

## **RESEARCH METHODOLOGY**

The research methodology for the research is explained in this chapter. This includes statement of the problem, significance of this study and its scope, assumptions, objectives hypotheses, design, the geographical area covered by this study, sampling methods, resources and tools for data collection, etc. Also discussed are the limitations and some experiences that impeded research.

### **3.1. Introduction**

The term inclusive education is nowadays broadly conceptualized to include students from different backgrounds to a normal education system. However, for the purposes of this study, the term inclusion is defined as partial or full inclusion in regular classrooms, with the level of inclusion being dependent upon the severity and number of problems and the level of additional support available for that student. In today's scenario education means to be very much essential part of the students as well as parents. Parents have been becoming very focused towards their children's education. The great concern is seen in the parent's about child's academic performance and it's directly or indirectly give an impact to child's development. Family is a basic and universal institution. Parenting happens to be one of the most important roles of the family. Parental attitude influence the way parents treat their children & their treatment of the children, in turn, influence their children's perception towards them and the way they behave. Fundamentally, therefore, the parent – child relationship is dependent on the parents' perception.

Children usually expect love, care and support. Children with learning difficulties need positive support that can ensure a strong sense of self-confidence and in tough times. While finding for ways to help children with learning difficulties it important to remember that parents are looking for ways to help the children. Parents work is not to heal the learning problem but to provide the child social and emotional needs through their challenges. In the extended run, facing and overcoming a challenge such as a learning difficulty can help the child grow stronger. It is important to understand that the way parents act and respond to challenging behaviour of the

child. Only good approach is not going to solve the concern associated with a learning difficulty but it can create hope and confidence in the child to get succeed.

### **3.2. Statement of the problem**

Children with poor grades are often classified as having learning problems – often without any proper assessment. This may sometimes be correct; however, the barriers these children experience may also be caused by cramped classroom conditions, inflexible curriculum and examination systems or the lack of child-friendly and child-centered teaching approaches. Children who have another first language than the language of instruction, who are homeless, who have to work in the afternoons and evening, who do not get enough to eat or who suffer from abuse will also experience barriers to learning, development and participation. Children with learning problems can be classified into Dyscalculia, Dysgraphia, Dyslexia.

Children with dyscalculia have problems learning the most basic aspect of arithmetic skills. The difficulty lies in the reception, comprehension, or production of quantitative and spatial information. Dysgraphia is a learning disability resulting from the difficulty in expressing thoughts in writing and graphing. It generally refers to extremely poor handwriting. Dysgraphia is a neurological disorder characterized by writing disabilities. Children with dyslexia experience problems affecting the learning process in aspects of literacy and, sometimes, numeracy. A persistent weakness may also be identified in short-term and working memory, speed of processing, sequencing skills, auditory and/or visual perception, spoken language and motor skills. Gross and fine motor skills and fine motor skills are hard to learn and difficult to retain and generalize.

Parental relationship is very much important for the growth and development of child. Parental behavior is a complex network hence educational level of the parent is important. For the overall development of the children it is essential to provide guidance and good family background. The perception of the parent towards their children is a product of learning. Family plays important role in concerned with the children with learning problems. Children with learning problems may need individual attention or special services. Parent's set the stage for the development of many important personality characteristics and provides their experience both within and outside the home. Parenting the children with learning problems is somewhat a tough work for parents' as well as for children. The first and foremost important thing

in parenting is to accept the child. For children with learning problems, it is important for the parent to accept the fact and understand the needs of the children.

It is difficult for the parent to accept the problem of the child. Hence the perception of the parent towards their child plays an important role in the family. Hence it is required to conduct a research based program on the same topic it will be useful the parent to understand the importance of it. Parents' know their children better than anyone else. They have the complete understanding of the child's physical, social, developmental, family history and medical background. Initially the emphasis on learning problems was more on training than education. Recently, parents have become more aware and anxious about the educational needs of their child. The concept of including children with problems in regular education environment has been recognized using mainstreaming, integration and most currently inclusion. Inclusion believers do not feel that inclusion and mainstreaming are same. They see it as implication that the children have a right to be in the regular education classroom and the classroom should have modified structure for the children.

In today's scenario, Parents have high expectation from their children. They want to see their child growing faster and smoother in especially in education field. As the competitive world has grown up within a small period therefore every parent wants their child to be a successful in their career. But as the child start going to school, parents get an indication about certain learning problems seen in their child. This may stand in the way of their child's success can be unsettling and difficult for the family. Parents get disturbed easily with this and they may behave in a reverse manner. It may gives impact on their child's chances of success. Parents start getting angry and frustrated on the child. In short they start giving instructions to the child rather than focusing on the problem of a child. Parents' perception creates an obstacle in learning for the child. Suggestions given by the school or teacher is not taken positively by the parents. Instead they show their refusal toward a support given by the school. In this wholesome process, the major effect is seen in the development of children. Parents usually get overwhelmed with the feeling rather than understanding the concern and cause of the difficulty. Parents may come under pressure after understanding the difficulty of the child. Parents are not aware that even if their children has learning difficulty still they have inborn giftedness and qualities to perform better in their skills.

### **3.3. Ethical concerns**

1. Ethical concerns were an important aspect in the research.
2. Researcher tried to consider that the ethical values such as respect of the profession, respondent and clients respect is significantly important.
3. The objective of research was to expand the existing knowledge or explore new knowledge to the society so it was important to have integrated and wholesome study about the topic.
4. The researcher tried to put concise and clear report to the knowledge of the reader. The researcher had tried to give an attempt to write the research in well organized way and concise as the topic is too lengthy. The research write up was tried to be put in simpler and precise terms.
5. The consent of respondent was taken before conducting the interview.
6. Confidentiality was maintained in the respondent's interview. The assurance was given to respondent about the information shared by them would be kept in secrecy and followed accordingly. The names, address or the contact numbers of the respondents and their children's name was not be disclosed anywhere by the researcher. Even for the mentioned case studies original names was changed.
7. The research was conducted in positive approach without hurting respondent feelings in any case.
8. The researcher had given an official letter for the permission from the school which assured about the confidentiality of the data provided by them.
9. The questions were formulated to conduct interview considering the feelings and emotions of the respondent. Each and every question was explained to the respondent during personal interview.
10. Timely meeting were conducted with the School Authorities and required information was updated to the school.
11. The justification of the primary data was considered during data collection.
12. The principle of obscurity was followed that fundamentally means the information of the respondent kept anonymous throughout the study.
13. Results were generated through discussion without revealing the identity of the respondents.
14. Objectivity with the respondent while conducting the interview was maintained.

15. The reference and bibliography was mentioned in APA format as per the rules of the research.

### **3.4. Significance of the study**

The parents may perceive children differently towards inclusive education and difficulty of the child to adjust with the regular classroom is not an alternative. Certain parents may believe that regular education classes are not accommodating enough for their child and that the teachers could be overburdened when students with disabilities are in their classes. These parents are concerned with matters of class size, teaching conditions, and the demands of teaching to a diverse range of students.

Parents can also indicate that their anti-inclusion stance is due to the fact that regular classrooms focused on the academic curriculum, rather than on basic living or functional skills. It is the latter that they want for their children. In general many of the parents opposed to inclusion are also concerned about aspects of inclusive program such as not receiving special attention, or fearing that their child would be mistreated, harmed or ridiculed in the regular classroom.

This study aims to investigate the attitudes of parents who have a child with a problems and who attends a school within the education system. Evidence of parents' attitudes, concerns and opinions related to supporting students with learning disabilities in the regular classroom is sought. The findings may be useful in enhancing the practices of supporting children with learning disabilities and identifying the wishes of parents for their children with special needs. Hence, to have a growth of our nation we need to concentrate on growth and development of the children which will be incomplete without efforts and support from the parents. So it is importance to study relationship between the parents and their children. It is very useful for parents counseling and conducting training programmes with parents of learning problems of the children. It will help to improve parents counseling and guidance. It would become easy to convene parents by various means.

Counselor would get different ways to guide parent. Misconception about the learning development of children in the mind of parents could be clear. Parent may get different ways to deal their own children which would help the learning and progress of children at the school level. Techniques to work with learning problems children will improve. Different problems of children could be identified and proper

way to deal with it could be suggested to them. Even parents will get different ways to handle the children with learning problems.

Parents have identified a wide range of areas in which they may need support. These include: explaining things to their children, getting them to do what they need to, managing their behavior, helping with homework, being patient, keeping children safe and well, going to parents' evenings, understanding professionals views, paperwork, managing finances, practical tasks around the home, dealing with harassment, bullying and protecting themselves.

It would help teacher as a guideline to deal with parents while conveying them about the problem of the child. It will benefit the parent to accept the problem and teachers to deal with the parents in the same regards. It would also be useful for the counselors while dealing with children and their parents. It can assist the NGO's working with the betterment of the children and last but not least it with may be beneficial for the government findings to incorporate the policies for children with learning problems. It will also focus about inclusion of this children to normal schools will develop better learning in children.

### **3.5. Scope of the study**

#### **3.5.1 Geographical scope –**

The study was conducted in the Pune City schools of the parents whose children are undergoing with learning problems. The researcher had individually approach the schools and seek permission with the official letter for the same. The school was selected only where there is professional School Counselor or Remedial Teacher. The researcher had assured about the confidentiality of the data shared to the school. The children who had undergone formal and informal assessment by the professionals only their parents' individual interview were taken.

#### **3.5.2 Content wise scope –**

The study had proceeded with the information about learning problems and parents' perseverance about it with all minute definition and clear expression. The earlier reviews were studied for the reference by the researcher and then the individual interview of parents through a questionnaire was included in this content. The analysis of parents' interviews through a research technique was followed. With this conclusion was drawn and limitations focused.

### **3.6. Research Questions**

1. Do you feel that your child has some learning difficulties
2. Do you accept the problem of child
3. Do you get angry on your child when he/she is not to perform the task
4. Do you wish to consult the expert or teacher for the particular problems of the child
5. Have you tried to find positive qualities of your child
6. Have you tried get new techniques to teach your child

### **3.7. Objectives of the study**

1. To study the parents awareness level about their child with learning problem and being aware of supportive alternate strategies as remedies for children.
2. To study the parents level of understanding about the competencies of their child with learning problem and its inclusion in normal school.
3. To explore the parents the time spent by the parents and type of extended support given to their child with learning problem.
4. To study the comparison done by the parents with the siblings and peers as well as understand the influence of society on their views about their child with learning problem.
5. To explore the knowledge of present handling techniques applied by parents in dealing with their child and its limitations.
6. To study the parents expectation from school and institution in enhancing the abilities of their child.

### **3.8. Assumptions of the study**

- Parents have assumption that their child is having major problem in which they cannot seek education in the normal children.
- Parents are at times not ready to accept the problem of a child and try to blame the teacher or an institute.
- They blame their child for not studying properly or do not have interest in his studies.
- Parents have a guilty feeling to accept the problem of the child and their behavior towards the child changes suddenly.

- Unknowing comparison is seen with these children either by parents or society.
- Role of society limits the development of the child

### 3.9. **Hypothesis of the study**

- Greater awareness among the parents of children with learning difficulties better to minimize the pessimistic perception.
- Greater recognition from the parents' better performance seen in the children.
- Good efforts from the parents and institution well results seen in child's performance.
- Greater acceptance of the parents' better reception by the society.

### 3.10. **Key variables**

<b>Independent Variable</b>	<b>Dependent Variable</b>
Knowledge about the field	Family background
Level of understanding	Age of the parents
Experiences of parents	Gender of the parents
Feelings and emotions towards the child	Understanding level of the parents
Parent perception about the society's views affecting them	Housing Locality
Academic performance of the child	Family income
	Educational Qualification of the parents
	Number of siblings
	Chronological order of the child

### 3.11. **Research Method**

**3.11.1. Items of information in the study:** Parents perception were tried to be understood towards children with learning difficulties. It was important to know the views about their own child and his learning problems. It was essential to know the efforts taken by the parents to understand the detail information about the difficulties. The study was focused on the initial period views of the parents and understands the transitional changes of their emotions. It was significant to know the efforts taken by the parents to help their child in studies and acceptance of the problems at emotional level. It was also focus attention on perception of neighbours, relatives and societies.



It had made an effort to understand about effects of their comments. The study had also taken a focus on positive qualities and understands whether parents spare time with their child. It was important understand whether the parents observes the activities of the child. It was essential to understand whether the parents have frequent interaction with an expert regarding their child's concern.

**3.11.2. Research Design:** There were studies done with similar topics initially so this study was covered under Descriptive Research Design. Descriptive Research studies had possible the characteristics of a group of people, level of education and occupational which are concerns with describing the characteristics of a particular individual or of a group. The researcher had focusing on the characteristics of children from parents' perspective so would follow the Descriptive Research Design.

**3.11.3. Study method:** The structured interview method was followed for the study. The interview of parents' of children with learning problems was taken in the school or with an official permission of school. Individual interaction with the parents was done during this interview.

**3.11.4. Selection of the Sample for the Study**

a) **Universe of the study (Population):** The sample was to be representative and adequate. An element of the population was referred as one respondent (unit). When a group (Faculty wise) of elements was selected for the study of a particular phenomenon, the group of elements was called a sample. Research was conducted in Pune City along with the parents of the school children who were having learning problems. The school was special school as well as inclusive school. The inclusive school had children with learning problems as well as children without learning problems. The parents of the child whose age group follows between 6 to 14 years i.e. Primary and Secondary Schools were targeted as a sample.

b) **Selection of the Sample size:** The parents of the children from the schools who were studying at Primary and Secondary School level were the respondents. The two set up of schools was targeted one is inclusive and another is special school. The samples was selected from the schools in Pune city those who have a School Counsellor or Remedial Teacher in the Respective School. Other criteria were that the schools those who would be giving permission for data collection would be included as sample. Since the issue was that many schools still do

not have Schools Counselors or Remedial teacher. The survey of 20 schools was approached among that 8 schools had given the permission for data collection. Among these 8 schools, 1 school was a special school for learning problems students. After the survey done with the schools, it was been identified that total 387 students are taking the benefits of either remediation or special services. The researcher had taken 87 respondents for the Pilot study (Pretesting) and remaining respondents for final data collection.

### **3.11.5. Methods and technique to draw sample**

There were number of schools located in Pune City who follows different Boards. The study was carried out with the parents of children with learning problems studying in Primary or secondary School. The parents of children from inclusive school and special school were considered as respondent sample. Probability sampling was based on random selection of units from a population. The sampling design had adopted from the random selection so the method of sampling was **Probability Sampling Method**. Probability sampling design, every item in universe has an equal chance of inclusion in the sample. The sampling process was not based on the discretion of the researcher but was carried out in such a way that the probability of every unit in the population of being included was the same.

**3.11.6. Selection of Respondents:** As the respondent of the study were the parents of the school children with learning problems. The fixed routine of the schools and availability of the parents were of prime importance. Once the availability was checked then the respondents were chosen by **Proportionate Stratified Sampling Method** which means that specified characteristics in exact proportion to those the same characteristics was interviewed individually. **Probability Sampling Method** was used for data collection.

### **3.12. Source of Data Collection**

**3.12.1. Primary sources:** The Primary data were collected through a Questionnaire. The researcher had an individual interaction with the parents while filling up the questionnaire in this concern.

**3.12.2. Secondary sources:** Secondary data were collected through published and unpublished articles or studies. References, as required, were also made through books, articles, research reports, theses and journal publications. The sources from different trainings, session and conference were also included.

### **3.13. Method of Data Collection**

The researcher had an approach of conducting one to one interviews with respondent. Data were collected through interview method of parents personally, observation and by discussion with the respondents. Before the individual interview, the researcher had a group session with the respondents of the respective school. The basic purpose was to develop the rapport with respondent before individual interview as topic was sensitive. The researcher cautiously had considered the feelings and emotions of the respondent that should not get hurt by any means.

Observation was another non participatory approach. The researcher had observed school approach and even non verbal communication of the parents. The researcher had an important role of negotiation that had tried to capture information as much as possible from the interviews.

### **3.14. Tool of Data Collection**

The tool of data collection that was used to gather the data was through structured interview schedule. Individual one to one interview of the parents of the children with learning difficulties was part of the research study. The researcher had conducted individual interaction with the respondent parent for the interview.

### **3.15. Analysis Plan**

In order to draw valid conclusions from the study the collected data was consolidated, computed and exposed for statistical analysis. Adopting parents perceptions chi-square test was done for the statistical significance between different parameters. Difference between groups and relationships among the variables was been examined by using Bivariate analysis of variance (Df ratio). The relationship between groups and variables was been established by exposing the data of various parameters under study to correlation analysis. As the information was on quantitative and qualitative basis, the tables format would be simplest from the coded quantitative and qualitative information was done percentages and frequencies. The graphs that mainly was used as bar and pie graph. Bar graph was used for simple and clear

results. Pie graph was used to understand respondents views in percentage whether to see similarities and differences.

### **3.16. Limitations of the Study**

This study was great learning and experiencing for the researcher. However, a few limitations and problems were encountered during the course of the research that needs to be mentioned.

1. There was a substantial amount of time that had spent to seek information and to get an official permission from the Schools. During the study, approaching and arranging meeting with school authorities was another challenge. In this study, acceptance of refusal and challenge of convincing the schools was remarkable task.
2. Hunting the schools having a professional School Counsellor or a Remedial program running in the School was significant work.
3. Statistical information of Learning Problems children data was difficult to obtain so approaching the school and finding the number of students with learning problems was a challenge.
4. Managing School timings and parents availability was another challenge to manage every meeting with individual parent.
5. Respondents also had privacy and confidentiality concerns as well as questions on understanding benefits out of the research.