

Name of scholar: Md. Saifur Rahman

Name of Supervisor: Prof. Sara Begum

Department: Institute of Advanced Studies in Education (Faculty of Education)

Title: ‘A Study of Parental Involvement for Promoting Adjustment and Academic Achievement among Dyslexic Children Studying in Inclusive Schools of Delhi!’

ABSTRACT

Parents are truly children’s first teachers, and home is the child’s first school. Children come into the world with certain potentials, but this is how they learn in “first school” that will most affect their ultimate cognitive development. Throughout their children’s lives, parents serve as models for behavior and stimulate their children’s to interact with and learn from the world. The more teachers understand how the cognitive, academic, and social difficulties of the child with learning disabilities may relate to the family environment, the more they can help plan family interventions aimed at increasing youngster’s academic and social learning opportunities.

This study was conducted on dyslexic children. They were drawn from different inclusive institutions of Delhi and the total number of dyslexic children were 102. It comprised of 84 males and 18 females, ranging in the age from 11 years to 18 years.

The following findings from the study are presented: The study of parent involvement in home-school environments has identified educational activities that ranged from parent participation in parent-teacher organizations and conferences to specific training in activities designed to enhance adjustment and an academic skill such as English, Hindi, Maths and EVS.

In this study, the focus is on effective parental involvement in the adjustment problems and on the academic achievement of dyslexic children. Although it might seem obvious that the student's chances of success are likely improved with active parental support. What specifically is most effective and how to stimulate and manage that support in diverse circumstances is not always so clear or probable.

The study found that the conversation about the value of parental involvement too often relies on anecdotes and intuition. Greater use of data and evidence produced more systematic and successful approach. Basic information such as tracking the number of parents, who are involved in the school, the number of activities they participate in and whether that involvement is sporadic or consistent over the years can give school leaders a clear picture of the extent of parental involvement and the basis for determining its impact. Schools, which use systems that allow parents to check grades online could also include an element that allows parents to provide feedback about their level of satisfaction, information that could be used as data. The study open the way for school leaders to see patterns about the impact of parent involvement for the school, classrooms and individual students. "The very first place one would expect to see the benefit of involvement would be with students' effort, motivation, work habits and behaviour.

One of the most vital aspects of this study is its examination of specific components of parental involvement to see which aspects influenced student achievement. The more subtle aspects of parental involvement was the parental style and expectations that had a greater impact on student's educational outcomes. The more demonstrative aspects of parental involvement was the household rules and parental attention as well as participation in social and academic activities.

The Parent involvement produced a positive and significant effect on children's adjustment and academic performance. This result suggested that when parents participated in academic related activities with their children outside school, a significant improvement in academic performance was visible in the school.

In sum, it is concluded from the findings of the study that parents are substantially and positively involved with their dyslexic children with respect to adjustment and academic achievement. Parents have always been actively involved in enhancing their dyslexic children's development and educational progress. This spontaneous activity has taken a number of forms including 'good parenting' in the home pre-school (which provides a good foundation of skills, values, attitudes and self-concept); visits to school to gather relevant information and establish good relationships; discussions with teachers to keep abreast of the child's progress.