school-based program. This relationship is important due to the differences between hearing and children who are deaf. For example, studies of hearing children have emphasized the importance of parents teaching the "mother tongue" to the child to increase and

reinforce language skills being taught in the school (Marschark, 1993). What does that mean for children with hearing impairment? Historically, parent has depended on professionals to assume the responsibility of educating children with hearing impairment and conflict between parents and professionals have often resulted. Parents of children with hearing loss have often been made to feel inadequate or at odds with professionals (Calderon & Greenberg, 2000), parents then find it difficult to be directly and actively involved in their children's education programs.

Given the preliminary results of the study by Calderon (2000), it is suggested that educators, counselors, school administrators, and other related professionals should more systematically and actively encourage parental involvement with the goal to enhance parental communication skills with their child. The following recommendations are offered in an effort to create and support improved parent-professional teamwork for deaf children's educational and life success. First, educators must designate the role of a parent educator in school programs to facilitate parent- school involvement and parent-child communication. Second, educators must systematically incorporate parent volunteer opportunities in the child's educational setting.

Parents can then readily observe teachers model communication strategies with their child. And, last, do not undervalue the importance of school-sponsored sign classes, family retreats, open door policies, or other efforts that can help families increase their communication skills with their child. These activities indicate to families that they are vitally important to the education of their child and that schools value the home- school connection.

Horne (1985) carried out a research which focused on the environment of parents in the reading development of their children with hearing impairment and gathered

evidence on parental experiences of reading with their child at home. Of particular interest was the relationship between teachers and parents working as partners in establishing a literacy environment for children with hearing impairment. It was concluded that uncertainty in professional practice about methods of developing literacy in children with hearing impairment could have been one of the reasons why confident support was not always offered to parents. Questionnaire data suggested that only a minority of parents in the study received advice from teachers on reading interaction strategies or on appropriate materials for home reading with their children. Although most of the parents in the study enjoyed reading with their children at home, there remained a large group of parents who expressed concern over obstacles encountered in the reading process and who were unclear about the most effective way to enable their child with hearing impairment to become literate.

Besides, reading to children is a valuable first step in helping them acquire literacy. The number of excellent books for children and the focus on family literacy (e.g., Sapin&Padak, 1998) attests to this belief, as does the popular influence of Katasse (1997), who exhorts parents and caregivers to read to their children from infancy. Numerous studies on children with typical hearing support the notion and cite a long-documented connection between the acquisition of reading and reading to children, as well as surrounding them with print materials (see, for example, Durkin, 1966 and Katasse,1997).

Shared book reading has been investigated as a tool in developing emergent literacy skills in children with typical hearing who have language impairments and is seen as offering valuable additional support toward reading progress (e.g., American Speech-Language-Hearing Association [ASHA], 2001; Boudreau & Hedberg, 1999; as cited in Harris & Beech,1998). This population tends to develop literacy skills at a slower



pace than their peers without language impairments (Marvin & Mirenda, 1993). Similarly, Musselman (2000) argues for a parallel impediment for literacy acquisition for children with hearing loss:

*Language delay – which is the hallmark of deafness – increases the challenges of acquiring (literacy) skills. If one lacks normal hearing, spoken language develops slowly and may never progress beyond a minimal level. Deaf children, therefore, have only limited knowledge of the spoken language that print represents. (p. 9)*

If one assumes that processes for literacy acquisition are qualitatively similar for people with and without hearing loss (in particular, the roles of phonological awareness, knowledge of syntactical and semantic features of the spoken language, and vocabulary), then it is not surprising that degree of spoken language impairment predicts difficulties in literacy acquisition in both people with hearing loss (Tye-Murray, 1998) and without hearing loss (e.g., Edmiaston, 1984; Heath, 1994; Scarborough, 1989). In addition, although research on shared book reading has been conducted with typical and language-delayed children without hearing loss (e.g., Crain-Thoreson & Dale, 1999), there is a dearth of research on the correlates of co-reading with children with hearing loss. As well, research on reading achievement of children with hearing loss has rarely included comparisons with the reading achievement of children with typical hearing.

A growing body of literature reporting results for children with typical hearing demonstrates that frequent and effective shared book reading during the first six years of life correlates with development of oral and written language components (Crain-Thoreson & Dale, 1992; Gregory, Knight, McCracken, Powers & Watson, 1996; Snow, 1983). For example, exposure to print aids in understanding the concept of

“words,” the clusters of sounds between the distinct pauses in long speech streams. Further, “children who are successful in learning to read English learn that in the English writing system letters (actually graphemes) correspond to speech sounds, and they use this knowledge in actual reading” (Perfetti & Sandak, 2000, p. 34).

Interactive book reading also aids in vocabulary development (Leigh (2000), as the child is able to hear more words through commentary, predictive/comprehension questions (Notari-Syverson, Maddox, & Cole, 1998) and labeling of objects. Significantly, parents typically use more complex language in such rich literary settings than in many other contexts (Crain-Thoreson et al., 2001). Shared reading passes along cultural knowledge, prepares the child for “school-type” questions and answers, and generally sets the scene for literacy acquisition during the school years (Watson, 2002). In the case of children with hearing loss, parents who reported their children read at average to above-average grade levels also reported having read with their children on as close to a daily basis as they could manage (Robertson & Flexer, 1993).

A major part of shared reading is the retelling of the text. Retelling “provides „on-task“ practice of a range of literacy skills (reading, writing, listening, talking, thinking, interacting, comparing, matching, selecting and organizing information, remembering, comprehending” [Brown & Cambourne, 1987, p. 1). Preschool children engage in and begin to hone these processes as they share a book with an adult reader; these events “should be seen as an opportunity to use language to learn about language” (Brown & Cambourne, 1987, p. 115).

Being read aloud to helps the listener build spoken language, the basis for written language. The greater the spoken language capability, regardless of hearing status, the better chance an individual has for becoming a fluent, competent reader and writer. Adams observes that “. . . listening comprehension is shown to exceed reading comprehension until students can read above the sixth-grade level” (2001, p. 73), implying that spoken language typically precedes reading competence during the formative stages, pulling the nascent reader through the various steps in “learning to read” until she or he can use reading skill more independently so as to “read to learn” (Chall, 1990)

Reading, aloud or silent is a complex of multiple and interactive processes. Connectionist and parallel-distributed-processing (PDP) models posit sub processes utilizing a context processor (interpretation), a semantic processor (meaning), an orthographic processor (letters and spellings) and a phonological processor (speech sounds) (Adams, 2001). A deficit in any of the sub-processes presents a real challenge to the process overall; for example, in the absence of appropriate hearing technology that delivers as clear a speech signal as possible, the child with hearing loss will have diminished ability in the category of speech sounds. A diminished speech signal will usually result in the diminishment of the other processes associated with meaning-making and interpretation capabilities in spoken language because phonological information is foundational to spoken language. Although speechreading can help, it supplies incomplete information; therefore, it is much easier and more efficient to support hearing and listening to hearing aids and cochlear implants. The child with hearing loss may also have other processing deficits, compounding problems in developing literacy.

Consequently, listening to and building a large, flexible vocabulary in the language to be read is essential to literacy acquisition. Vocabulary growth and phonological skills than can be seen as informing each other (Leyser, 1985). One hypothesis is that throughout language acquisition, a “lexical restructuring” (Metsala & Walley, 1998) takes place that allows for “phonological representations to become increasingly segmental and distinctly specified in terms of phonetic features” (Leyser, p. 113). Memory becomes more efficient as sounds and syllables find multiple placements in a flexible set of categories that correspond to phonology and meaning. Remembering words “in terms of their constituent parts rather than as wholes” occurs as vocabulary grows, spurring further vocabulary growth (Koskinen, Welch, Jensema, & Alexander, 1988, p. 19). Individuals whose vocabularies remain small enough that they can remember each individual word are bound to a system that need not become flexible and representational, and this keeps the vocabulary small. If vocabulary growth can be stimulated, however, the individual can be pushed to “move from global to segmented representations of words” (Koskinen et al., p. 19) and can move toward a position of generative reading, that is, using processes that generate greater word and conceptual understanding based on a system that allows for flexible combinations of syllables, sounds and meanings. On average, children with typical hearing comprehend around 14,000 words by the age of six (Leyser, 1985, p. 113), suggesting that literacy acquisition requires a broad and flexible meaning system stored in terms of efficient overlapping and connected categories of sounds and syllables.

Development of phonemic awareness is apt to suffer in the child with hearing loss unless good listening situations are created with great frequency. Therefore, shared reading is of interest, as it provides such listening opportunities. Phonemic awareness includes knowledge of the smallest sound units of spoken language; English has 41-

44 phonemes, depending upon the speaker's dialect (McCardle & Chhabra, 2004). Phonemes combine in various ways to form predictable spoken syllables and words. However, written English does not always present phonemic information in invariant ways, so reading is not a mere transformation from print to sound (Smith, 2004). Adams (1990) cautioned that phonemic awareness, which is a psychological process, must not to be confused with phonics, which is an approach to teaching beginning reading. The ability to understand how spoken words are composed has an important relationship to understanding an alphabetic and flexible written representation of language. According to Adams (2001),

. . . the goal in conducting phonemic awareness activities is to induce children to understand something...every word can be conceived as a sequence of phonemes...without [this insight], neither phonics nor spelling can make any sense explicit phonemic awareness training is about developing in children the attention and metacognitive control that renders unnecessary the drill and skill of traditional phonics...once children “get it” with two or three letters, they need barely a word to transfer that understanding to the rest. (p. 76)

Ewoldt (1991) regarded the emerging spoken language user as progressing from large concrete units to sub-syllabic units and finally to small abstract units (phonemes) as they learn the language. Ewoldt explained further that auditory-verbal therapy for children with hearing loss includes intensive work in all of these phonological areas as part of a holistic approach to stimulating spoken language comprehension and production.

The child who does not experience frequent verbal interactions with adults (Hart & Risley, 1995), perhaps because she doesn't hear well, or the child who hears but does not pay attention to the sounds of words around her, may in the course of schooling experience what teachers refer to as "the fourth grade problem," ordinarily described in terms of a child failing to make progress in reading beyond the fourth grade level & becoming limited to identification of a simple corpus of words (Erting, 2003).

If listening comprehension stagnates at the same level as reading comprehension, the child faces difficulty as a reader, as the odds for making progress are slim. Instead, however, if the child has developed some proficiency in organizing word parts into "neighborhoods" (Leigh, 2000), memory for words will be more efficient, and the child will be able to read more generatively, matching up words on the page with word parts stored in categories in phonological memory. Furthermore, one investigator found that "there is some evidence that parents' speech is correlated with children's cognitive organization" (Ewoldt 1991, p. 50) and pointed out that parents' categories, even the metalinguistic and paradigmatic features they use, become those of the child. Such categorizing is seen as foundational to the child's developing an ability to process text. Ewoldt concluded that parental talk about past and future occurrences and parental responsiveness and encouragement are also considered foundational.

Investigations of literacy acquisition in children with typical hearing generally conclude the following are necessary: phonemic awareness in the form of understanding rhyming and oral language acquisition in the form of vocabulary knowledge (Whitehurst & Lonigan, 2001), print awareness (Clay, 1993), oral language development (Clay, 2005) and semantic knowledge (Smith, 2004). Frequent reading

practice is judged to be essential, and writing practice is thought to assist in linking literacy to spoken language (Dickinson & Tabor, 2001);Erting, 2003; (Vygotsky, 1992) and this may be especially important for “low-readiness” children, for whom the active hypothesis-making about sounds and spelling inherent in invented spelling seems to enhance literacy acquisitions (Clarke, 1988).

Emotional issues are important as well. An increasingly valued aspect of shared book reading is attunement (emotional "connectedness") between parent and child, and such attunement is seen as supporting emergent literacy skills in typically functioning children, as well as those with language impairments. In this latter population that tends to develop literacy skills at a slower pace than their peers (Marvin & Mirenda, 1993), shared book reading has been shown to offer extra support for literacy development (American Speech-Language-Hearing Association [ASHA], 2001, as cited in Kaderavek & Justice, 2002; Boudreau & Hedberg, 1999).

Attunement is a measure of how well one senses, interprets and reacts promptly and appropriately to another's signals, allowing the other person in the interaction to feel “understood” (e.g., Ainsworth, Bell, & Stayton, 1974) and playing a facilitative role in enhancing feelings of self-efficacy and supporting the emergence of self (Stern, 1985) beginning in infancy (Stern, 1977). Attunement is a dynamic, relationship-level variable. In any particular situation, the parent does not have complete control over attunement, although his or her behavior may affect it significantly. For example, the parent can aid in the child's engagement in the task by allowing the child to turn pages, by matching the story to "real life," by pausing for child commentary or by reading predictable narratives. A parent can also choose to become more aware of the child's behaviors and more sensitive to the child's signals. Also, parents can provide opportunities that promote parent-child interaction (e.g., having books or toys around,

playing games with the child), and they can choose to adjust their behavior to match the child's capabilities (Ewoldt, 1991). Ewoldt observed that teacher-student attunement positively predicts students' academic performance, motivation, interest, and attention.

Koskinen et al. (1988) showed in a longitudinal analysis that greater parental nurturance and sensitivity predicted higher levels of young children's literacy, with effects extending well beyond the child's socioeconomic status, verbal scores, IQ, and level of phonological awareness, as well as the influence of home and academic environments. Affective components in shared book reading also predict later academic performance and attitude toward the reading task (Bergin, 2001); the more affectionate and attuned the parent-child relationship, the more likely the child was to engage in the task and to display less frustration with the activity and the earlier the child was able to read more words per minute, as compared to children of a less attuned dyad.

These associations between shared reading, retelling, and literacy achievement in children with typical hearing raise important questions for parents, caregivers, and teachers of children with hearing loss: Does this conventional wisdom apply to their children, and, if so, what might explain the efficacy of reading aloud with their children? Are they able to do with their children with hearing loss what they can do with their children with typical hearing? To what extent can children use assistive hearing devices in listening to book language? Some studies have found that children with hearing loss cannot use this avenue to reading, pointing to data demonstrating that literacy achievement for individuals with hearing loss remains markedly low compared to that of individuals with typical hearing, with average skills reaching a plateau at about the fourth-grade level (e.g., Leyser, 1985). Expectations for



achievement among some observers also tend to be low (Erting, 2003). In all too many cases, guarded expectations may reflect the actual history of results, but literacy levels appear to increase in relation to the amount of listening to the person with hearing loss learns to do and the level of spoken language the person acquires (Geers & Moog, 1989; Ewoldt, 1991). Indeed, the skills the child brings to school, to begin with, are highly predictive of achievement in later schooling; beginning school behind in spoken language competency and then catching up to one's classmates appears to be almost impossible (Dickinson & Tabor (2001). Edmiaston (1984) found that receptive and expressive language abilities were directly related to reading comprehension in a sample of third graders. According to Erting, preschool expressive language ability was predictive of reading performance in second grade, even after controlling for IQ. If this is so for children with typical hearing, more than one-third of whom have trouble acquiring literacy (Dickinson & Tabor, 2001), then the phenomenon could be accentuated for children with hearing loss.

The first issue analyzed in the present study, was how parental shared reading behaviors impacted children's memory for explicit and implicit text content in a group of parents and their children with hearing loss who are acquiring spoken the language through the use of listening made possible by technology. It compared the shared reading experiences of children learning speech and language through the auditory-verbal approach with those of children with typical hearing in order to explore questions raised about literacy acquisition in the auditory-verbal population. This hypothesis was that, once hearing is augmented, the child with hearing loss can listen and learn about language during a book reading in ways similar to the child with typical hearing.

The second issue addressed parent-child attunement behaviors in shared book-reading and the extent to which they predicted the number of words the children with and without hearing loss remembered from the text after hearing the story. As in the first issue addressed, memory performance variables included a total number of verbatim words and phrases repeated from the text. Stronger relationships between measures of attunement and memory performance (e.g., words, utterances and words per utterance) were predicted for children with hearing loss than for children with normal hearing. Since less sensitivity by the parent resulted in less participation by children with language impairment in a book-reading activity (Dickinson & Tabor, 2001), it was expected that time spent in joint attention, conversational balance and use of scaffolding techniques by the parent would correlate more strongly with word recall from the story for the children with hearing loss than for the children without hearing loss.

#### **2.4. Causes of poor reading among children with hearing impairment**

Negative school environment also attributes to poor reading among hearing-impaired individuals. Factors such as lack of well-equipped libraries and reading specialist in the special school for deaf can retard reading among individuals with hearing impairment. Also, learning to read is a more difficult for deaf children because it is not just learning to read but also learning a new language at the same time (Moore, 1996). Hearing impaired children do not learn to understand and use language as a natural maturational process, they must be taught language deliberately and the techniques used for a profoundly deaf child is very slow and painstaking.

Anyidoho (1997) citing Moyle (1968) affirmed that personal attributes like intelligence, language ability physical and psychological factors have a direct negative impact on reading for all children of which hearing-impaired kids are of no

exception. Lukewarm attitudes of some teachers also contribute to the reading problems of hearing-impaired individual. Based on this author's personal experience, it is cumbersome to teach reading to children with hearing impairment. The situation becomes even more cumbersome with a large number of students in the same classroom. For example, Obah and Thelm(1987) found that large class size, inadequate reading materials, and other phenomena are responsible for most of the reading problems the child was exposed to of which hearing-impaired children are no exception.

Inadequate vocabulary is one of the factors which account for poor reading among pupils with hearing impairments. Deprived home conditions such as families with high illiteracy rates and low-income conditions could seriously have a negative impact on the child's reading ability (Parkinson & Gilroy, 1996). The individual child is likely to do better under more favorable home conditions.

### **2.5. Home and parental environment and cognitive development**

Home influences are the strongest predictors of children's attainment scores on entry to pre-school (Allen, 1986). Influences on children between ages 0-3 are frequency with which the child plays with letters/numbers at home parents' drawing children's attention to sounds and letters frequency with which parents read to their child and frequency of library visits; parents teaching their child songs or nursery rhymes(Ho, 2002).

Parents who introduce their babies to books may give them a head start in school, giving them an advantage over their peers throughout primary school (Wade & Moore, 2000).

Furthermore, Ho observed that parent and family characteristics such as free school meals, mother's educational background, and other indicators of socio-economic background also relate to attainment at an entry to school. Parents' level of education correlates with the cognitive development of babies between 12 months and 27 months of age (Gestwicki, 1992),

The number of literacy materials available in the home is related to social class differences which are linked to reading achievement and cognition. (Stuart, Dixon, Masterson, & Quinlan, 1998). The lack of exposure to letters of the alphabet by school entry among low socio-economic status (SES) children delays their ability to acquire foundation-level literacy [a cognitive framework that consists of recognition and storage of words and the ability to decode words on the basis of spelling-sound correspondences] (Duncan & Seymour, 2000).

Parents' attitudes and support towards their children's learning influence performance on literacy tests irrespective of socio-economic status (Tizard, Blatchford, Burke, Farquhar, & Plewis, 1988; Wells, 1987). Precocious reading among children, including those from disadvantaged backgrounds entering reception and kindergarten, has been traced to parents' activities and practices in literacy, i.e. reading to their children, helping with homework in later years, holding high expectations for educational achievement (Clark, 1976; Stainthorp, 1999). Children who are read to at an early age tend to display greater interest in reading at a later age (Arnold & Whitehurst, 1994.) Story reading at home enhances children's language comprehension and expressive language skills (Crain-Thoreson & Dale, 1992). The oral language developed from parent/child reading predicts later writing development (Crain-Thoreson, Bloomfield, Anthony, Bacon, Phillips, & Samwel, 1999).

## **2.6. Challenges facing today's parents**

Parents, today as in the past, want their children to succeed in school and in life. However, social and economic changes make it increasingly difficult for parents to provide the support that children need. "The loss of community, the increased fragmentation of family life, the competing, often conflicting pressures" in parents' daily lives (Boyer, 1991, p. 4) confront families as they raise their children. Parents often lack traditional support networks (e.g., spouse, extended family, neighborhood, church and synagogue) and experience feelings of isolation in carrying out the responsibilities of parenthood. In the face of such social change, schools and child care programs become increasingly important as sources of support for the family as well as for the child.

Usually, parents are the one continuous force in their children's learning. But few parents feel fully equipped to guide their children's learning. Relationships with other adults who care for and about their child can influence parents' attitudes and child-rearing techniques. Teachers are a powerful and positive influence in this regard. Although parents are their children's first and most essential educators (Boyer, 1991), the school, and the circumstances in which children live, also impact their growth and development. Ideally, these influences should provide a stable environment in which children can experience the kind of continuity that promotes healthy development.

Lombardi (1992) cites three components which help to ensure continuity in children's development: developmentally appropriate curricula, parent and school collaboration, and community support and services provided by social service agencies. Teachers who build supportive relationships with parents can influence these three components. They can help parents understand and sanction developmentally appropriate curricula, adopt appropriate guidance strategies in the

home, develop long-term patterns of collaboration with schools, establish supportive networks with other parents, and utilize community social services.

## **2.7. Benefits of family involvement**

Family involvement in children's learning benefits children, parents, teachers, and program quality in many interrelated ways. These include child competence, parent effectiveness, and program enrichment.

### **2.7.1. Child competence**

The single most important determinant of a child's success in school is not socio-economic status or parents' level of education, but rather parental interest and support (Watson, et. al, 1983). Many parents demonstrate interest through involvement with children at home and within early childhood program. Other parents need encouragement and help in becoming involved. A direct relationship exists between the support a parent receives and the support a parent gives the child. Even though there are increasing numbers of community resource programs offering services to families, the positive impact of personal support given by individual early childhood professionals should not be underestimated. "Parents who have a support system to rely on are likely to translate their positive human relationships into a productive home learning setting for children" (Watson, et. al.,). Supporting parents in their efforts to nurture children, in turn, can lead to increased child competence

### **2.7.2. Parent effectiveness**

Parent participation can also be "a means of fostering the growth and development of parents as people" (Powell, 1989, p. 6). Parental involvement contributes to parents' feelings of self-worth and competence, especially among low-income and minority populations. Parents who participate tend to feel both vested in what happens at school and more effective in their roles as parents. One rationale for including parents

in Head Start programs is that the experiences and training parents receive make it more likely that they will become more involved in other human service institutions and thus act as mechanisms for social change.

In addition, parents have opportunities to learn appropriate methods to nurture development through participation. Concern about their children's early acquisition of basic skills prompts many parents to contribute to the problems of early academics (Stipek, et. al., 1994). Without the benefit of evidence to the contrary, many parents believe that young children learn best through teacher-directed "instruction," worksheets, and grades. However, by watching and listening to teachers in high-quality programs, parents observe that young children learn best through active engagement in self-initiated activities (Bredekamp, 1987). Parents have opportunities to understand those appropriate environments are rich and challenging while being success-oriented, that appropriate experiences are those which are personally meaningful to children and which progressively build upon concepts and skills children already possess, and those appropriate curricula and teaching methods are tailored to individual children's natural methods of learning. Through involvement with teachers, parents also can learn positive guidance techniques and appropriate strategies to promote learning at home.

### **2.7.3. Program enrichment**

Parent involvement enriches early childhood programs in many ways. Parents can supplement the resources of teachers by providing one-on-one attention to individual children and by working on long-term projects. They can share their expertise on themes and topics and donate supplies and materials. Parents can organize fundraisers, supply extra help to make field trips possible, and serve as part of a decision-making team. In addition to augmenting the program, involved parents often

become advocates for teachers. These parents are the most likely to urge communities to establish conditions and policies that improve teachers' abilities to provide the best learning experiences for children (Gestwicki, 1992).

## 2.8. How to support families and encourage parental involvement?

When early childhood professionals encourage parents to nurture their children, the likelihood that the children will experience success and grow up to be healthy individual's increases. Supporting families in child rearing begins by forming partnerships based upon mutual respect, shared understanding, and cooperative decision making.

### 2.8.1. Get to know the parents

Many steps can be taken to build supportive partnerships. However, the first step is to understand parents' feelings and concerns (Berger, 1995). Early personal contact helps to alleviate parents' and children's apprehension as they begin a new experience. It also conveys the message that children and their families are valued (Gestwicki, 1992). Parent questionnaires can supplement personal contact and highlight parents' questions, concerns, needs, and interests.

Just as knowing individual children makes it possible to create personalized learning experiences, understanding individual families makes it easier to respond appropriately to their needs. Regardless of family configuration, background, or challenges, every family has strengths. Knowing families will enable teachers to capitalize on family strengths. Parents who feel a teacher genuinely cares for their child and wants their child to succeed as much as they do, are likely to view working together favorably and to share information willingly. Exchange of observations, insights, and ideas helps everyone to respond appropriately to the child.

### 2.8.2. Communicate with parents



*Communication takes two forms.* One-way communication conveys information to parents through means such as handbooks, newsletters, or notes sent home. One-way communication is vital to keep parents informed but provides little in the way of family support. Two-way communication, on the other hand, allows sharing of information, concerns, and feelings. Frequent two-way communication is essential to establishing rapport, and building understanding, trust, and a sense of collaboration, all of which contribute to a teacher's ability to support parents. Two-way communication can take place during home visits, phone calls, classroom visits, conferences, or brief conversations during drop-off or pick-up times.

### **2.8.3. Consider parents' practical needs**

Flexibility in scheduling conferences, school events, and various opportunities for participation increases the likelihood that parents will become involved. This may require special efforts to keep in touch with parents, such as an evening phone call, home visits, parent-teacher dialogue journals, arrangement of transportation and child care, or events scheduled on Saturdays.

### **2.8.4 Encourage involvement and provide options**

An atmosphere which is welcoming and inviting promotes family involvement. The center environment can convey messages that parents are a vital part of the school community: a friendly, helpful staff; an open-door policy; parent information bulletin boards; photographs of children and their families on display; and a designated area for parents to meet with each other or work together on school-related projects.

Provide multiple opportunities for parental involvement. Because not all parents are alike, different involvement opportunities should be available. Epstein (1995) developed a framework of six major types of parent involvement with their children's

learning. Her framework includes parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Not all parents feel comfortable or able to assist in classroom projects. Some may prefer to help at home, for example by making classroom materials, or by reading books and doing activities sent home with their own children. While some parents respond to general announcements or requests for volunteers, others may need personal invitations. Repeated efforts of various kinds to involve reticent parents are often necessary.

Make it worth each parent's time to volunteer. Many parents desire to see that whatever they are asked to do directly benefit their own child. Whatever their contributions are, make sure parents know they are important and essential to program effectiveness. Parents who feel valued are likely to stay involved.

#### **2.8.5. Be aware of community resources**

Children and their families often need support and services beyond those which early childhood professionals can provide. Teachers can help families learn about and use resources and services available within the community. Pamphlets and referral information can be collected for reference by program staff and made available to families. Teachers can also share information with community resource personnel working with families to ensure high levels of continuity.

#### **2.9. Ways parents participate in the reading activities among their children with hearing impairment.**

Provide many opportunities for your child to read books or other materials. Develop the habit of reading to your child. Research shows that this is the most important activity that parents can do to increase their child's chance of reading success (Stuart Dixon Masterson & Quinlan, 1998).

Parents accompanying their children to read is crucial to nurture reading interests. The provision of opportunities, interaction, recognition and modeling are the roles parents can perform in the teaching of reading. Once the children start schooling, the teaching duty is shared between the family and school, and a partnership should be built. Nevertheless, parents remain as a key stakeholder for they can provide the individual attention and bonding that is impossible for teachers to achieve. Read the title and ask your child to make a prediction. Beginning and seasoned readers alike need to make predictions before reading a story. This will go a long way to ensure that a child incorporates previewing and prediction in his or her own reading practices both now and in the future (Hess & Azuma, 1991)

With younger siblings tearing noisily and playing around the house, it can be difficult for older children to concentrate on their homework. To alleviate this problem, you could enforce a period of quiet time in the house at set times of the day, during which younger children are quietly occupied and the older ones have the peace and quiet they need to get on with their private study, distraction-free (Sénéchal & LeFevre, 2002).

In the view of Hoover-Dempsey and Sandler (1997) reading is widely a characteristic of most successful students, and it is something that parents can easily encourage from a young age. Taking children to the library to get their own library cards, having plenty of books available at home, and buying attractive volumes to give as presents for birthdays and Christmas are all simple ways that parents can instill the love of reading in their children. If parents wanted to be even more proactive about it, they could suggest that they and their children join a book club, or even form their own mini-book club, in which they and their children all read a book each month and set

aside time to sit and discuss it together. Dempsey and Sandler, (1997) again advised that parents could also subscribe to a newspaper and encourage their children to read one or two articles a day to keep them up to date with what is going on in the world.

Literacy activities conducted at home can positively influence development in the areas of language, vocabulary, print awareness, comprehension, and children's values related to reading (Nutbrown, Hannon, & Morgan (2005). Decision-making is another area that schools have to engage parents in order to promote shared responsibility and accountability. Parent-child reading committee can be an example. Finally, Nutbrown et al. concluded that a school should collaborate with the community to create or utilize the childcare resources so that more cultural and social capitals can be available to the families.

Ho (2002) suggested that parents should find a place in their home that is their child's favorite reading spot, a place where the child can read comfortably with little or no distractions. Additionally, parents must always have a basket of books near the spot, include pens, crayons, pencils, erasers, and paper in the basket to encourage writing too. Every now and then, parents may put a "literacy gift" in their basket that will help their child to discover and explore. Also, parents should encourage their children to observe them as they read for pleasure, share vocabulary, quotes, characters, and the stories with them. Parents may also compare similarities and differences between their book and the books their children are reading.

Hess and Azuma (1991) opine that learning at home refers to support parents to read with their children. Decision-making is another area that schools have to engage parents in order to promote shared responsibility and accountability. Parent-child reading committee can be an example. Finally, a school should collaborate with the

community to create or utilize the childcare resources so that more cultural and social capitals can be available to the families.

Nevertheless, parents remain as a key stakeholder for they can provide the individual attention and bonding that is impossible for teachers to achieve. As a result, many schools and researchers are interested in engaging parents to read with the young at home and at school. Socially deprived families usually need more support as they lack the capitals necessary to assist their children (Hannon, 1995).

## **2.10 Theoretical Framework**

The main theory underpinning this work is a socio-cultural model of literacy development by Street 1985. The theoretical framework which informed this study emerged from the socio-cultural model of literacy development relating to students who are hearing impaired and with limited English proficiency. According to Rodda and Eleweke (2000), in a socio-cultural model, it is considered that people who are deaf have a culture and language different from hearing people and are linguistic minorities for whom the learning of English literacy skills must be considered a second language learning.

While sociocultural theories of literacy development and practice have been taken up in K-12 contexts, much of the groundwork for these theories originated in adult, family, and community literacy research from scholars such as Barton and Hamilton (1998), Heath (1983), and Purcell-Gates (1995). This body of research has been concerned with understanding the ways in which people use literacy in their everyday lives, finding ways to make literacy instruction meaningful and relevant by recognizing and incorporating students' out-of-school ways of practicing literacy, and

decreasing achievement gaps for students whose families and communities practice literacy in ways that may differ from those in the mainstream or in positions of power. The various theories included in sociocultural perspectives have much to offer the field of literacy in general. Notions about literacy have been shifting over the years, including beliefs that literacy is a singular skill set and that people are either literate or illiterate (Muth& Perry, 2010). Conceptualizing literacy as something one does, as opposed to a skill or ability one has, helps us understand the real-world ways in which real people actually engage with real texts, which ultimately could help educators make formal literacy instruction more meaningful and relevant for learners. As Lewis, Enciso, and Moje (2007) note,

*Few other theories have shed so much light on the education of people whose language, literacy, and very being have traditionally been marginalized or disenfranchised in schools and societies. (p. 3)*

Understanding literacy as a socially-contextualized practice helps us understand the ways in which practices may vary across diverse communities and the ways in which they also are dynamic and malleable. Understanding multiliteracies help us understand the varied ways in which people communicate and make meaning, as well as resulting implications for language and literacy instruction. The focus on issues of power also helps us understand issues of access that people have, the ways in which social, economic and political structures may shape literacy practices, and the ways in which people may appropriate or reject certain practices. Running across all three major perspectives are implications for authentic literacy instruction, redefining *functional literacy*, and understanding power and literacy.

## 2.11 Summary of the literature

This chapter reviewed the related literature on the research topic, the theoretical framework. The chapter was discussed under the following subthemes: (1) the benefits of reading to pupils with hearing impairment; (2) the benefits of parental participation in the reading activities among their children with hearing impairment; (3) home and parental environment and cognitive development; (4) challenges facing today's parents from participating in their children's education; and (5) causes of poor reading among children with hearing impairments. Also, how to enhance parental participation in the reading activities among their children with hearing impairment was also highlighted. In addition, ways parents participate in the reading activities among their children with hearing impairment was also looked at.

Even though the literature on parental involvement in their children's education has revealed the benefits of reading, and other issues identified above, to pupils with hearing impairments, parents, educators and schools, those findings cannot be emphatically related to the situation in Ghana because almost all of the studies were done outside Ghana.

Furthermore, none of the few studies done in Ghana has tried to look into the parental participation in reading activity among their children with hearing impairment at Ashanti School for the Deaf, Jamasi. Therefore, there is a need for further research on parental participation in reading activity among their children with hearing impairment at Ashanti School for the Deaf, Jamasi in the Sekyere South District.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This section describes procedures and the methods used in conducting the study. It includes the research approach, the research design, the population, sample and sampling technique, instrumentation, the procedure for data collection and data analysis. The validity and reliability of the study have also been discussed.

#### 3.2 Research approach

Approach to the study was mixed approach. The researcher adopted both qualitative and quantitative approaches in order to gain more sight into parental participation in reading activity among their children with hearing impairment at Ashanti school for the Deaf, Jamasi in Sekeyre South District. Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a complete understanding of a research problem than either approach alone (Creswell, 2014).

Bergman (2008) opines that mixed methods research involves collecting and analyzing both quantitative and qualitative data. The quantitative data includes closed-end information that undergoes statistical analysis and results in a numerical representation. Qualitative data, on the other hand, is more subjective and open-ended. It allows for the “voice” of the participants to be heard and interpretation of observations.

Sale, Lohfeld, and Brazil (2002) opine that single-approach design might only include experiments to determine cause and effect regarding a specific issue. Conversely, it



might only use observation to tell the story of why a problem has arisen. A mixed-approach design uses the strengths of both methodologies to provide a broader perspective on the overall issue. An experiment may reveal an anomaly that wasn't evident in observation, while observations provide nuances that can't be captured in multiple-choice surveys (Sale, Lohfeld & Brazil, 2002).

Sale, Lohfeld, and Brazil (2002) are of the view that mixed-method design expands the research in a way that a single approach can't. The process of offering a statistical analysis, along with observation, makes the research more comprehensive. The authors further stated that academics glean information from other academics and mixed methodologies offer a broader landscape. There is simply more information from which to develop more hypotheses. Mixed methodology research may advance the timeline of a debate by offering more data for future discussions and research (Sale, Lohfeld & Brazil, 2002).

### **3.3 Research design**

A research design is a strategic framework for action (Durrheim, 2002). The researcher used the case study research design. McMillan and Schumacher (1993) contend that case study is in many ways the most appropriate format and orientation for school-based research.

Creswell (2003) states that, in a case study, it is important for the researcher to:

- Ask why and how questions to enable him/her understand the nature and the complexity of what is happening.
- Conduct the research in an area where few, if any previous researchers have been undertaken.

Creswell (2003) again stated that case studies are qualitative procedures for describing analyzing and interpreting a cultural group's shared patterns of behavior, beliefs, and language that develop over time.

Avoke (2005) posits that a case study is a development of detailed interactive knowledge about a single 'case' or of a small number of related cases. The researcher provides a detailed picture of a culture-sharing group, drawing on various sources of information. The researcher describes the group within its setting; explore themes that develop over time as the group interacts.

A typical case study research employs three kinds of data. These are interviews, documents, and observation. These methods of data collection procedure may form a narrative (Cohen, Manion & Morrison, 2003). In this study, the investigator used interviews and was afforded the opportunity to explore parental participation in reading activity among their children with hearing impairment at Ashanti school for the Deaf in Sekeyre South District. The design provided a platform for the investigator to develop insight into the level of parental participation in the reading activity of their children with hearing impairment.

Limitations of this research design are that it is mostly restricted to a single organization and it is difficult to generalize the findings of the research. Again different researchers may interpret the same data differently which will add bias to the data (Van Maanen, 1996). In this study, the researcher was not seeking to generalize the findings of the research. A case study is advantageous when the researcher wants to focus on events or phenomenon in its natural setting (Harris & Johnson, 2000).

### **3.34 Population**

The population for the study was 150, made up of all the parents whose children were in the upper primary classes of the Ashanti School for the Deaf, Jamasi in Sekyere South District.

### **3.5 Sample and sampling technique**

A sample of 42 was selected for the study. The sample comprised the 22 males and 20 females whose children attend school at the Ashanti school For the Deaf, Jamasi in Sekeyre South District. Convenient sampling was used for the selection of 35 literate and 7 illiterate parents. The parents of pupils with hearing impairment were conveniently selected for the research to share their views on their participation in reading activities of their children with hearing impairment. Cohen, Minion, and Morrison (2003) state that convenience sampling is the selection of a group of subjects because of availability. The parents were sampled during PTA meeting.

### **3.6 Instrumentation**

In this study, interviews and questionnaire were used as instruments for data collection. These tools were considered because it was appropriate for case study designs and also the researcher wanted to achieve a valid result. It offers the researcher the opportunity to gather pertinent data about the cases involved in the study (Hancock, 2002). In a case study, the researcher is the primary measuring instrument and this means that he carries out data collection and become primarily involved in the phenomenon being studied (Gall, Borg, & Gall, 1996).

The researcher went to Ashanti School for the Deaf in Sekyere South District to explore the level of parental participation in reading activity among their children with hearing impairment.

### **3.6.1 Interviews**

The data were collected through semi-structured interview. In the interviews, probes, and prompts were included to aid further exploration of the researcher's own line of questioning. This helped to explore and develop views of respondents and to prevent respondents from going off the track during questioning (Rodgers, 1999).

The interview guides were prepared based on the various themes raised for the study. This is in line with what Robson (2003) says, that interview is used as the most preferred means of gathering information or collecting data which has a direct link or bearing on the research objectives. The one-on-one interview was used and the researcher asked one interviewee questions at a time. Creswell (2003) opines that interviews typically involve the researcher asking questions and hopefully receiving answers from those who are interviewed. Parents of pupils with hearing impairment who cannot read shared their views about their participation in teaching reading to their children with hearing impairment at Ashanti School for The Deaf in Sekyere South district. In all seven parents, out the total 42 sampled were interviewed. The interview guides were based on themes raised from the research questions. The responses from the interview were recorded in written form with the help of research assistant.

### **3.6.2 Questionnaire**

A questionnaire was also used to gather data for the study. The questionnaire was given to 35 literate parents involved in the study. The study used closed-ended questionnaire items. Closed-ended questionnaire items provide the respondents with standardized responses from which to select (Cohen et al, 2007). The study used closed-ended questionnaire items. Closed-ended questionnaire items provide the respondents with standardized responses from which to select (Cohen et al, 2007).

The questionnaire had four sections with the second and third sections linking directly to the research questions raised for the study. The first section looked at the background characteristics of the respondents. The second section concentrated on the causes of poor reading among children with hearing impairment. The third section focused on the ways parents participate in the reading activities among their children with hearing impairment. Four parts focused on benefits of parental participation in the reading activities among their children with hearing impairment. The questionnaire was given to the parents who can read and write. In all 35 parents were given the questionnaire to answer.

### **3.6.3 Pilot Testing of Instruments**

The need for piloting of the instrument is to establish the clarity, reliability, validity, and practicability of the questions. The purpose of the pilot exercise was to get the bugs out of the instrument so that respondents in the main study would experience no difficulties in answering the questions during the interview. It also enabled the researcher to carry out a preliminary analysis to see whether the wording and format of questions will present any difficulties when the main data are analyzed. The instrument was piloted with ten (10) respondents from Agona Swedru Salvation Army School for Deaf, Agona Swedru. This school was chosen because it possessed similar characteristics as the school researcher selected for the study. The responses from the participants were considered before the actual conducting of the interview. The pilot test helped to ensure that the researcher gathers the necessary data for the research work.

### **3.6.4 Procedures for data collection**

This section involved all the processes the researcher undertook to gather data for the study. These include:

**a. Access**

Before the researcher embarked on data collection, he sought permission from the head of the school with an introductory letter obtained from the Department of Special Education, UEW. According to Creswell (2005), this respect is shown by gaining permission before entering the site. After getting the sample children, the children directed them to their various parents. The researcher explained the purpose of the study and assured the participants of the necessary confidentiality of the information to be gathered. Scheduled meetings were communicated to the participants“ days ahead of time.

**b. Ethics**

The rights of respondents involved in this study were particularly treated with utmost care and respect. The following considerations were made to promote and or protect the rights and interests of participants at the different stages of the study. In addition to the permission letter, another letter was written to the school requesting permission from the parents who were involved in the study. The letter helped to gain access and establish rapport with parents of pupils with hearing impairment at Ashanti School for Deaf, Jamasi in Sekyere South District.

**c. Interviews**

The sampled group was interviewed one-on-one, with each one of the seven (7) illiterate parents given the same opportunity. The parents were interviewed using English and Ashanti-Twi.

The interviews were based on the various themes raised from the research questions. In conducting the interviews, the researcher included „prompts' which aided further

exploration of questions. During the interview, proceedings were recorded by the use of note-taking. Each section lasted for about 20 minutes.

### **3.6.5 Questionnaire**

The researcher also used the questionnaire to gather data directly from the respondents. Response to the questionnaire was either „STRONGLY AGREE', „AGREE', „STONGLY DISAGREE or DISAGREE' and the respondents were expected to tick one option under each item. The researcher administered and collected the questionnaires personally after he has sought permission from the head of school involved in the study to gather data for the study from respondents in the school. The respondents were informed and briefed on how to fill the questionnaire either to tick the option „agree' or „disagree' and against the various statements before the distribution of questionnaires started. The data gathered were kept confidential to maintain anonymity of the participants. Then, the researcher collected the completed questionnaires and expressed his appreciations to the head and parents for their kind support. The total responses were converted into percentages for simple analysis. Simple frequency tables were used to present the data, and simple descriptive statistics such as frequency tables, percentages, and means were used to analyze the data.

### **3.7 Data analyses**

Analyzing qualitative data requires understanding of how to make sense out of text and images. Thematic approach and descriptive and percentage were used to analyze the data collected. That is data for the study was analyzed based on each theme drawn from the research questions raised. The researcher formulated coding categories into manageable units of sentences or phrases, according to the research questions. All the information collected from different participants through the interview and observations were coded to identify themes and patterns. Verbatim expressions of the

parents were also used where necessary. The transcription and translation of the data were carried out immediately after the data was collected. The data were analyzed using descriptive method involving percentages and frequencies.





## CHAPTER FOUR

### ANALYSIS AND DISCUSSION OF RESULTS/FINDINGS

#### 4.0. Introduction

The study sought to explore parental participation in reading activities among children with hearing impairment at the Ashanti School for the Deaf, Jamasi. Questionnaires were administered to the respondents for the study. The respondents for the study were the parents. The data gathered for the study were presented and discussed in this chapter.

#### 4.1. Background Information about parents

**Table 1: Sex distribution of parents whose children attend school at Ashanti school for the Deaf**

Gender	Frequency	Percentage
Male	22	63
Female	13	37.
Total	35	100

Source: field data 2017

From Table 1, 63% of parents used for the study were males and the remaining 37% of the parents were females. This indicated that more males participated in the reading activities of their children than their female counterparts during the period of the study.

**Table 2: Age Distribution of parents whose children attend school at Ashanti school for the Deaf**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
20-30	3	9
31-40	8	23
41-50	11	31
51 and above	13	37
<b>Total</b>	<b>35</b>	<b>100</b>

Source: field data 2017

From Table 2, 3(9%) fell within the age range of 21-30 years. Besides, 8(23%) were between the ages of 31 and 40 years with 11(31%) fallen between the age range of 41 and 50 with 13 (37%) fell within the age range of 50 and above forming a vast majority. From the table 2, it is obvious that more parents that are between the ages of 50 and above children's attend school at the Ashanti school for the Deaf during the period of the study.

## **Results**

### **4.2. Research Question 1 What accounts for poor reading skills of children with hearing impairment?**

The table below presents data on parental participation in reading activities among children with hearing impairment at the Ashanti School for the Deaf, Jamasi Where 1 is Strongly Agree, 2 is Agree, 3 is Disagree, and programme 4 is Strongly Disagree, please indicate your preferred option by ticking in the appropriate box.

**Table 3: What accounts for poor reading of children with hearing impairment at Ashanti School for the Deaf?**

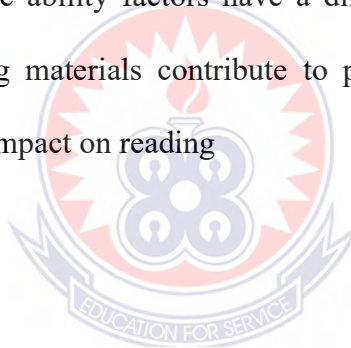
Causes of poor reading of children with hearing impairment	S. Agree		Agree		Disagree		S. D	
	f	%	f	%	f	%	f	%
Inadequate vocabulary is one of the factors which account for poor reading	17	48	13	37	3	09	2	06
Intelligence and language ability factors have direct negative impact on reading	16	46	17	49	2	6	0	0
Inadequate reading materials contribute to poor reading	15	43	12	34	5	14	3	09
Illiterate home seriously have a negative impact on reading	18	51	12	34	5	14	0	00

S. Agree – Strongly Agree      S. D – Strongly Disagree

Source: field data 2017

The researcher during the study sought the views of parents about the causes of poor reading among children with hearing impairment on the statement. In all, 35 respondents were given questionnaires to share their views. Out of 35 parents, 30 respondents, representing 85% agreed to the statement that, inadequate vocabulary is one of the factors which account for poor reading. while 5 respondents representing 15% of the respondents disagreed with the statement. Also, when 35 respondents' views were sought on the statement intelligence and language ability factors have a direct negative impact on reading. 33 (94%) agreed and the rest 3 (6%) disagreed, meaning intelligence and language ability factors do not have a direct negative impact on reading. On the same research question one, the researcher wanted to know the

views of the respondents on the statement: inadequate reading materials contribute to poor reading 27 (77%) out the total 35 respondents agreed to mean inadequate reading materials contribute to poor reading. However, only 8 representing 23% ticked „disagree' meaning they don't agree with the statement above. 'illiterate home seriously has a negative impact on reading when respondent's opinion was sought concerning the statement above the majority of them that is 30 (86%) out of the 35 sampled pupils agreed to it while the remaining 5 (14%) disagreed which simply implies they do not agree to the above statement. From the above, it is obvious that there some leading to poor reading skills among pupils with hearing impairment. These include the inadequate vocabulary of pupils with hearing impairment low intelligence and language ability factors have a direct negative impact on reading. Also, inadequate reading materials contribute to poor reading and illiterate home seriously have negative impact on reading



#### 4.3. Research Question 2. Ways in which parents participate in the reading activities of their children with hearing impairment.

**Table 4: Ways parents participate in the reading activities**

Ways parents participate in the reading activities of their children with hearing impairment	S. Agree		Agree		Disagree		S. D	
	f	%	f	%	f	%	f	%
Parents pay for the service of remedial teachers to assist their children with hearing impairment during literacy lesson	19	54	13	37	1	3	2	6
Parents buy their children reading materials for them to read	18	52	12	34	3	9	2	6
Parents ensure free period for their children at home to enable them to read	13	37	11	31	1	3	10	29
Parents resort to friends of their children who are good at reading to help them during reading period	12	34	13	37	0	00	10	29

S. Agree – Strongly Agree    S. D – Strongly Disagree

Source: field data 2017

During the analysis, the four items on the scale were collapsed into two main groupings that agree and disagree. The researcher during the study sought the views of parents about ways they participate in the reading activities of their children with hearing impairment on the statement. In all, 35 respondents were given questionnaires to share their views. Out of 35 respondents, 32 respondents, representing 91% agreed to the statement that, parents paid for the service of remedial teachers to assist their children with hearing impairment during literacy lesson, while 3 of respondents, representing 9% of the respondents disagreed with the statement. Also, when 35

respondents' views were sought on the statement: parents paid for the service of remedial teachers to assist their children with hearing impairment during literacy lesson. 30 (86%) agreed and the rest 5 (14%) disagreed, indicating that parents do not buy their children reading materials to read. On the same research question one, the researcher wanted to know the views of the respondents on the statement: parents paid for the service of remedial teachers to assist their children with hearing impairment during literacy lesson. Parents buy their children reading materials for them to read. Parents ensure free period for their children at home to enable them to read. 24 (68%) out of the total 35 respondents agreed meaning parents ensure free period for their children at home to enable them to read. However, only 9 representing 32% ticked 'disagree' meaning they did not agree with the statement above. When respondents' opinions were sought concerning whether parents resort to friends of their children who are good at reading to help them during reading period, 25 (71%) out of the 35 respondents agreed to it while the remaining 10 (19%) disagreed. From the above, it is obvious that when parents involve themselves in their children reading activities in diverse ways. These include parents paying for the service of remedial teachers to assist their children with hearing impairment during literacy lesson. Besides, parents buy their children reading materials for them to read. Also, parents ensure free period for their children at home to enable them to read. Lastly, parents resort to friends of their children who are good at reading to help them during reading period.

#### 4.4. Research Question 3: The benefits of parental participation in the reading activities of their children with hearing impairment.

**Table 5: Benefits of parental participation in the reading activities**

Benefits of parental participation in the reading activities of their children with hearing impairment	S. Agree		Agree		Disagree		S. D	
	f	%	f	%	f	%	f	%
Children get material support from their parent's	16	46	14	40	5	14	0	00
Children who are deaf get psychological benefits from their parents when their parents are involved in their reading activities	17	49	14	40	3	09	1	03
When parents are involved in imparting reading skills to their children, it helps the children to develop good reading ability	18	51	13	37	0	00	4	11
When parents involve themselves in the reading activities of their children with hearing impairment, it enhances their repertoire of vocabulary	19	54	11	32	5	14	0	0

S. Agree – Strongly Agree    S. D – Strongly Disagree

Source: field data 2017

From Table 5, on the statement benefits of parental participation in the reading activities of their children with hearing impairment, Children get material support from their parents. Thirty (86%) of them agreed, 9 (50%) of the respondents agreed, while the remaining 5 (14%) disagreed to the statement meaning children do not get material support from their parents. Also, when thirty-five (35) respondents' views

were sought on the statement children who are deaf get Psychological benefits from their parents when their parents involved in their reading activities. 31 (89%) agreed and the rest 4 (11%) disagreed, meaning Children who are deaf do not get Psychological benefits from their parents when they involve in their reading activities. On the same research question one, the researcher wanted to know the views of the respondents on the statement: When parents involve in the imparting reading skills to their children, it helps the children to develop good reading ability 31 (89%) out the total 35 respondents agreed meaning when parents involve in the imparting reading skills to their children, it helps the children to develop good reading ability. However, only 4 representing 11% ticked „disagree' meaning they don't agree with the statement above. 'when parents involve themselves in the reading activities of their children with hearing impairment it enhances their repertoire of vocabulary' when respondents opinion was sought concerning the statement above majority of them that is 30 (86%) out of the 35 sampled pupils agreed to it while the remaining 5 (14%) disagreed which simply implies they do not agree to the above statement. From the above, it is clear that when parents actively involved in the reading activities of their children with hearing impairment it assists them in diverse ways. These include children getting material support from their parents also, children who are deaf get psychological benefits from their parents when their parents involve in their reading activities. Besides, when parents involve in the imparting reading skills to their children, it helps the children to develop the good reading ability. Lastly, parental involvement in the reading activities of their children with hearing impairment enhances their repertoire of vocabulary.



Analysis of interview data

#### **4.5. Theme 1: Causes of poor reading of children with hearing impairment**

##### **Home factors**

On the theme factor, which account for poor reading skills of children with hearing impairment, home factor was a sub-theme developed under the theme. For the comments of the respondents, it was learned that the kind of home where the child is coming from was a contributing factor as far as the reading skill of a child is concerned.

For instance, a parent remarked as follows:

*Because of the nature of my work I do not have enough support for their reading activities in the house and it affects their reading skills (parent 1)*

Another parent intimated that:

*In fact I do not know how to read therefore I cannot assist them to read when they come home however their brothers who can help too do not know how to read in sign language (parent 2)*

The view of one parent is noteworthy here:

*I do not have special place for them to read because we are all using one single room so they study on the veranda (parent 3)*

Responses captured from the parents suggested that there were some home factors militating against their reading skills. Parents low level of education, lack of facilities for reading at home and the nature of parents' work greatly affect pupils with hearing impairment reading skills.

#### 4.5.1 Psychological factors

Reading is difficult for children and since most children with hearing impairment are traumatized and emotionally depressed, it affects their reading skills. Personal well-being of individuals emerged as one of the sub-themes on the factors which account for poor reading skills of children with hearing impairment.

For instance, one of the parents remarked as follows:

*My child because of his deafness, he is naturally not good at reading. No matter how I tried helping him, cannot read well (parent 1).*

Another parent intimated:

*Because my child does not have enough words in English, it affects his level of reading. This is because the amount of vocabulary he has acquired determine how he will read (parent 2).*

The view of one of the parents is noteworthy here:

*I can see that my child is not a happy person; he is always quiet and isolates himself from his colleagues and this is greatly affecting his reading ability (parent 3).*

From the evidence above, deafness seems to be a major problem militating against the reading ability of pupils who are deaf.

It is evident that in the pupils' bid to read, some of the pupils with hearing impairment cannot read as a result of inadequate stock of vocabulary and personal well-being. It was also noted during interview that the pupils indeed had problems with their emotional status, which impede their ability to read. Some of the children spend time thinking about their condition than reading.

#### 4.5.2. Summary

The data presented and analyzed in this section shows that, psychological well-being and inadequate vocabulary of pupils with hearing impairment impede their reading skills.

#### 4.6 Theme 2: Ways parents participate in the reading activities of their children with hearing impairment.

Parental involvement in learning of which reading is no exception, parents have devised several means to ensure the success of their children with hearing impairment reading (literacy development). The following sub-themes were derived ways do parents participate in the reading activities among their children with hearing impairment: Direct participation and indirect participation

##### 4.6.1. Indirect participation

It was learned through the interview with the parents as well as pupils that even though they cannot involve in their children studies directly due to the nature of work and their education level, they participate in their children's reading activities indirectly to ensure success in their reading activities.

One parent responded that:

*Since I cannot communicate with him I paid for the service of those who can communicate with him to assist him during holidays (parent 1).*

Another remarked that:

*Since I cannot communicate with her I have given her to the church of Christ people who know how to sign to move with them and help to learn (parent 2).*

Again, another parent noted that:

*His friends who are good at reading help him and I also support them by buying the books and other things they will need for them (parent 3).*

The interview responses indicated that parents paid for the service of remedial teachers to assist their children with hearing impairment during literacy lesson. They also resort to friends of their children who are good at reading to help them during reading.

#### **4.6.2. Direct participation**

The respondents noted that since they want to see their kids progressing in their academic work they try to involve themselves in their studies at home especially in reading

A respondent commented on this sub-theme by saying that:

*I buy all his reading materials for him. I know if he has reading materials it will help him to read when he is idle and by so doing will improve his stock of vocabulary (parent 1).*

Another respondent remarked that:

*I make sure that they have at least one hour of reading every day and during her reading time I assist her small (parent 2).*

The view of one respondent is noteworthy here:

*I seek the services of a remedial teacher to assist my child in reading (parent 3)*

From the above responses, it is evident that in the quest of parents ensuring better literacy skills for their children, they play a vital role such as buying their reading

materials for them ensuring free period for them and reading books and other stories materials which make them feel happy.

#### **4.6.3 Summary**

The data presented and analyzed in this section showed that parents attempt to assist their children with hearing impairment to improve their reading ability, they pay for the service of remedial teachers to assist their children during literacy lesson and also, they resort to friends of their children who are good at reading to help them during reading period. It was also evident that with the parents' quest for ensuring better literacy skills for their children, they play a vital role such as buying their reading materials for them ensuring free period for them and reading books and other stories materials which make them feel happy.

#### **4.7. Theme 3: Benefits of parental participation in teaching reading of children with hearing impairment.**

Parental involvement in teaching reading is very significant in the life of pupils with hearing impairment because relationship help to meet their material and stationery needs, love and it shows belongingness and enhances good academic work. The theme derived was Material support, and discussed in this section.

##### **4.7.1. Material support**

Material support such as a dictionary, storybooks, textbooks and other supplementary books well provided to the children help enhance their reading skills. Most parents who want their children to succeed as far as reading is concerned try their best possible to let them have the necessary materials in order to assist them to enhance their reading skills.

In the view of one parent:

*When I sit by her during her reading periods it encourages her and she writes the books she needs for me to buy.*

Another parent also said.

*I buy all his reading materials for him. I know if he has reading materials for him it will help him to read when he is idle and by so doing will improve his vocabulary level.*

Based on the assertion made by the respondents on the material support pupils who are deaf gain from their parents, it is obvious that pupils with hearing impairment get material support from their parents which help them in their reading activities. The material support the pupils with hearing impairment get from their parents include getting textbooks, dictionary, and also storybooks.

#### **4.7.3 Summary**

This indicates that parental care and support in the form of provision of text books, dictionary and story books helps to improve the reading ability of children with hearing impairment.

#### **4.8. Discussions**

Research question one: What accounts for poor reading of children with hearing impairment at Ashanti School for the Deaf?

The interview data presented and analyzed in this section showed that home factors such as the kind of home where the child comes from is a contributory factor as far as reading is concerned. Also, psychological well-being and inadequate vocabulary of pupils with hearing impairment impede their reading skills. Also, majority of the

participants who were given questionnaire to share their views on the same theme, causes of poor reading of children with hearing impairment at Ashanti School for the Deaf also agreed to the outcome of interview result

The above is in line with the study of Anyidoho (1997) who affirms that personal attributes like intelligence, language ability physical and psychological factors have a direct negative impact on reading for all children of which hearing-impaired kids are of no exception. Lukewarm attitudes of some teacher also contribute to the reading problems of hearing impaired individuals.

Again, Anyidoho (1997) negative school environment also attributes to poor reading of hearing-impaired individuals. Factors such as lack of well-equipped libraries and reading specialist in a special school for deaf can retard reading of individuals with hearing impairment.

Besides, Obah and Thelm(1987) stated that large class size, inadequate reading materials, and other phenomena are responsible for most of the reading problems the child is exposed to, of which hearing impaired children are of no exception.

Moreover, Parkinson and Gilroy (1996) unfortunate home conditions such as illiterate home could seriously have a negative impact on the child's reading ability (Parkinson and Gilroy, 1996). The individual child is likely to do better under favorable home condition

Also, learning to read is a more difficult for deaf children because it is not just learning to read but also learning a new language at the same time (Moores, 1996). Hearing impaired children do not learn to understand and use language as a natural maturational process, they must be taught language deliberately and the techniques

used for a profoundly deaf child is very slow and painstaking. Inadequate vocabulary is one of the factors which account for poor reading among hearing-impaired pupils.

The above is in line with the study of Parkinson and Gilroy (1996) unfortunate home conditions such as illiterate home could seriously have a negative impact on the child's reading ability (Parkinson and Gilroy, 1996). The individual child is likely to do better under favorable home condition

Lastly, learning to read is a more difficult for deaf children because it is not just learning to read but also learning a new language at the same time (Moore, 1996). Hearing impaired children do not learn to understand and use language as a natural maturational process, they must be taught language deliberately and the techniques used for a profoundly deaf child is very slow and painstaking. Inadequate vocabulary is one of the factors which account for poor reading among hearing-impaired pupils.

Research question two: In what ways do parents participate in the reading activities of their children with hearing impairment?

It is clear from the findings of the parents interviewed that pupils with hearing impairment get material supports such as textbooks, dictionary, learning support, and also storybooks from their parents which help them in their reading activities. Besides, Parents' involvement in the reading activities of their children with hearing impairment helps minimize the emotional problem they face and make them feel happy. Lastly, when parents participate in teaching reading to their children with hearing impairment, it helps them to improve their repertoire of vocabulary and enhances good reading ability, thereby enhancing their academic performance.



Similarly, the majority of the participants who were given questionnaire to share their views on the same ways parents participate in the reading activities among their children with hearing impairment agreed with the interview result.

The above assertions are in line with Hess and Azuma (1991) who stipulate that parents accompanying their children to read is crucial to nurture reading interests. The provision of opportunities, interaction, recognition, modeling and provision of reading materials are the roles parents can perform in the teaching of reading. Once the children start schooling, the teaching duty is shared between the family and school, and a partnership should be built. Nevertheless, parents remain as a key stakeholder for they can provide the individual attention and bonding that is impossible for teachers to achieve. Read the title and ask your child to make a prediction. Beginning and seasoned readers alike need to make predictions before reading a story. This will go a long way to ensure that a child incorporates previewing and prediction in his or her own reading practices both now and in the future (Hess & Azuma, 1991).

Moreso, Marschark (1993) who posits that parents influence all three domains of a child's academics, language, and social-emotional development, and each domain affects the others. It is well established that children with hearing impairment who have better language and communication skills perform better academically (Marschark, 1993). Greenberg and Kusche (1993) also asserted that there is strong evidence for a connection between children's socio-emotional development or social competence and academic outcomes.

Calderon and Greenberg (1993) opine that increasing in children's reading scores, more construction use of classroom teaching time, and better social and academic

problem solving resulted when children with hearing impairment reached higher levels of social-emotional competence and language and communication skills.

This result was also confirmed by Calderon (2000) who asserted that parental involvement in children's school-based education program is a significant positive predictor to early reading skills but shares considerable variance with maternal communication skill for this outcome. In the study, maternal communication skills and the child's hearing loss were the strongest predictors of language development and early reading skills. The study's findings indicated that although parental involvement in their deaf child's school-based education program can positively contribute to academic performance, parental communication skill is a more significant predictor for positive language and academic. The author further provided evidence that parental involvement may depend on the development of other parent skills first, as demonstrated by the moderate correlation and shared variance between direct parental involvement and maternal communication skill in explaining early reading skills.

Research question three: What are the benefits of parental participation in the reading activities of their children with hearing impairment?

The interview data presented and analyzed in this section showed that parents attempt to assist their children with hearing impairment to improve their reading ability, they pay for the service of remedial teachers to assist their children during literacy lesson and also, they resort to friends of their children who are good at reading to help them during reading period. It was also evident that with the parents' quest for ensuring better literacy skills for their children, they play a vital role such as buying their

reading materials for them ensuring free period for them and reading books and other stories materials which make them feel happy.

Also, the majority of the participants who were given questionnaire to share their views on the same theme benefits of parental participation in the reading activities of their children with hearing impairment agreed to the outcome of interview result.

This confirms the comments by Hess and Azuma (1991) who opine that parents accompanying their children to read is crucial to nurture reading interests. The provision of opportunities, interaction, recognition and modeling are the roles parents can perform in the teaching of reading. Once the children start schooling, the teaching duty is shared between the family and school, and a partnership should be built. The author further stated that parents remain as a key stakeholder for they can provide the individual attention and bonding that is impossible for teachers to achieve. Hess and Azuma (1991) again advised that parents should read the title and ask their child to make a prediction. Beginning and seasoned readers alike need to make predictions before reading a story. This will go a long way to ensure that a child incorporates previewing and prediction in his or her own reading practices both now and in the future.

In the view of Hoover-Dempsey and Sandler (1997) reading widely is a characteristic of all the most successful students, and it is something that parents can easily encourage from a young age. Taking your children to the library to get their own library cards, having plenty of books available in your own home, and buying attractive volumes to give as presents for birthdays and Christmas are all simple ways to instill a love of reading in your children, whatever age they are. If you wanted to be even more proactive about it, you could suggest that they join a book club (this would

help with their literature studies by developing literary criticism skills), or even form your own mini-book club, in which you and your children all read a book each month and set aside time to sit and discuss it together. You could also subscribe to a newspaper, if you don't already, and encourage your children to read one or two articles a day to keep them up to date with what's going on in the world (Hoover-Dempsey & Sandler, 1997).

Literacy activities conducted at home can positively influence development in the areas of language, vocabulary, print awareness, comprehension, and children's values related to reading (Nutbrown Hannon & Morgan (2005). Decision-making is another area that schools have to engage parents in order to promote shared responsibility and accountability. Parent-child reading or utilize the childcare resources so that more cultural and social capitals can be available to the families (Nutbrown Hannon & Morgan (2005). younger siblings tearing noisily and playing around the house, it can be difficult for older children to concentrate on their homework. To alleviate this problem, a parent could enforce a period of quiet time in the house at set times of the day, during which younger children are quietly occupied and the older ones have the peace and quiet they need to get on with their private study, distraction-free (Sénéchal & LeFevre, 2002).

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS**

#### **5.0. Introduction**

This chapter deals with the summary, conclusions, and recommendations made on the findings from the study which was on the exploring parental participation in reading activity of their children with hearing impairment at Ashanti School for the Deaf, Jamasiin Sekyere South District.

#### **5.1. Summary**

The study was intended to explore parental participation in reading activity of their children with hearing impairment at Ashanti School for the Deaf in Sekyere South District.

It sought to find out factors which account for poor reading skills of children with hearing impairment, ways parents participate in the reading activities of their children with hearing impairment and the benefits of parental participation in the reading activities of their children with hearing impairment

The study was amixed approach research, the researcher adopted both qualitative and qualitative approaches that employed the case study as a design. The instruments for data collection were a semi-structured interview and questionnaire. The sample involved (42) forty-two respondents made up of (22) male and twenty (20) female out of total population of (150) convenience sampling technique was used to select the sample for the study. The data were analyzed using thematic approach and descriptive method involving percentages and frequencies and the findings were observed:

The study revealed that home factors such as the kind of home where the child comes from was a contributory factor as far as the reading of a child is concerned and lack of appropriate reading materials impede pupils with hearing impairments ability to read. Also, psychological well-being and inadequate vocabulary of pupils with hearing impairment impede their reading skills.

Besides, it was also found that pupils with hearing impairment get material supports such as textbooks, dictionary, storybooks and learning support, also from their parents which help them in their reading activities. Again, Parents' involvements in the reading activities of their children with hearing impairment help minimize the emotional problem they face and make them feel happy. In addition, when parents participate in teaching reading to their children with hearing impairment, it helps them to improve their repertoire of vocabulary and enhances good reading ability, thereby enhancing their academic performance.

It was obvious from the analysis above that parent's attempt to assist their children with hearing impairment to improve their reading ability, they pay for the service of remedial teachers to assist their children during literacy lesson and also, they resort to friends of their children who are good at reading to help them during reading period.

It was also evident that with the parents' quest for ensuring better literacy skills for their children, they play vital role such as buying their reading materials for them ensuring free period for them and reading books and other stories materials which make them feel happy.

## **5.2. Conclusions**

Based on the findings, the study concluded on the factors which account for poor reading skills among children with hearing impairment that lack of related books at

the library in the school, inability of some teachers to use Sign language efficiently and lack of appropriate reading materials impede pupils with hearing impairments ability to read pupils. Also, psychological well-being and inadequate vocabulary of pupils with hearing impairment impede their reading skills.

Additionally, on the way parents participate in the reading activities of their children with hearing impairment, parents pay for the service of remedial teachers to assist their children during literacy lesson and also, they resort to friends of their children who are good at reading to help them during reading period. Besides, children with hearing impairment enjoy some benefits when their parents participate in their reading activities. These pupils with hearing impairment get material supports such as textbooks, dictionary, learning support, and also storybooks from their parents which help them in their reading activities. Besides, Parents' involvements in the reading activities of their children with hearing impairment helps minimize the emotional problem they face and make them feel happy. Also, when parents participate in teaching reading to their children with hearing impairment, it helps them to improve their repertoire of vocabulary and enhances good reading ability, thereby enhancing their academic performance. In view of the above revelation, the researcher suggested that parent should continue to play their active role in reading activities of their with hearing impairment in order for them to continue enjoying

#### **5.4. Recommendations**

The following recommendations were made in the light of the findings of the study:

- Irrespective of the kind of home a child may be coming from, parents should endeavor to make provisions for their wards to have a study area and a reading section at home.

- Parents should provide supports such as textbooks, dictionary, storybooks and learning support, to their children with hearing impairment to help minimize the emotional problem they face in order to improve their reading skills.
- The parents should continue to engage the service of remedial teachers to assist their children in literacy to help enhance the reading skills of their children.

### **5.5. Suggestions for further research**

The following area is suggested for further research: Approaches for facilitating parental participation in reading activity among their children with hearing impairment.





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## APPENDIX A

### UNIVERSITY OF EDUCATION, WINNEBA

### DEPARTMENT OF SPECIAL EDUCATION

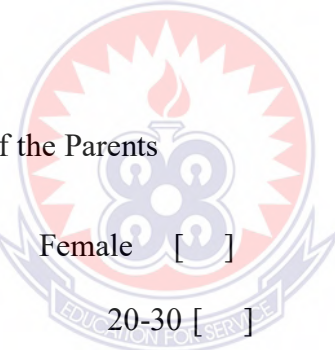
### QUESTIONNAIRE FOR HEALTH CARE PROVIDERS

The following items have been designed to gather data on the parental participation in reading activities of their children with hearing impairment at the Ashanti School for the Deaf, Jamasi. This is purely an academic exercise and the response you would provide will be treated as confidential.

**Instruction:** Please tick [] boldly against your responses.

#### SECTION A

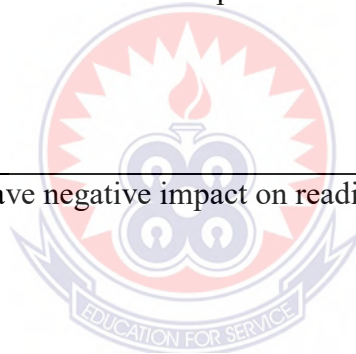
#### Background Information of the Parents

- 
1. Sex: Male [] Female [
  2. Age .....years      20-30 []      31-40 []      41-50 []  
51-60 [

**SECTION B:** parental participation in reading activities among children with hearing impairment at the Ashanti School for the Deaf, Jamasi

The table below presents data on parental participation in reading activities among children with hearing impairment at the Ashanti School for the Deaf, Jamasi Where 1 is Strongly Agree, 2 is Agree, 3 is Disagree, and 4 is Strongly Disagree please indicate your preferred option by ticking in the appropriate box.

Causes of poor reading skills of children with hearing impairment	1	2	3	4
Inadequate vocabulary is one of the factors which account for poor reading				
Intelligence and language ability factors have direct negative impact on reading				
Inadequate reading materials contribute to poor reading				
Illiterate home seriously have negative impact on reading				



Ways parents participate in the reading activities of their children with hearing impairment	1	2	3	4
Parents paid for the service of remedial teachers to assist their children with hearing impairment during a literacy lesson				
Parents buy their children reading materials for them to read				
Parents also ensure free period for their children at home to enable them read				
Parents resort to friends of their children who are good at reading to help them during reading period				



Benefits of parental participation in the reading activities of their children with hearing impairment	1	2	3	4
Children get material support from their parents				
Children who are deaf get Psychological benefits from their parents when their parents involve in their reading activities r				
When parents involve in the imparting reading skills to their children, it helps the children to develop good reading ability				
When parents involve themselves in the reading activities of the children with hearing impairment it enhances their repertoire of vocabulary				

## APPENDIX B

Semi-structured interview guide for pupils with hearing impairment at the on parental participation in reading activities among children with hearing impairment at the Ashanti School for the Deaf ,Jamasi in Sekyere South District.

This interview is aimed at collecting information from pupils with hearing impairment and their parents on how the parents participate in reading activities of their children with hearing impairment at the Ashanti School for the Deaf, Jamasi in the Sekyere South District.

### **Causes of poor reading skills among children with hearing impairment**

1. What are some of the problems you face in assisting your ward in reading?
  - a. What challenges do you face during reading time in your house?

#### **Prompt**

How often does your ward read at home?

- b. Can you give reasons why your child does not read at home?
- c. What factors hinder reading activities at home?

### **Ways parents participate in the reading activities of their children with hearing impairment.**

1. How do you participate in the reading activities of your ward?
2. In what way do you assist in your ward's reading activities both at home and school?

#### **Prompts**

Any other way else?

Can you tell me more?

**Benefits of parental participation in the reading activities of children with hearing impairment**

1. What kind of benefit does your ward get from your participation in the reading activities?

**Prompts**

- a. Does your involvement have any influence on the academic work of your child?
- b. In what way?
- c. How does your ward feel when you get involved in the reading activities?
- d. Any other benefit?



## APPENDIX C



UNIVERSITY OF EDUCATION, WINNEBA

FACULTY OF EDUCATIONAL STUDIES

DEPARTMENT OF SPECIAL EDUCATION

P. O. Box 25, Winneba, Ghana

[sped@uew.edu.gh](mailto:sped@uew.edu.gh)

+233 (020) 2041069

August 18, 2017

THE HEADMISTRESS  
ASHANTI SCHOOL FOR THE DEAF  
SEKYERE SOUTH DISTRICT

Dear Sir/Madam,

### LETTER OF INTRODUCTION

I write to introduce to you, Anaman Kwao an M.ED student of the Department of Special Education, University of Education, Winneba with the registration number 7150150006.

He is currently working on his thesis on the topic: *"Parental Participation in the Hearing activities of children with Hearing Impairment at Ashanti School for the Deaf in the Sekyere South District."*

I should be grateful if you could give him the needed assistance to enable him to carry out his research work in your school. This forms part of the requirements to complete his programme.

Counting on your cooperation.

Thank you.

Yours faithfully,

ESAU YAO YEKPLE (PHD)  
AG. HEAD OF DEPARTMENT  
DEPARTMENT OF SPECIAL EDUCATION  
UNIVERSITY OF EDUCATION  
P. O. BOX 25, WINNEBA



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