

PARENTS' COOPERATION IN THE EDUCATION OF CHILDREN WITH LEARNING DIFFICULTIES, AND ITS IMPACT ON THEIR ACADEMIC ACHIEVEMENT, AND OBSTACLES OF COOPERATION BETWEEN PARENTS AND TEACHERS

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ABSTRACT_ This study aims to identify the impact of the cooperation of parents in the education of children with learning difficulties on their academic achievement. In addition to that, to investigate the factors that hinder the parents of cooperation, This study included samples on three categories: the first category is children learning difficulties (76 students) from (18) classrooms in the public schools, Al-Kharj, which represents room (42%) of the study population. The second category represents the parents (71 father), which represent 42% of the study population. The third category represents their teachers in resources rooms and their count is (52) Teacher, which represents (85%) of the total number. Three tools were used for obtaining the data, namely: scale cooperation of parents in the education of children with learning difficulties, which was prepared by the researcher. The tool of obstacles of parents' cooperation in the teaching of children with learning difficulties, and performance tests used in the resources rooms The results showed that the degree of parents' cooperation in the education of children with learning difficulties were generally weak on the first scale as the overall average is around (22.09). Also the results of the following two scales: participating of parents in the information exchange with teachers and specialists; and the contribution of parents in the home-education of their children. The overall averages of the previous scales are found to be 30.11; 33.38, respectively. Statistical analysis showed that academic achievement of children with learning disabilities in Arabic language course affected by the degree of parents' cooperation in education. In general, the achievement of the children were low, and their average is 46.2%. This average less than those children who received intermediate contribution in their education from their parents, average is 58.6%. At last, there was no high contribution from the parents to support their children education, so the average was not calculated.