Parents and Stakeholders' Perspectives on Early Reading Intervention Implemented as a Curriculum for Children with Learning Disability

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Presented: 13/9/2020
Accepted: 4/4/2021
Published: 15/3/2022
Doi: https://doi.org/10.36473/ujhss.v61i1.1314

Abstract

Stakeholder and parent preceptive have an influence on children's educational performance of early reading stages. The purpose of this study was to understand stakeholders' perspectives of early reading skills as a curriculum for early readers with learning disabilities. This study used a quantitative method to identify perspectives of stakeholders and parents. Data were collected from 25 public elementary in the metropolitan area of Hail City. Data were analyzed with Exploratory Factor Analysis (EFA), and Multivariate Analysis of Variance (MANOVA) to investigate effects and interactions between variables. The results indicated that 93% of parents and stakeholders strongly agreed on the importance of reading skills as follows: phonological awareness, phonics, and fluency. Also, participants' role had a significant impact on the variables of perspective while age of participants had non-significant impact. Also, educational levels of participants had no significant affect and impact on the perspective. But, when grouped two variables, participants' role by Age interaction had a significant effect on the combined dependent variables. Also, participants' role by education level interaction had significant impact on participant's perspective. Participants' role's by age by educational level interaction had significant impact on the perspective.

Keywords: Stakeholder, Curriculum, Learning Disability, Early Reading, Phonological Awareness

1. Introduction

Learning disabilities (LD) is a common condition of presumed neurological origin which leads to difficulties in one or more academic areas (e.g., writing, reading, or mathematics), and affects the development, integration, and /or demonstration of verbal and/or nonverbal abilities. It is presumed to be due to the central nervous system dysfunction (Lerner & Kline, 2012). Across the life span, the condition can severely, impact social perception, self-esteem, education, and, socialization. LD is one of the highest incidence disabilities in the field of special education and is continuing to grow at a rapid rate (Torgesen, 2004; Cortiella & Horowitz, 2014).

In comparison with the Western countries, LD is new in Saudi Arabia and its school system. Battal (2013) stated that "LD did not exist in the Saudi educational system until 1992. Moreover, academic difficulties faced by students with LD and problems encountered by their parents were not addressed. They were viewed instead as a personal issue.". In 1993, the Ministry of Education in Riyadh started the service of special education for children with LD by establishing segments of programs in the system of the public schools (Almosa, 2000; Battal, 2013). The service was first offered in resource room, and as the prevalence of students with LD increased, and as the field of LD improved; the LD's students are also taught in the general education classrooms alike (Battal, 2013, Ministry of Education, 2012a).

Special education has the same primary goal of general education which is to positively change a student's knowledge, achievement, and behavior. One catalyst for learning is curriculum. Studies suggest the effective implementation of curriculum within public Pre-kindergarten (PK) through grade 12 schools requires the involvement of parents in their children's learning experience (e.g., Gonzalez-Mena, 2011; Williams, Williams, and Ullman, 2002). Several studies have illustrated that there is a positive correlation between the involvement of parents and interest in a child's learning (Ali, 2012; Reynolds, 2007; Scott & Sylva 2004). Anyikwa and Obidike (2012) reported that children need the full involvement of their parents in order to effectively learn at school. Morrison (2007) reported that parents' involvement in children's learning strongly affects student performance at schools. A further study by Kindiki (2009) reported that parent involvement in their child's learning increases their child's academic motivation and achievement (Crozier & Reay, 2005; Henderson & Berla, 1997).

In designing curriculum, the school's teams and leaders face a challenge in term of whether parent and stakeholders' expectations coincide with school objectives. Some curriculum scholars such Pinar

(2004) prefer that parents choose schools for their children based on the school curriculum and what their children would be taught. Thus, there may be some conflicts when designing curriculum. In addition, designing curriculum might bring more educational expectations to all sides. Therefore, community members, schools, parents, and educators should be aware of those potential conflicts so they can prevent obstacles that could arise (Epstein, 2002). Another factor is the type of community that enables students, families, teachers, administrators, and community members (i.e., stakeholders) to enhance a school's education should stem from meaningful relationships between everyone. Studies found the strongest relationship existed when parent expectations matched student achievement (Fan and Chen, 2001).

Parental and stakeholders' perspectives toward early reading and other contents in the last decade have been under consideration of many (Holden & Edwards, 1989; Miller, 1988; Sigal, 1985), but only a few have addressed the relationship between parental attitudes toward reading. For instance, studies suggest that children are motivated and stimulated by their parents' positive feedback while they are reading together (Beech, 1990; Penner, 1987; Whitehurst & Valdez-Menchaca, 1988). Other studies have found that parent perspectives develop children's perception of their learning ability, attitude, and motivation to accomplish reading tasks (Stevenson & Newman, 1986; Eccles, 1983; Parsons, Adler, & Kaczala, 1982). Further, studies have found that attitudes of students and their parents' perspective toward reading are critically, importance to children becoming successful readers (Baker, Scher, & Mackler, 1997; Guthrie, Wigfield, Metsala, & Cox, 1999; Mullis, Martin, Gonzalez, & Kennedy, 2003; Mullis, Martin, Kennedy, & Foy, 2007). Stakeholders and parents have also involved in helping their child complete tasks as a classroom-based assessment (Johari & Abd Aziz, 2019). Equally important, studies have shown parent literacy beliefs are related to how they engage their children in a variety of reading and writing activities (Shapiro, & Solity 2008). Fin general, many studies examined how parents of children with disabilities, think about the provision of special education services that are provided to their children.

In 2011, the National Center on Secondary Education and Transition reported that students with reading difficulties are less likely to graduate from high school and are at higher risk for unemployment (National Center on Secondary Education, 2011). As a result, designing strong early intervention curriculum is an important aspect of improving long-term student outcomes. Because of the significant increase in the number of students identified with learning disabilities (Torgesen, 2004), (Cortiella & Horowitz, 2014). The

previous studies investigated common areas of deficits related to cognition, metacognition, attributional styles, social skills, reading and intervention with LD's students (Salman, 2009). Precisely, the phonics, and phonological awareness —the ability to identify and understand the elements of sound in spoken language—became the central area of investigation (Salman, 2009). A great number of researches has shown that poor readers have a difficulty with the phonological processing as a common learning issue (Salman, 2009, Torgesen, 2004).

1.1 Special education Curriculum and Reading Programs in Saudi Arabia

The reading curriculum and educational level of special education presumably, are the same as the general education programs in Saudi Arabia. Battal, (2016) reported that they are all similar to each other, but special education's curriculum includes modification and accommodation based on disabilities' category. For instance, specific designed programs that involved instructional methods and accommodations are provided to students with learning disabilities. The nature of the curriculum is similar to the curriculum of the general education. but, the level of difficulty might differ to accommodate subjects for LD's students. Also, elementary school phase lasts for 6 years from grade one to grade six (Battal, 2016).

According to Al-Jarf (2007), "The language arts program in Saudi elementary schools consists of reading, spelling, composing, poetry, and penmanship. All grade levels use two basal readers per year (Fall and Spring basals)" (p. 7). The philosophy of reading program considers the importance of speaking, reading, and writing as a whole in any reading programs (Al-Jarf, 2007; Alshehri, 2014). Also, the reading program targets crucial skills such word recognition, comprehension, and vocabulary but it needs to specify more concentrating on the earlier stages of reading skills such phonemics awareness, and phonological awareness (Al-Jarf, 2007). Alshehri (2014) reported that student learn to read in grades 1-3, and they go through reading comprehension instructions and phases through grades 4-6 (Alshehri, 2014).

1.3 Statement of the Problem

Studies reported that the focus on lessons on formal skills of reading comprehension without including content-rich lessons might let students lose opportunities to develop and improve their reading abilities. alphabet, linguistics, phonics, and phonological awareness to help all children to read and reach positive outcomes (Walsh, 2003; Alshehri, 2014). More importantly, listening closely to parents'

perspectives on the earlier stages of early reading curriculum and intervention is crucial. Teachers and parents might consider deeply concentrating on the earlier stages for their students when they read. Students may like activities that require a little bit of reading (Alshehri, 2014).

There is a lack of research that targets the specific perspective e of stakeholders and parents toward specific concepts on curriculum contents. More research is needed to study the perspective that stakeholders (including administrators and teachers) and parents of children with LD have regarding early reading curriculum. This is missing from the literature. Research's findings suggest that perspectives of those parents have a great positive influence the reading performance of their children in first grade in general (Abu-Rabia, 2012). But, no reports on perspective toward other grades' performance and the early reading skills. The uniqueness of the characteristics of early readers with LD makes this investigation needed. In addition, measuring parent perspectives along with their education backgrounds and involvement in services has not been sufficiently studied. Specifically, investigating these issues that relate to parent perspective might allow educators to identify any obstacle that reduces the quality of reading curriculum for early readers.

The primary purpose of this study is to seek to understand stakeholders and parents' perspectives of key concepts and essential early reading skills that impact the design of curriculum that will serve as an intervention for early struggler readers who have LD. Understanding stakeholders' perspective about the early reading curriculum for students with LD may help to see the weaknesses and strengths of the implementation of curriculum at home, and at school alike. Therefore, school administrators and teachers may more effectively promote parental participations in designing curriculum and instruction. For this purpose, the following problems and sub-problems were questioned:

- How do parents of children with LD and stakeholders view early reading curriculum, skills, and key concepts about their child's reading development in elementary schools in the metropolitan area of Hail City, in Saudi Arabia?
- What is the difference among parent and stakeholders' perspectives according to their age, roles, and educational level on the importance of early reading curriculum (phonological awareness, phonics, and fluency) for children with LD in public elementary schools?

- Is the age of parent and stakeholder an influencing factor on their perspective toward early reading curriculum for children with LD?

1.4 Significance of the Study

The results of studying the perspectives of parents with a complex condition such as children with disabilities, and specifically, LD' students might help bring awareness to the barriers that hinder parental satisfaction always toward special education curriculum and service in general. Furthermore, the results of this study can contribute to the field of special education research by listening to the stakeholder and parental perspective as they are aware of their children needs.

Subsequently, this study may reveal to educators what some parents want in order to develop better satisfaction of special education curriculum across the early reading intervention and all needed skills. Also, comparing the perspectives of parents of children with LD in those settings with stakeholders may bring a unique understanding about the differences of those participants' perspectives. additionally, the result of this study may provide a better understanding of creating new effective tools for communication between parents and schools.

2. Method

2.1 The Timeframe and Settings

The study was carried on the beginning of 2018 until the middle of 2019. The study was conducted in the Hail province of Saudi Arabia. The study recruited only parents of students with LD and stakeholders; administrators and teachers of elementary schools in Hail City, Saudi Arabia.

This research study used a quantitative method design to investigate the perspectives of parents, administrators and, teachers about the early reading curriculum for students with LD. For the sake of this study, quantitative methodology has the advantage of generalizing and formulating predictions from a sample group representative of a larger population, to allow the quantitative researcher a means to evaluate the data more precisely using statistical analysis (MacCarthy, Lewis, Voss, & Narasimhan, 2013). The researcher created a questionnaire that is developed for the purpose of the study. The questionnaire included three categories of early reading stages of reading intervention for students with LD in elementary public school. It contained 22 statements of perspective on early reading curriculum distributed among three categories of early reading stages.

2.2 Participants

Based on the available data for the LD's school-age students served and enrolled in the public schools in Saudi Arabia, the population of this study were parents of children with LD, and Stakeholders in Saudi Arabia identified by (Ministry of Education's report, 2017). The targeted populations in this study were elementary public-school parents of students with LD, and stakeholders; administrators and teachers of elementary schools in Hail City, Saudi Arabia, which included parents, teachers, principals based on available data of Ministry of Education's report of the academic year 2017/2018 in Saudi Arabia (Ministry of Education's report, 2017).

The Parents and stakeholders were chosen based on the enrollment of LD's students who were enrolled in school system and were eligible for special education services based on available data of Ministry of Education's report of the academic year 217 (Ministry of Education's report, 2017). Convenience nonprobability sampling was used. The sample was drawn from part of the population that is readily available and convenient (Creswell, 2003). It was used for this study because of its appropriateness and accessibility as the most visible option for the study in this time. Therefore, three hundred and thirty parents of children of LD who are enrolled currently in first grade through grade six in public elementary schools and three hundred and thirty of community members who relate to the same public system of elementary schools in Hail, Saudi Arabia were recruited to participate in this study.

2.3 Instrumentation

Questionnaire was developed for all the variables of the study. The questionnaire questions were based on 5-point Likert scale for perspective ranging from a low score of 1 (strongly disagree) to a high score of 5 (strongly agree). Additionally, the instrument included a section on participants' demographic information. This section helped the researcher investigate the differences between stakeholders' role, education level, and age and perspective about the early reading curriculum for students of LD who are enrolled in first through sixth grade in the public's school system of Hail city, in Saudi Arabia. The second section is related to phonological awareness skills that develop beginning reading. Parents were asked to rate and write about their perspective toward the importance of phonological awareness. The third section of the questionnaire is related to phonics. Parents were asked to rate and write about their perspective toward the importance of student's phonics and word recognition. In the fourth section of the questionnaire, participants were asked to share their perspectives of oral reading fluency.

2.4 Data Collection

2.4.1 Procedures

Participants received a hard copy of the questionnaire package. Valuable procedures were used to increase response, including three electronic follow-up reminders (Dillman, 2000; Edwards et al. 2003). The questionnaire consisted of an introduction, consent form, and a questionnaire about demographics and background as well as the sections of the actual questionnaire to be answered.

The prospective participants as identified in those systems and schools received a hard copy of questionnaire during Spring 2018 year. The electronic questionnaire package consisted of an introduction integrated into a consent form, and a questionnaire that includes the questions and other demographics questions and background. Data collection lasted until the end of school's semester. All of centers and schools' officials were asked to distribute the questionnaires to participants. The data were collected from parents of children with LD who are enrolled in first-grade through grade six and stakeholders using the questionnaire designed for the study.

Four hundred and two paper copies of questionnaire were sent to 25 public schools. Two hundred and fifteen (53.7%) of questionnaires returned to the researcher. Participants were not required to provide any identifying information. The anonymity of the subjects strengthens the validity of the instrument and the study. The calculation of response rate was calculated. The percentage of qualified respondents who actually completed the questionnaire was calculated. Response rate was calculated as number of complete responses to questionnaire divided by number of people who received the questionnaire x100.

2.4.2 Validity and reliability

Content Validity, since researcher developed the questionnaire, structural evaluation to the psychometric properties were needed and highly recommended. Therefore, for the face and content validity processes, content validity systematic experts review was used to evaluate the face and content validity of the current instrument. A systemic validation was electronically emailed to a panel of experts in the field of early childhood and special education. The reviewers were asked to review the questionnaire's validity. The criteria for review included clarity, wordiness, negative wording, overlapping responses, balance use of jargon, appropriateness of response listed, use of technical language, application to praxis, relationship to problem, and measure of construct(s).

After collecting rating scores through the systematic validation rubric, Cohen's Kappa statistical test was run to determine if the level

of agreement between the experts/raters on whether the content of the questions of the questionnaire measure parent and stakeholders' perspective by rating the operationalization of the questions against the relevant content domain for the construct of the parental, and stakeholders' perspective. Reliability of the content was assessed. kappa was calculated on the independent responses of raters of the questionnaire's items. Experts research assistants served as independent raters and were individually rating the content of the questionnaire. The percentage of agreement was computed; and result showed a substantial agreement between the experts; $\kappa = .645$. of the test of Cohen's Kappa as shown in table 1.

Table 1
Symmetric Measures of the level of agreement between reviewers (Cohen's Kappa)

Measure	Value	SE[a]	T[b]	p
Kappa	0.645	0.324	3.237	0.01
N	22			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.

For the construct validity, all quantitative data were coded, entered and analyzed using the Statistical Package for the Social Sciences 25.0. In addition, and in order to provide evidence of construct validity, an exploratory factor analysis (EFA) was run using the quantitative questions in the current study's questionnaire. EFA was used to evaluate the construct validity of the questionnaire's structure. EFA was used to verify the number of underlying dimensions of the instrument (factors) and the pattern of item-factor relationships (factor loading) (Brown, 2006). Extraction used principal axis factoring (PAF) with promax rotation, since the factors of the construct were likely correlated, in order to provide more interpretable results. The number of factors was identified using eigenvalues greater than one (K1) and a scree plot were also be produced and investigated. Prior to running the EFA, data were checked for multivariate outliers, which can affect the results.

Further, the Horn's Parallel Analysis was used and considered to be the most accurate method to determine the number of factors retained in this study (Costello & Osborne, 2005; Gliem, 2012) Therefore, this process was guided by this method. (e.g. If the factor's eigenvalue from the sample data was greater than the eigenvalue for the corresponding factor from the random numbers, the factor was retained). Horn's Parallel Analysis has the advantage over the most

accurate method to determine the number of factors retained in this study (Gliem, 2012). Upon few cross loading, different techniques were used and 22 items were retained. After Factor Analyses series, there were no more cross-loadings and all the 22 structure coefficients were greater than .40, showing an evidence of convergent validity, as it showed that all loading values were above .40 and most of items loadings values were above .50. at the practical significant as shown in table 2.

The exploratory factor analysis (EFA) was used by the decision made on the design of three factors in the 22 items: perspective toward Phonics, perspective toward Phonological awareness, and perspective toward Fluency, as conceptually designed for the perspective construct—the total scale. The loadings of the 22 items on their respective factors were generally solid, greater than .40. with most of them greater than .50. The structure coefficient between those three factors demonstrated both convergent and discriminant validity in the entire sample (n=215) as shown in table 3.

To obtain reliability indicators, a Cronbach Alpha was used. Higher scores correspond with more reliable scales. Hattie reported that Nunnally (1978) has indicated 0.7 to be an acceptable reliability coefficient, but lower thresholds are sometimes used in the literature (Hattie, 1985). In order to determine the internal consistency reliability of all factors of satisfaction in the questionnaire instrument (Tavakol&Dennick, 2011). Cronbach's Alpha statistic provides a measure of the internal consistency of a test or scale, and it is generally used as a measure of internal consistency or reliability of a psychometric instrument (Tavakol&Dennick, 2011). The examination of the internal consistency reliability at the factor and scale level indicated that the questionnaire was acceptably reliable. Cronbach's alpha was used to check the reliability of the study; the reliability was 0.899 of 22 items. After Exploratory Factor Analysis was conducted, the factors were retained according to Horn's Parallel Analysis (Costello & Osborne, 2005; Gliem, 2012).

The preceptive on those three factors were label as follow; Factor 1 was labeled Phonological Awareness, and contained eight items. The reliability of the Phonological Awareness factor was 0.835 of eight items by using Cronbach's alpha. Factor 2 was labeled as Phonics, and contained eight items. The reliability of Phonics factor was 0.887 of eight items. Factor 3 was labeled Fluency, and contained eight items. The reliability of the Fluency factor was 0.788 of 5 items. The reliability of the overall and total scale Perspective Factor was .899.

Table 2
Total Variance explained and the number of factors to retain in Principal Components; using Parallel Analysis

	Eigenvalues			Parallel Analysis		
Factor	Total	% of Variance	Cumulative %	Factor	Mean Eigenvalue	Percentile Eigenvalue
1	6.907	36.353	36.353	1	1.559586	1.661445
2	1.820	9.581	45.934	2	1.446301	1.524406
3	1.572	8.275	54.209	3	1.370575	1.435879
Extraction Method: Principal Axis Factoring.						

Table 3
Structure Coefficient and communality for the 22-Item Questionnaire

Questionnaire's Item	Factor	h2
Parental Perspective Toward: 1. Student should practice whispering as a first stage when learning to imitate the way of reading from others.	.655	.490
2. Student are reading from side to side.	.600	.499
3. Flipping pages as a sign of developing reading skills.	.589	.581
4. Using one of their fingers to track the words read.	.595	.423
5. knowing matched and identical words when reading.	.617	.601
6. distinguishing between letters, words and, numbers separately.	.635	.592
7. distinguishing between separate sounds in spoken words.	.673	.657
8. Pairing similar words in the images given to him.	.587	.631
9. knowing relationship between read letters and sounds.	.692	.583
10. Mixing and using letters to form and make words.	.650	.688
11. understanding words and syllables in reading context.	.742	.588
12. distinguishing between vowels and other letters in the context.	.533	.698
13. Determining sound of vowels in words in given sentences.	.576	.721
14. determining sounds based on formation, characters, and words.	.506	.477
15. Determining the number of syllables per word.	.620	.496
16. Ability to read with facial expressions quickly and accurately.	.504	.648
17. Using phonetic, and grammatical semantics	.568	.587
18. Ability to read familiar or predictable texts at a slow pace.	.401	.629
19. Ability to identify key words, prefixes and suffixes in context.	.615	.621
20. Reading visible to high-frequency oral and written formats.	.608	.690
21. Decode unknown words.	.622	.444
22. Self-correction when words reading incorrectly.	.618	.403
Total % variance: 60.061%		
Mean h2		0.640

Note: Factor = Perspective. N = 215. h2= communality.

3. Data Analysis

Data were analyzed using a comprehensive statistical software package, SPSS for Mac Release 23.0.0.0. Descriptive statistics (e.g., frequencies, means, standard deviations, ranges, and percentages) were used to analyze the data gathered from questionnaire. Descriptive statistics were used to summarize data across all respondents. Descriptive statistics were used to determine the demographic characteristics of participants in this study. Also, descriptive statistics were used to measure the level of the perspective of participants. The means and standard deviations on perspective by the whole entire sample was computed. The 215 parents and stakeholders had a mean score of (M=3.8) of a high and positive perspective with a standard deviation of .966.

In details, Multivariate analyses of variance (MANOVA) were utilized for testing any statistically significant differences in the perspective held by stakeholders and parents of children with LD to address research question two and question three. A MANOVA was conducted since there are more than one dependent variable in the study, dependent variables of perspective held by parents of children with LD and stakeholders are perspective toward phonics, participant's perspective toward phonological awareness, and participant's perspective toward fluency. Also, the independent variable of perspective; were parents of children with LD's perspective, and stakeholders' perspective and they were categorically measured. MANOVA was used to compare differences in perspectives held by participants.

4. Result

Table 4
Background Characteristics of Demographic of the Sample.

Participant' Role	Response	Frequency	Percentage	Cumulative Percent
Participant' Role	Parent	65	30.2	30.2
	Teacher	109	50.7	80.9
	Principle	41	19.1	100.0
	Total	215	100.0	100.0
Participant' Age	25-45 Years Old	157	73.0	73.0
	Older than 45	58	27.0	100
	Total	215	100.0	100.0
Educational Level	Diploma and Less	64	29.8	29.8
	Bachelor & Beyond	151	70.2	100.0
	Total	215	100.0	100.0

In this study, there were one hundred and nine (50.1%) male teachers participants and Sixty-five (30.0%) parent participants. There were forty-one (19.1%) participant who identified themselves as principles. Further, there were one hundred and fifty-seven (73.0%) participants who are younger than 45 years old while fifty-eight (27.0%) are older than 45 years old. They were one hundred and fifty-one participants who had some bachelor degree and beyond, and sixty-four (29.8%) had some diploma degrees or less.

For question one, the output of the descriptive statistics shows that participants highly agreed on the importance of reading skills. 93% of parents strongly agreed on the importance of reading skills as follow: phonological awareness, phonics, and fluency as seen in table 4. For question two and three, MANOVA was run and the output interpretations begin with the results of Box's test [32]. The results of the Box's test of equality of variance, [Box's M = 86.287, F = 1.373, df1 = 54, df1 = 2559.856, p = .038]. The Box's test was significant and the groups were unequal, so the Pillai's Trace was chosen. A violation of this assumption of homoscedasticity is not prove fatal to analysis; despite this, a more robust multivariate test statistics, Pillai's Trace, was used to interpret the multivariate results (Mertler & Vannaatta, 2010).

Table 5
Summary of Multivariate Analysis of Perspectives' Groups Variable

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared	Observed Power[d]
Intercept	Pillai's Trace	.936	977.195[b]	3.000	201.000	.000	.936	1.000
Role	Pillai's Trace	.064	2.212	6.000	404.000	.041	.032	.780
AGE	Pillai's Trace	.014	.933[b]	3.000	201.000	.426	.014	.253
Education Level	Pillai's Trace	.023	1.607[b]	3.000	201.000	.189	.023	.419
Role * AGE	Pillai's Trace	.095	3.360	6.000	404.000	.003	.048	.938
Role * Education Level	Pillai's Trace	.076	2.662	6.000	404.000	.015	.038	.862
AGE * Education Level	Pillai's Trace	.023	1.589[b]	3.000	201.000	.193	.023	.414
Role * AGE * Education Level	Pillai's Trace	.086	3.036	6.000	404.000	.006	.043	.910

Computed using alpha = .05

The results of the multivariate test of the perspective of parents and stakeholders toward early reading's stages; phonics, phonological awareness, and fluency indicated that Participant' Role [Pillai's Trace = 0.064, F (6, 404) = 2.212, p = 0.041, partial η2 = 0.032] is significantly affecting the combined dependent variables of perspective toward phonics, phonological awareness, and fluency. Age of participants [Pillai's Trace = 0.014, F (3.933^{b}, p = 0.426, partial η2 = 0.014] is not significantly affecting the combined dependent variables of participant' perspective toward phonics, phonological awareness, and fluency. Educational levels of participants [Pillai's Trace = 0.023, F (3, 201) = 1.607^{b}, p = 0.189, partial η2 = 0.023] is not significantly affecting the combined dependent variables of parents and stakeholder's perspective toward phonics, phonological awareness, and fluency.

Participant' role by age interaction [Pillai's Trace = 0.095, F (6, 404) = 3.3601, p = 0.003, partial η2 = 0.048] is significantly affecting the combined dependent variables of parents and stakeholders' perspective. Participant' role by education level interaction [Pillai's Trace = 0.076, F (6, 404) = 2.622, p = 0.015, partial η2 = 0.038] is significantly affecting the combined dependent variables of participant' perspective. Age by educational level interaction [Pillai's Trace = 0.023, F (3, 201) = 1.589^{b}, p = 0.193, partial η2 = 0.023] is not significantly affecting the combined dependent variables of participant' perspective. Participant' role by Age by educational level interaction [Pillai's Trace = 0.086, F (6,404) = 3.036, p = .006, partial η2 = 0.043] is significantly affecting the combined dependent variables of participant' perspective. The results of multivariate test of the perspective of parents and stakeholders about parent involvement are shown in Table 5.

One-way MANOVA was run: participant' role and the dependent; a one-way MANOVA was conducted as a follow up test to examine the differences between the role of participant' and the perspectives on the importance of reading early stages. MANOVA examined the difference between the categories of participant' ratings of important of reading stage, F (6, 422) = .686, p = 0.661, partial η2 = 0.010. The results indicated that there was no significant difference among the categories of participant' ratings of importance of the readings kills.

5. Discussion and Conclusion

After an exploratory factor analysis (EFA) was applied, the three factors of early reading curriculum were confirmed as (1) phonological awareness, (2) phonics (3) fluency. Parents as a whole highly rated the early reading stages as a curriculum for students with

LD and agreed on the importance of each stage of the early reading as they were asked.

The three factors were used as dependent variables to conduct the MANOVA. The findings indicated that participant' role is significantly affecting the combined dependent variables of perspective toward phonics, phonological awareness, and fluency. On the other hand, Also, age of participants is not significantly affecting the combined dependent variables of participant' perspective toward phonics, phonological awareness, and fluency. Educational level of participants is not significantly affecting the combined dependent variables of participant' perspective toward phonics, phonological awareness, and fluency.

Interaction between the role of participant and age is significantly affected the combined dependent variables of participant' perspective. Also, interaction between role of the participant and the Education level is significantly affected the combined dependent variables of participant' perspective. However, the interaction between age and Educational Level did not significantly affected the combined dependent variables of participants' perspective. But, interaction between Age by educational level is significantly affected the combined dependent variables of participants' perspective.

This positive perspective of stakeholder and parents toward specific concepts on curriculum contents made it clear of how important reading skills and steps are crucial to all who participate in the learning process where in school or homes. More research is needed to study the perspective that parents of children with LD have regarding the strategies of teaching early reading curriculum. Those findings suggest that perspectives of those parents have a great positive impact on the reading performance of their children in elementary schools. But, no reports on perspective toward other grades' performance

The result supports research on the early reading stages as an intervention with LD's students (Salman, 2009). Precisely, the phonics, and phonological awareness —the ability to identify and understand the elements of sound in spoken language—became the central area of investigation (Salman, 2009). Further, Herold (2011) stated that the method of teaching the reading skills is to develop phonological awareness, phonics, and fluency (Herold, 2011). Campbell, Torr, and Cologon (2012) stressed that phonological awareness, phonics, and fluency have significance in the process of reading. The teaching of phonics provides students with the opportunity to learn within a context as parents reported too in this study. Phonological awareness aids the development of literacy skills. The result of the current supports research on the early reading stages

as an intervention with LD's students. Davidson (2010) argued that cognitivists link literacy to phonetic awareness, which connects patterns of letters and sounds. Chall (1996) highlighted six stages of reading acquisition. The prereading stage is from birth to 6 years; the initial reading or decoding stage is 6-7 years; confirmation, fluency, and inquiring from print stage is 7-8 years.

According to Bekman et al., (2011), early intervention programs focus on readiness for literacy acquisition. Students develop familiarity with print, listening comprehension, narrative competence, and phonetic awareness. As reported in this study, parents' perspective stands in alignment with research evidence of the importance to decode in embedded in phonetic awareness or fluency when teaching reading as White (2011) claimed. White (2011) reported that students struggle to read fluently, interpret the text, and make inferences when they lack basic syntactic and phonetic skills as well the ability to decode. These findings might be important when reconsidering evaluating those reading skills separately in the classroom (White, 2011).

As this study seeks to understand parents' and stakeholder's perspectives toward the curriculum of LD, both parents' and stakeholder's perspectives showed an agreement on the importance of the reading skills. Thus, it is important to continue learning about parent perceptive with special education services in order to improve the service and children's performance (Trivette & Dunst, 2004). As such, these findings are important to the field of early childhood education because it underscored the necessity of successful special education curriculum in a form of intervention for children with LD. The contribution of this study was its in-depth examination of the perspectives of diverse parents of young children with LD, toward the special education reading curriculum which has not been updated and remain unchanged.

Limitations

It is important to mention that the current study had some limitations. The findings and results of the study are limited due to the small sample size that is drawn from one metropolitan area of Hail City in Saudi Arabia. The study is limited to parents of children with LD, and stakeholders in elementary schools of the public system. Other limitations of this study are related to non-experimental research designs. In particular, non-experimental designs yield results that make it difficult to establish true cause-effect relationships, and extraneous variables are difficult to control.

Other limitations related to using a self-report questionnaire. Some factors that affect the return rate of questionnaires and that may

include some sort of apathy on the part of the parents, suspicion by parents as to the intent of the questionnaire, and doubt that completing the questionnaire might help their children.

Because of the lack of great significance in the findings of the data analysis, another questionnaire with the open-ended questions--mix design study, would help to further clarify the scope of parent perspective while additionally identifying any new parent concerns regarding the special education service. The mixed designed and qualitative research can add depth to the line of research by hearing closely the parental voices. In addition, recruiting a big number of sample of stakeholders and parents of children with learning disabilities can bring more understanding of what is essential for early reading curriculum. Other recommendations, include implementing Confirmatory Factor Analysis (CFA) beside the EFA implemented to better find the best fit model of this instrument.

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وجهات نظر أولياء الأمور وأصحاب المصلحة حول التدخل المبكر في القراءة المطبق كمنهج للأطفال الذين يعانون من صعوبات التعلم

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المستخلص

يؤثر منظور الآباء وأصحاب المصلحة بشكل عام على أداء الأطفال التعليمي من ذوي صعوبات التعلم في مراحل القراءة المبكرة. كان الغرض من هذه الدراسة هو السعي لفهم منظور الآباء وأصحاب المصلحة للمهارات الأساسية للقراءة المبكرة كمنهج يكون بمثابة تدخل مبكر للأطفال ذوي صعوبات التعلم. استخدمت هذه الدراسة طريقة كمية إحصائية لتحديد منظور المشاركين في الدراسة. تم جمع البيانات من خمسة وعشرين مدرسة ابتدائية في التعليم العام في مدينة حائل، في المملكة العربية السعودية. تم تحليل البيانات باستخدام التحليل العاملي الاستكشافي للخصائص السيكو مترية للأداة (EFA) وتحليل التباين متعدد المتغيرات (MANOVA) للتحقق من التأثيرات والتفاعلات بين المتغيرات. أشارت النتائج إلى أن غالبية المشاركين في الدراسة يحملون منظوراً إيجابياً تجاه مهارات القراءة المبكرة كما أظهرت الدراسة أن دور أصحاب المصلحة (كأب، أو كمدير، أو كمدرس) كان له تأثير ذا دلالة على منظورهم تجاه المهارات الأساسية للقراءة المبكرة في حين أن عمر المشاركين كمتغير لا تأثير له. كما أن المستويات التعليمية للمشاركين في الدراسة لم يكن لها تأثير ذا دلالة على منظور أصحاب المصلحة تجاه منهج القراءة المبكرة لصعوبات التعلم. أيضا، فالتفاعل بين متغيري دور صاحب المصلحة حسب العمر كان له تأثيراً ذا دلالة على المتغيرات التابعة مجتمعة. وكذلك، فالتفاعل بين دور صاحب المصلحة حسب مستوى التعليم كان له تأثيراً ذا دلالة على منظور الآباء أصحاب المصلحة. وكذلك كان للتفاعل حسب العمر مع المستوى التعليمي تأثيراً ذا دلالة على منظور الآباء وأصحاب المصلحة. تمت مناقشة التوصيات وقيود الدراسة كذلك.

الكلمات المفتاحية: أصحاب المصلحة، ولي الأمر، وجهة النظر، المنهج، صعوبات التعلم، القراءة المبكرة، الوعي الصوتي