



RESEARCH PAPER

Enhancing Motivation, Interest and Academic Achievement in Students with Hearing Impairment through Parental Involvement: An Action Research Inquiry

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ABSTRACT

This mixed methods study aimed to enhance motivation, interest, and academic achievement in students with hearing impairment through parental involvement. Ten participants, including five students with hearing impairment and their parents, were involved in three phases of the research. Phase I included surveys and in-depth interviews with parents, analyzing quantitative data descriptively and interviews thematically. The findings showed a positive correlation between parental involvement and student motivation, interest, and achievement. Phase II developed strategies based on phase I findings, focusing on communication, emotional support, parental involvement with teachers, and a conducive learning environment at home. Phase III evaluated the implemented strategies, revealing high parental involvement and active support for children's development and academic excellence. Parental involvement was found to have a significant impact on children's educational experiences and overall development.

Keywords: Academic Achievement, Hearing Impairment, Motivation, Interest, Parental Involvement

Introduction

Children's growth is greatly influenced by their parents. Through active participation in their children's educational and growth activities, they have the authority and capacity to guide and reshape their children into resilient, inspired, and motivated individuals. In contrast, parents who don't support the education of their children might discourage and demotivate them through carelessness, which has a negative impact on their academic performance. As a result, parental participation has a big impact on children's achievements.

Parental participation is described by Abdul-Adil and Farmer (2006) as a collection of parental attitudes, behavior, and approaches that promote their children's academic and behavioral success in their present school, both inside and outside of the classroom. Anything a parent does to support their child's academic success falls under this category.

The benefits of parents' active participation in their children's education, including their growth, behavior, motivation, and academic success, are highlighted by research by Kohl, Lengua, and McMahon (2000). Parents who participate in their children's academic work see improved attendance rates, better behavior, and better academic results from preschool through high school. They also encourage their children to aim for more advanced levels of education and send them to better schools. When parents take an active role in the education of their children, both at home and at school, they demonstrate to them their interest in and dedication to their achievements and highlight the value of education.

The stable income and ambitious objectives of parents have a big impact on the education of their children. Questions concerning the impact of parental participation on children's performance in school are shared by many educational academics. This study intends to highlight the effects of parental participation on children's motivation and interest in order to assist develop and improve techniques that support and encourage parental involvement at home and at school.

Literature Review

Deafness is described by the World Health Organization (WHO) as "a hearing loss greater than 40 decibels (dB) in the better hearing ear in adults and a hearing loss greater than 30 dB in the better hearing ear in children." The WHO fact sheet includes comprehensive information on the effects of deafness and hearing loss on a global scale as well as on their causes, management, and prevention.

Parents and teachers are both important for a student's academic performance. To achieve, students need motivation, assistance, and high-quality instruction. There are six essential things parents may do to assist their children's academic progress, according to researcher Joyce Epstein. Some of these components include parenting, communicating, volunteering, learning at home, cooperating with the school when making decisions, and working with the community.

Parenting includes behaviors to raise happy and healthy children. Sharing information about children's health, development and living conditions is very important. Effective communication between school and family is essential to academic success. Tools such as notebooks, meetings, and school websites are used. Home learning is about providing parents with knowledge and support for teaching, homework, and college preparation. Parental participation in decision-making is facilitated through parental representation, leadership and participation in committees.

The focus of Marshall, Raskind, Roberta, and Goldberg's (2010) study on Pasadena, California children with learning difficulties was on their ability to succeed in life.

The participants' lifestyles were objectively evaluated by the researchers using public records and an interview guide. The research findings revealed that parents can collaborate with their special needs children to help them reach their full potential and grow up to be capable, happy, and independent individuals leading fulfilling lives. Focusing on personal traits, attitudes, and behaviors in addition to academic subjects can help people with learning difficulties lead successful and satisfying lives, according to the researchers. Parents are recognized as important players in laying a strong basis for their children's education, beginning at home

Family involvement in education has been acknowledged by the National Research Council (2001) as an important component of young children's learning. However, there are few studies that demonstrate a link between parental participation and preschool students' outcomes, particularly for vulnerable populations including children from low-income families and those with impairments (Fantuzzo, McWayne, and Perry, 2004). At Stephanie Children's School in the District of Philadelphia, Fantuzzo et al. It involved 144 urban preschoolers, 46% of whom were African American men, aged three to five. On the other side, less disruptive peer play in the home and at school was linked to parental involvement in the school. According to the study, several aspects of parental participation were associated with benefits in learning and classroom behavior.

Smith et al. (2011) used questionnaires and interviews to evaluate parental involvement in urban charter schools in Columbia. The results showed that parental participation activities mostly revolved around fundamental responsibilities including punctuality, attending conferences, providing help in the classroom, and improving the

learning environment. In order to increase parental involvement in their children's education, it also emphasized the need of parental education. A few of the previous study's drawbacks included a limited number of urban schools and the lack of special education programs for kids. It didn't offer any methods to help parents of kids with special needs get involved in their kids' education; instead, it only addressed ordinary schools.

In Sweden, Bouaka and Persson (2007) investigated the factors that encourage and discourage parental involvement in traditional schools. They discovered those parents' beliefs, attitudes, and level of trust in the educational system can prevent them from being involved in the education of their children. Parents are prevented from actively supporting or participating in the educational process by these attitudes. It is proposed that a more thorough knowledge could be attained by contrasting the study's findings with institutions that serve children with special needs, such as those who hearing impairments as the study have concentrated on regular educational institutions.

In 2002, Martin and Fitzpatrick conducted research on parental collaboration in early childhood settings. In over 200 settings in the Dublin area, the research includes observations, questionnaires, and in-depth interviews with parents and staff. The analysis found a number of obstacles to parental involvement, including a lack of time and opportunities for involvement, staff-directed activities rather than collaborative ones, a lack of knowledge and a fear of losing control, a lack of resources, a lack of space, and a lack of time for efficient interaction and link strategies with parents. It was lacking details on how the data analysis was planned. The current study concentrated on the difficulties parents of hearing-impaired children encounter and their limited participation in the educational process. It sought to solve these issues and advance fair educational opportunities for students who are hearing-impaired

Teachers' attitudes and family resources are two barriers to parental involvement in education, according to Moran, Ghate, and Van der Mewe (2004). Due to staff perceptions or the value they place on parental involvement, certain schools may have low levels of parental involvement. Parental participation is also hampered by poverty because not all families have access to the appropriate opportunities or resources. Parents are prevented from actively supporting their child by traditional ideas that place all the responsibility for education on experts. It can be difficult to get rid of these ideas and encourage parental involvement.

The researcher observed that the academic performance and general development of students may suffer as a result of parents' lack of engagement with a class over the previous five years. Action research is necessary in this context to find ways to promote and improve parental involvement in the classroom. According to research, parental participation is linked to improved behavior, motivation, and attendance among students. Therefore, students are likely to perform better academically and have a favorable attitude towards their academics if parental participation is increased.

The context of the study; setting, participant, researcher

Community and school

The special education school is situated in Safdarabad, a rural region distinguished by enormous green fields and encircled by a village community. People in the community have limited access to contemporary services and technologies. The school itself is a 40-room, double-story structure, indicating that there are many students there. The school's verdant grounds give students a peaceful and natural setting in which to learn and play. However, the rural setting and lack of access to modern facilities and technology could also present challenges for the students, particularly when it comes to keeping up with advancements in the field of education and competing with students from more urban areas.

Participants of the study

The participants in the study are a unique group of five individuals and their parents who share a common background of being hearing impaired students of Class 7th in a special education school. There are 4 boys and a girl that comprises the sample. They all are, between the ages of 12-18, and come from rural areas and Muslim families. While they have diverse cultural backgrounds, they share cultural values and practices that shape their attitudes and behaviors. The students come from uneducated backgrounds, and as a result, they face several challenges in accessing education. Many of the students have had limited exposure to formal education, and they struggle with basic literacy and numeracy skills. Despite these challenges, the students are eager to learn and improve their skills.

The students' hearing impairment presents additional challenges in the classroom. They require specialized support and equipment to ensure that they can fully participate in lessons and communicate with their teachers and peers. The school provides these resources, including hearing aids and visual aids such as projectors and screens, to ensure that the students have equal opportunities to learn and succeed.

Classroom setting

The classroom where the research is being conducted is one of the 40 rooms in the school. The classroom has the capacity to accommodate up to 20 students comfortably. The classroom is decorated with charts and other visual aids for the better understanding of students. The classroom has a whiteboard, which the researcher uses to present their lessons and materials. The hearing impaired students with mild to moderate level are seated in the front row to facilitate their participation and communication with the teacher. Overall, the classroom setting is designed to be inclusive and accommodating for all students, regardless of their abilities or disabilities.

About researcher

The researcher is an individual who is familiar and comfortable working in a classroom environment with students who have hearing impairments. Despite the experience and expertise, the researcher has noticed that many parents of hearing-impaired students are not actively involved in their children's education. This lack of involvement is concerning to the researcher because parental involvement has been shown to have a positive impact on student motivation and academic success. The researcher is passionate about helping hearing-impaired students succeed and is dedicated to finding ways to improve their educational outcomes.

Material and Methods

This practical action research project used a mixed-methods approach, consisting of the following phases:

Phase 1: Needs Assessment

The first phase involved conducting a needs assessment to identify the specific needs and challenges faced by parents of students with hearing impairments. 5 students of class 7th with hearing impairment and their parents comprises the sample of the study. Data was collected through surveys and interviews with students and parents.

Phase 2: Intervention Design and Implementation

The researcher developed interventions to encourage parental involvement in assisting the education of students with hearing impairments based on the results from the needs assessment. These interventions included a number of strategies and methods that have been proven to be successful in encouraging parental involvement. The interventions

were put into action in a classroom. Workshops, teacher consultations, and other events aimed at encouraging parental involvement in their children's education were open to parents of hearing-impaired students.

Phase 3: Evaluation

The effectiveness of the intervention was evaluated through surveys and academic records of students. Data was analyzed using both quantitative and qualitative methods to identify the most effective strategies and practices for promoting parental involvement in supporting the education of students with hearing impairments.

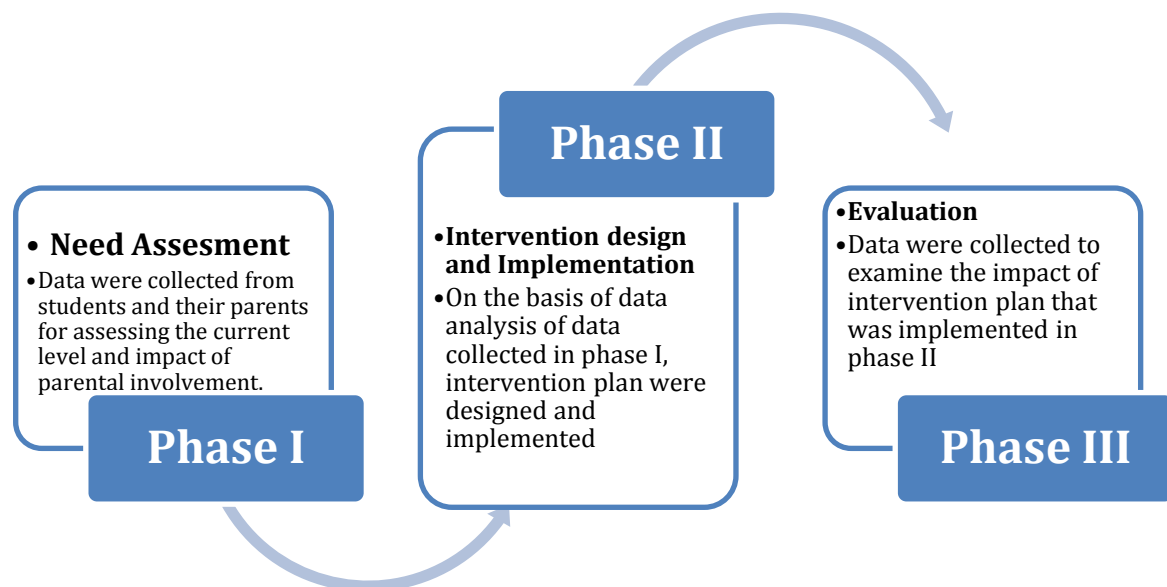


Figure no.1, Methodology

Validity and reliability

The researcher used a variety of data collection techniques, such as surveys, interviews, and student academic records (artifacts), to ensure the reliability and validity of my study. Triangulation, a technique, assured the reliability and strength of the data. The use of different data gathering techniques decreased the possibility of misunderstanding and misinterpretation.

Ethical Considerations

For the sake of their personal information, it's crucial to keep the details and identities of participants secret. The researcher obtained consent from all participants and the principal of the school before conducting the study and interviews and used pseudonyms for the individuals and the school. The fact that the researcher took sure to protect the participants' privacy made them feel more at ease and motivated to offer the necessary data. The researcher destroyed the audio recording as soon as the information was recorded in writing. The researcher gave the participants a breakdown of the study's procedures and informed them that they had the option to withdraw at any moment.

Phase 1: Needs Assessment and data collection

This stage aimed to gather data through surveys and interviews to investigate the impact of parental participation on academic achievement, motivation, and interest in children with hearing impairments. Surveys were completed by five parents and five

hearing-impaired students, collecting information on parental involvement and its effects on motivation, interest, and academic success. Following the surveys, the five parents were interviewed to gain further insights into their experiences and perspectives

Data analysis and interpretation of Phase 1

After coding the data into SPSS, data were computed and analyzed. The researcher applied descriptive analysis and calculated average mean.

Analysis of data collected from students

Table 1
Frequency distribution of age, gender and obtained marks of students

Age of students	Frequency	Percent
12-15	4	80.0
16-18	1	20.0
Total	5	100.0
Gender of students	Frequency	Percent
Boy	4	80.0
Girl	1	20.0
Total	5	100.0
Obtained marks	Frequency	Percent
250-330	1	20.0
331-410	3	60.0
411-490	1	20.0
Total	5	100.0

The table no.1 shows that, the majority percentage lies within the "12-15" age group, which accounts for 80.0% of the students. The majority percentage is represented by boys, who make up 80.0% of the students. For the obtained marks, the majority percentage is in the "331-410" range, with 60.0% of the students falling within this category

Table 2
Descriptive statistical analysis

	Mean	Std. Deviation
1. Parental involvement Average mean	0.98	0.853
2. Motivation Average Mean	1.35	0.979
3. Interest Average Mean	1.28	0.75

Parental Involvement: The average mean of 0.98 indicates that students generally perceive parental involvement in their education and school-related activities as being at a moderate level. Parental engagement is rated differently depending on the activity: some activities, like attending school meetings and buying learning materials, are rated higher than others, like signing language classes or asking instructors about their students' development.

Motivation: The average mean 1.35 suggests that, students believe their parents are generally supporting them academically. There is nevertheless room for development in other areas, such as routinely monitoring academic achievement and encouraging originality and critical thinking.

Interest: This average mean 1.28 shows that, on average, students perceive a moderate level of parental interest in their academic pursuits and exploration of new interests..However, there is room for further engagement and enhancement in areas such as

discussing the relevance of academic subjects to future goals and providing educational materials outside of school. Increasing parental involvement and interest can foster a more enriched and fulfilling academic journey for the child.

Analysis of data collected from parents

Table 3
Frequency distribution of age, Education, Occupation, marital status of parents and Relationship with students

Age of parent	Frequency	Percent
25-35	1	20.0
36-45	2	40.0
46-55	2	40.0
Total	5	100.0
Marital status	Frequency	Percent
Married	4	80.0
Widow	1	20.0
Total	5	100.0
Education of parents	Frequency	Percent
Secondary	3	60.0
below secondary	1	20.0
did not attend school	1	20.0
Total	5	100.0
Relationship with students	Frequency	Percent
Father	3	60.0
Mother	2	40.0
Total	5	100.0
Occupation of parents	Frequency	Percent
self employee	1	20.0
private job	4	80.0
Total	5	100.0

The table shows that the majority of parents are in the age group of 36-45 and 46-55, majority of parents i.e. 80% are married, 60% parents have secondary education, the majority percentage 60% is attributed to fathers, and 80% parents are working in private jobs.

Table 4
Descriptive statistical analysis

	Mean	Std. Deviation
1. Parental involvement in academic progress Average mean	1.04	0.82
2. Parental involvement in hearing impairment support Average Mean	1.09	0.78
3. Parental involvement in overall development Average Mean	1.13	0.91

Parental involvement in academic progress; The average mean of 1.04 indicates a generally positive degree of parental support for their child's educational direction; however there are certain areas that might be improved.

Parental involvement in hearing impairment support: The average mean 1.09 suggests that, on average, parents in the sample exhibit a moderate level of involvement in supporting their child with hearing impairment, with potential areas for further engagement and support.

Parental involvement in overall development: This average mean 1.13 suggests that, on average, parents in the sample exhibit a relatively low level of involvement in their child's overall development. The findings indicate a need for parents to further engage in activities that foster their child's overall development, such as setting goals, involving them in household activities, and actively participating in their education beyond academic subjects. Increasing parental involvement in these areas can contribute to a more holistic and well-rounded development of the child.

Analysis and interpretation of interviews of parents

Theme 1 Child Education

Active parental involvement in education

Most of the participant responded that Active parental involvement in education is when parents take an active role in their child's education by offering encouragement, resources, and support to help the child succeed academically. All of the parents describe how they actively contribute to their child's education in their respective responses, utilizing different approaches.

Parent 1: "Being present and involved in my child's education means staying in constant communication with their teachers and attending all school events and activities."

Parent 2: "Providing extra support at home and encouraging participation in extracurricular activities is crucial to complementing what my child learns in the classroom."

Child need in education

Every parent actively participates in the education of their children in different ways that are catered to the individual needs of their child. Every parent wants to make sure that their child's special needs are met and that they are getting an adequate education.

Parent 1: "Being involved in your child's education means staying informed and connected with their teachers and school activities."

Parent 4: "Educating oneself about assistive technology and advocating for a child's communication needs can make a significant difference in their ability to succeed in the classroom."

Theme 2 Parental Involvement in Education

Parental Love and Commitment

The main reasons given by all the parents for continuing to be involved in their children's education were their love for and want to see them succeed in life. However, they also acknowledged the need for additional guidance and accommodations in the classroom as well as the potential different challenges that their child's hearing disability may present.

Parent 4: "As a parent, my motivation to stay involved in my child's education comes from my love for my child and the desire to see them reach their full potential, which is only possible through a strong and supportive educational environment."

Theme 3 Impact of Parental Involvement

Support

Every parent highlighted the value of supporting their children in order to increase their confidence and academic motivation. This means participating in teacher-parent meetings, addressing about their child's needs, and being available to offer support and encouragement when required.

Parent 1: "Providing support and attending meetings with teachers has positively impacted my child's motivation to learn."

Accessibility

Parents of hearing-impaired students highlighted the importance of ensuring that their child has access to all the resources and accommodations they need to succeed in school. This includes working closely with teachers and other professionals to ensure that their child's needs are being met.

Parent 3: "Being involved in my child's education has allowed me to ensure that accessibility needs are being met, which has made a huge difference in my child's motivation to learn."

Theme 4 Parental Learning Support

Parental Involvement and Interest

Every parent emphasized the importance of parental involvement and interest in their child's education. By showing an active interest in their child's studies, parents can encourage their child to take an active interest in their education, leading to a more positive attitude towards learning.

Parent 4: "Being involved in my child's education has had a profound impact on their interest to learn. By showing them that I value education and supporting them in their studies, I've fostered a love of learning that will serve them well throughout their lives, despite their hearing impairment."

Advocacy and Accommodation

Every participant emphasized the significance of advocating for children who have hearing loss and making sure they have access to the supports and accommodations they need to succeed. Parents may make sure that their children's unique needs are met by speaking out for them and collaborating with school officials.

Parent 2: "Working closely with my child's teachers has allowed me to advocate for their needs and ensure they have access to all the accommodations necessary to overcome the challenges of their hearing impairment."

Parent 4: "Advocating for my child and ensuring they have the accommodations they need has helped them overcome the challenges of their hearing impairment and succeed in their education."

Theme 5 Educational Challenges

Communication and Advocacy

All the parents of hearing-impaired students mentioned facing challenges related to effective communication with their child's teachers and advocating for their child's needs in academic settings. They have had to work hard to ensure that their child's needs are being

met and that they are receiving the accommodations they require to succeed. They have communicated regularly with teachers and administrators, created individualized education plans (IEPs), and worked with healthcare professionals to ensure that their child is receiving the necessary support.

Parent 1: "I have faced the challenge of not being able to communicate effectively with my child's teachers and school administrators."

Parent 4: "It can be difficult to know when to step in and when to allow my child to navigate situations on their own."

Finding Resources and Support

All the Parents mentioned they are finding difficulties in resources and support for their hearing-impaired child outside of school. Parents have had to network with other parents, join support groups, and research community programs that are specifically designed to meet the needs of hearing-impaired individuals.

Parent 2: "One of the biggest challenges I have faced as a parent of a hearing-impaired student is finding resources and support outside of school."

Phase 2 Designs and Implementation of Interventions

Design of the Intervention

Based on the analysis of collected data, an intervention program was designed with the following key components:

1. **Communication Support:** The researcher offered seminars or training sessions with an emphasis on techniques for parents and children with hearing impairments to communicate effectively. This included training in sign language, methods for speech therapy, and advice for setting up a positive communication environment at home.
2. **Home-School Communication:** Established clear channels of communication between parents and teachers. This involved regular progress updates, sharing resources and strategies, and providing feedback on the student's performance. Utilized various means of communication, such as, phone calls, or a dedicated online platform, to ensure effective and timely information sharing.
3. **Individualized Education Plans (IEPs):** The teacher and parents worked together to create individualized education programs that catered to each student's particular needs. In order to maximize the student's academic success and general development, these plans specified the precise objectives, modifications, and support services needed.
4. **Assistive Technology Resources:** The researcher educated parents on the advantages of assistive devices for students with hearing impairments as well as their availability. In order to improve the student's educational experience, he also offered advice on how to choose and use equipment like hearing aids, cochlear implants, FM systems, or captioning tools.
5. **Parent Workshops and Webinars:** The researcher set up webinars and seminars with an emphasis on assisting hearing-impaired children and encouraging parental involvement. The topics covered in these workshops included developing advocacy skills, comprehending educational rights, encouraging independence, and using community Resources.

A. Implementation of the Intervention:

The intervention program was implemented into effect over a predetermined time period, taking into account the convenience and availabilities of the parents. To achieve a smooth execution, it required cooperation between the school administration, teachers, and support staff. The courses were open to parents, who were also given the tools they needed to help their children study at home. The channels for communication were created, and parents received regular updates and information. Events for parent involvement were planned, giving parents the chance to get involved in their children's education and build relationships with the school community.

Phase 3 Evaluation

In this phase of the research study, the researcher aimed to conduct an evaluation to assess the effectiveness of the implemented strategies aimed at enhancing the impact of parental involvement for students with hearing impairment.

Table 5
Frequency distribution of age, gender and obtained marks of students

Age of students	Frequency	Percent
12-15	4	80.0
16-18	1	20.0
Total	5	100.0
Gender of students	Frequency	Percent
Boy	4	80.0
Girl	1	20.0
Total	5	100.0
Obtained marks	Frequency	Percent
331-410	2	40.0
411-490	3	60.0
Total	5	100.0

The table shows that, the majority percentage lies within the "12-15" age group, which accounts for 80.0% of the students. The majority percentage is represented by boys, who make up 80.0% of the students. For the obtained marks, the majority percentage is in the "441-490" range, with 60.0% of the students falling within this category.

Table 6
Descriptive statistical analysis

	Mean	Std. Deviation
1. Parental involvement Average mean	1.38	0.86
2. Motivation Average Mean	1.23	0.85
3. Interest : Average Mean	1.32	0.79

Parental involvement: The average mean score of 1.38 for parental involvement suggests a relatively high level of parental engagement. Parents show a proactive approach to their child's education and well-being by being involved, supportive, and invested in their development.

Motivation: The average mean for the factor of parental motivation is 1.23, indicating a high level of parental influence in motivating the individual to perform well in school. Their active involvement likely includes providing support, guidance, and encouragement, which in turn fosters a positive learning environment. This strong

motivational support from parents contributes to the individual's motivation and determination to excel academically.

Interest: According to the average mean of 1.32, it can be inferred that the respondents strongly agree that their parents help them find and pursue their academic interests. They are likely to be involved in discussions, providing guidance, and offering encouragement to explore new academic interests. Additionally, they are proactive in providing educational materials outside of school, attending academic events together, and emphasizing the relevance of academic subjects to their children's future goals.

Findings

Parental Involvement: In the need assessment phase, the average mean score for parental involvement was 0.98. However, in the evaluation phase, it increased to 1.38. This indicates that there was an improvement or an increase in perceived parental involvement from Phase 1 to Phase 3.

Motivation: In Phase 1, the average mean score for motivation was 1.35. In evaluation phase, it decreased slightly to 1.23. This suggests a slight decrease in perceived motivation from the need assessment phase to the evaluation phase.

Interest: For the interest factor, the average mean score was 1.28 in need assessment phase and increased to 1.32 in evaluation phase. This indicates a slight improvement or increase in perceived interest from Phase 1 to Phase 3.

Conclusion

Parental involvement (average mean score of 1.38) shows a high level of engagement, positively impacting student motivation and interest. Despite a slight decrease in motivation (1.35 to 1.23), parents' support fosters a positive learning environment. Students' interest in academic pursuits improved slightly (1.28 to 1.32) due to parents actively assisting in exploring academic interests. Overall, parental involvement plays a significant role in students' academic development, emphasizing the importance of continued support and engagement in enhancing motivation and nurturing interests

Recommendations

- Promote parental involvement through effective communication channels and provide resources to guide parents in actively participating in their child's education.
- Foster a positive learning environment by collaborating with parents to develop motivational strategies, including recognizing achievements, setting goals, and providing constructive feedback.
- Support students' academic interests by encouraging parent-child discussions and organizing events/workshops to explore various disciplines and career paths.
- Offer parental education programs to equip parents with the necessary knowledge and tools for effective engagement and guidance in their child's education.
- Continuously assess and evaluate the impact of parental involvement on student motivation, interest, and overall academic development to ensure the effectiveness of initiatives

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