ABSTRACT


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PAGES: 137

Parent involvement in the education of all children is crucial but more crucial for children with mild cognitive disabilities. Education practitioners over the past 25 years have recognized a strong link between parent involvement and children’s success in school and this has led professionals in the field to establish a relationship between parent involvement and increased student achievement, enhanced self-esteem, improved behavior, and better school attendance. There is also evidence that parent involvement in children’s education is based on factors such as parent socioeconomic status, parent educational level, school culture, and teacher-parent relationships (Christenson, Round, & Gorney, 1992; Epstein, 1991). But despite this evidence, family involvement in children’s education, particularly those with mild cognitive disabilities in Saudi Arabia remains minimal. This study examined the perceptions among male teachers concerning parent involvement in the education of male children with mild cognitive disabilities in special institutes and integrated schools in Saudi Arabia. The study investigated the factors and activities that teachers identified to promote parental involvement. Recommendations for practice and future research are provided.