

## **INTERPRETATION OF DATA**

Interpretation of data is an important an integral part of research. The chapter speaks about interpretation of data and its explanation with causes. It discusses about the hypotheses that were formulated for the study and its validation. Individual parent’s perception is mentioned in an explanatory form and gives a brief about Social work Intervention. This chapter discusses about the findings, conclusions and recommendations with the help of empirical evidences. These interventions are in the field of children with learning difficulties, social work methods, to sensitize and motivate parents, and inculcate awareness for change.

### **PART I**

#### **Quantitative analysis**

#### **4.1. Data interpretation**

**Table 4.1.1.**

#### **Distribution of respondents per school**

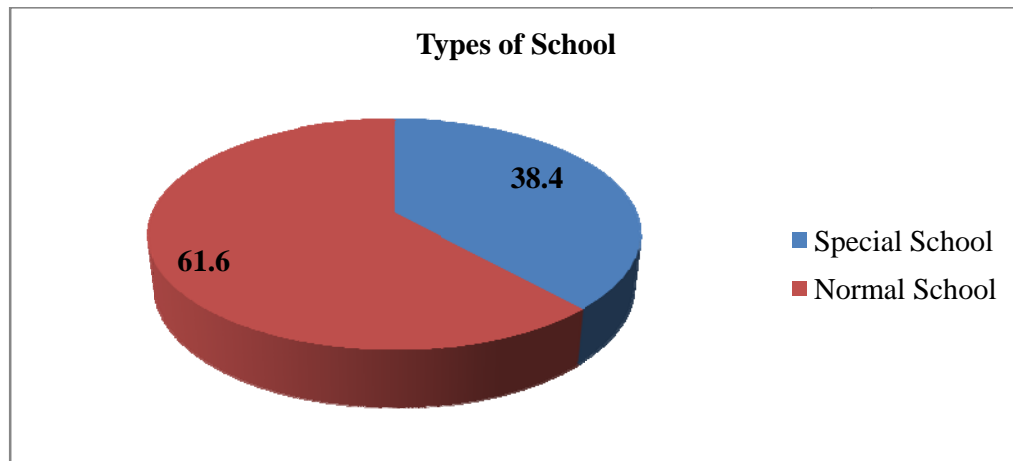
<b>Name of the School</b>	<b>Frequency</b>	<b>Percent</b>
Dr. Kalmadi Shamrao Primary & High School – Aundh	22	07.33
Dr. Kalmadi Shamrao Primary & High School – Erandwane	25	08.33
Maharashtra Mandal School – Tilak Road	24	08.00
Abhinav Vidyalaya – Ambegaon	30	10.00
Phoenix School – Prabhat Road	115	38.34
St. Clare's Girls School – Nana Peth	23	07.67
J.N. Petit School – Camp	28	09.33
Balshikshan School – Kothrud	33	11.00
<b>Total</b>	<b>300</b>	<b>100.00</b>

The survey of 25 schools from Pune City was conducted and keenly considered that schools who had a School Counselor and Remedial Program. The official permission was been taken from the schools with the university letter. Among these 8 (Eight) schools gave an official permission to conduct the individual interview of both the parents only in case of single parent one parent was interviewd. This

includes 38.4 percent of respondent from Phoenix School; Prabhat Road which is the special school for learning disabilities as well as followed by 11 percent of respondent from Balshikshan School; Kothrud. To conclude that, Phoenix School being a special schools for learning disabilities a number of the respondents were from that school

**Graph 4.1.1.**

**Types of school**



The two setup of schools were concentrated that is special school and normal school. The ratio in Graph 7.1.1 indicates that 61.6 percentages of respondent's children were from regular school and 38.4 percentage respondents from special school.

**Table 4.1.2.**

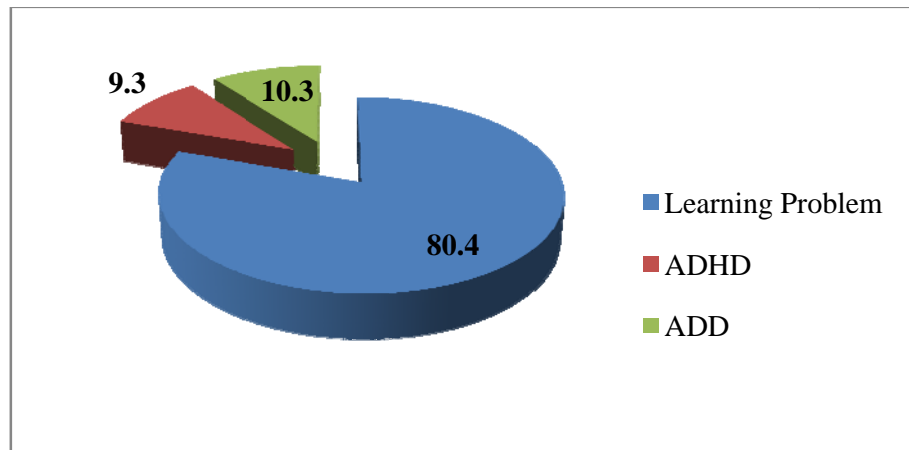
**Type of School with Name of School covered in this study**

Name of the School	Type of School		Total
	Special School	Normal School	
Dr. Kalmadi Shamrao Primary & High School – Erandwane	0 (0.0%)	25 (8.3%)	25 (8.3%)
Dr. Kalmadi Shamrao Primary & High School – Aundh	0 (0.0%)	22 (7.3%)	22 (7.3%)
Maharashtra Mandal School – Tilak Road	0 (0.0%)	24 (8.0%)	24 (8.0%)
Abhinav Vidyalaya – Ambegaon	0 (0.0%)	30 (10.0%)	30 (10.0%)
Phoenix School – Prabhat Road	115 (38.4%)	0 (0.0%)	115 (38.4%)
St. Clare's Girls School – Nana Peth	0 (0.0%)	23 (7.7%)	23 (7.7%)
J.N. Petit School – Camp	0 (0.0%)	28 (9.3%)	28 (9.3%)
Balshikshan School – Kothrud	0 (0.0%)	33 (11.0%)	33 (11.0%)
<b>Total</b>	<b>115 (38.4%)</b>	<b>185 (61.6%)</b>	<b>300 (100.0%)</b>

The name of the school and types of the difficulties when compared Special School i.e. Phoenix school has the ratio of 38.4 percent of the respondent and from Normal School - Balshikshan School has highest ratio of the respondent that is 11 percent is indicated. 10 percent respondent from Abhinav Vidyalaya, 9.3 percent from J.N. Petit Technical school, 8.3 percent from Dr. Kalmadi Shamrao School Erandwane, 8.0 percent from Maharashtra Mandal School, 7.7 percent from St. Clare's School and 7.3 percent from Dr. Kalmadi Shamrao School Aundh. The conclusion indicates that highest number of respondent are from Phoenix Special School as there were children with Learning Disabilities.

**Graph 4.1.2.**

**Respondent's children identified with the following Types of Difficulties**



The respondent's children who had been already undergone through an assessment of learning difficulties or behavioural difficulties whose implications have caused learning issues were taken as taken a target group for the study. The graph 7.1.2 indicates the ratio of learning difficulties children is around 80.4 percent and Behavioural difficulties with learning issues is 10.3 and 9.3 percent respectively.

**Table 4.1.3.**

**Types of Learning Difficulties**

Types of Learning Difficulties	Frequency	Percent
Learning Differences	49	16.4 %
Learning Concerns	57	19.0 %
Learning Disorders	135	45.0 %
ADHD	28	9.3 %
ADD	31	10.3 %
<b>Total</b>	<b>300</b>	<b>100.0 %</b>

The respondent's children had learning or behavioural issues that can be divided primarily into three category – Learning Difficulties, Attention Deficit Hyperactivity Disorder (Predominantly Hyperactive and Impulsive) - ADHD (Behavioural issue) and Attention Deficit Disorder (Predominantly Inattentive) - ADD (Behavioural issue). Further the Learning Difficulties are divided into Learning Differences, Learning Concerns and Learning Disorders. ADHD and ADD are correlated with the Learning Difficulties only. The graph shows that among the respondent's children with learning difficulties 45 percent were with Learning Disorders, 19 percent were with learning concerns, 16.4 percent were with Learning Differences, 10.3 percent were with ADD and 9.3 percent were with ADHD. The conclusion shows that the majority of respondent's children were facing Learning Disorders as the number of respondent was majorly from special school. Special School were having majority of the number with disorders which would reflected further.

**Table 4.1.4.**

**Types of Difficulties of the child compared with Learning Difficulties**

Types of Difficulties	Learning Difficulties		Total
	Yes	No	
Learning Difficulties	241 (80.4%)	0 (0.0%)	241 (80.4%)
ADHD	1 (0.3%)	27 (9.0%)	28 (9.3%)
ADD	0 (0.0%)	31 (10.3%)	31 (10.3%)
<b>Total</b>	<b>242 (80.7%)</b>	<b>58 (19.3%)</b>	<b>300 (100.0%)</b>

The Types of Difficulties compared with Learning Difficulties gives the ratio that 80.4 percent has only Learning Difficulties and ADHD with Learning Difficulties are 0.3 percent. 9 percent has only ADHD and 19.3 percent has only ADD majorly associated with behavioural issue whose implications give a cause to some learning issues. To conclude, majority of the respondent children had Learning difficulties compared to Behavioural Difficulties.

**Table 4.1.5.**

**Types of Difficulties of the child compared with ADHD**

Types of Difficulties	ADHD		Total
	Yes	No	
Learning Difficulties	6 (2.0%)	235 (78.4%)	241 (80.4%)
ADHD	28 (9.3%)	0 (0.0%)	28 (9.3%)
ADD	0 (0.0%)	31 (10.3%)	31 (10.3%)
<b>Total</b>	<b>34 (11.3%)</b>	<b>266 (88.7%)</b>	<b>300 (100.0%)</b>

Types of Difficulties when compared with Attention Deficit Hyperactivity Disorder (Predominantly Hyperactive and Impulsive) - ADHD (Behavioural issue) then ratio reflected was 9.3 percent in present respondent children has only ADHD and 2 percent has ADHD along with Learning Difficulties. But 78.4 percent with Learning Difficulties and 10.3 percent with ADD does not have ADHD. The conclusion indicates that the majority of the respondent students with Learning Difficulties or ADD may not have ADHD along with Learning Difficulties.

**Table 4.1.6.**

**Types of Difficulties of the child compared with ADD**

Types of Difficulties	ADD		Total
	Yes	No	
Learning Difficulties	8 (2.7%)	233 (77.7%)	241 (80.4%)
ADHD	0 (0.0%)	28 (9.3%)	28 (9.3%)
ADD	31 (10.3%)	0 (0.0%)	31 (10.3%)
<b>Total</b>	<b>39 (13.0%)</b>	<b>261 (87.0%)</b>	<b>300 (100.0%)</b>

Attention Deficit Disorder (Predominantly Inattentive) - ADD (Behavioural issue) compared with the Types of Difficulties gave ratio that 2.7 percent children prominently has learning difficulties along with ADD and 10.3 percent among respondent children has only ADD. 77.7 percent respondent children may not have ADD along with Learning Difficulties and 9.3 percent respondent children may not ADHD along with ADD. The results give implication that children with ADD may not have Learning difficulties or ADHD.

**Table 4.1.7.**  
**Types of Learning Difficulties with Learning Differences**

<b>Types of Learning Difficulties</b>	<b>Learning Differences</b>			<b>Total</b>
	<b>Yes</b>	<b>No</b>	<b>NA</b>	
Learning Differences	49 (16.4)	0 (0.00)	0 (0.00)	49 (16.4)
Learning Concerns	0 (0.00)	57 (19.0)	0 (0.00)	57 (19.0)
Learning Disorders	0 (0.00)	135 (45.0)	0 (0.00)	135 (45.0)
ADHD	0 (0.00)	0 (0.00)	28 (9.3)	28 (9.3)
ADD	0 (0.00)	0 (0.00)	31 (10.3)	31 (10.3)
<b>Total</b>	<b>49 (16.4)</b>	<b>192 (64.0)</b>	<b>59 (19.6)</b>	<b>300 (100.0)</b>

Among the respondent's children Learning Difficulties, 16.4 percent of the children were having Learning Differences. 10.3 percent ADHD and 9.3 percent ADD were not applicable to Learning differences directly. 45 percent respondent's children were not having Learning Differences along with Learning Disorders and 19 percent of respondent's children were not having Learning Differences along with Learning Concerns. Total 16.4 percent respondent's children were having only Learning Differences, 64 percent respondent's children were not having Learning Differences along with their Learning Difficulties and 19.6 percent respondent's children showed that they not directly applicable to Learning Disorders.

To conclude that among the respondent's children with other learning difficulties may not have associated learning or behavioural difficulties to the extent of notification. The children only learn different than other children so they should not termed Learning Disabled or any other issue concerned with it.

**Table 4.1.8.**

**Types of Learning Difficulties with Learning Concerns**

<b>Types of Learning Difficulties</b>	<b>Learning Concerns</b>			<b>Total</b>
	<b>Yes</b>	<b>No</b>	<b>NA</b>	
Learning Differences	0 (0.0)	49 (16.4)	0 (0.0)	49 (16.4)
Learning Concerns	57 (19.0)	0 (0.0)	0 (0.0)	57 (19.0)
Learning Disorders	0 (0.0)	135 (45.0)	0 (0.0)	135 (45.0)
ADHD	0 (0.0)	0 (0.0)	28 (9.3)	28 (9.3)
ADD	0 (0.0)	0 (0.0)	31 (10.3)	31 (10.3)
<b>Total</b>	<b>57 (19.0)</b>	<b>184 (61.4)</b>	<b>59 (19.6)</b>	<b>300 (100.0)</b>

Respondent's children with Learning Difficulties having Learning Concerns are 19 percent. 45 percent with Learning Disorders and 16.4 percent with Learning Differences may not have Learning Concerns. 10.3 of ADHD and 9.3 percent of ADD may not be applicable for Learning Concerns. The ratios show that 61.4 percent respondent's children may not have Learning Concerns and 19.6 percent may not be applicable for Learning Concerns But 19 percent of the respondent's children has only Learning Concerns.

The conclusion focuses that among the respondent's children, there are children who have only Learning Concerns but no other difficulties are associated with it. Children should not be termed as Learning Disabled when they have concerns in Learning and not a disorder.

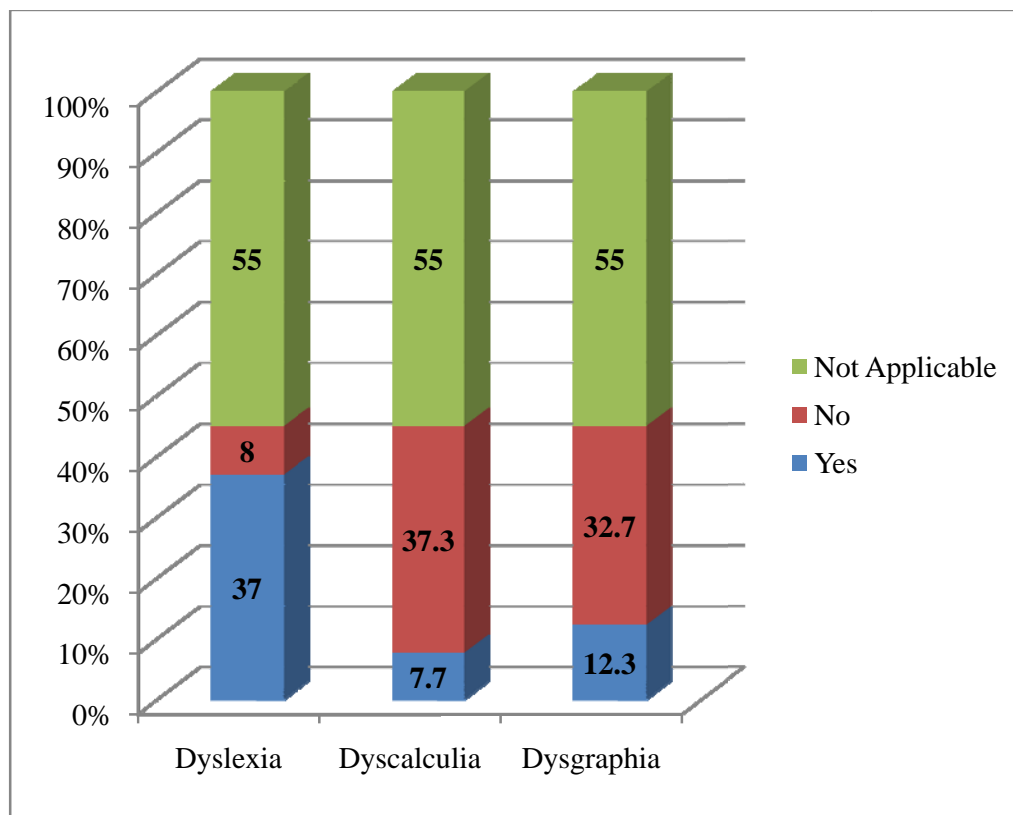
**Table 4.1.9.**

**Types of Learning Difficulties with Learning Disorder**

<b>Types of Learning Difficulties</b>	<b>Learning Disorder</b>			<b>Total</b>
	<b>Yes</b>	<b>No</b>	<b>NA</b>	
Learning Differences	0 (0.0)	49 (16.4)	0 (0.0)	49 (16.4)
Learning Concerns	0 (0.0)	57 (19.0)	0 (0.0)	57 (19.0)
Learning Disorders	135 (45.0)	0 (0.0)	0 (0.0)	135 (45.0)
ADHD	0 (0.0)	0 (0.0)	28(9.3)	28 (9.3)
ADD	0 (0.0)	0 (0.0)	31 (10.3)	31 (10.3)
<b>Total</b>	<b>135 (45.0)</b>	<b>106 (35.4)</b>	<b>59 (19.6)</b>	<b>300 (100.0)</b>

The ratio indicates 45 percent of Learning Difficulties children had Learning Disorders among the respondent's children. 16.4 percent Learning Differences and 19.0 Percent Learning Concerns do not have Learning Disorders. Total 35.4 percent children with Learning Difficulties do not have Learning disorders. 9.3percent ADHD and 10.3 percent ADD Children are not Applicable for Learning Disorders among the respondent. Total 19.6 Percent children with behavioural issues are not applicable for Learning Disorders. The brief indication reflects that among the respondent's children majority of them have Learning Disorders. Even other Learning Difficulties children may not necessarily have Learning Disorders.

**Graph 4.1.3.**  
**Types of Learning Disorder**



The Learning Disorders are further divided into Dyslexia, Dysgraphia and Dyscalculia. The graph 7.1.3 indicates that 37 percent of the respondent's children have Dyslexia, 7.7 percent has Dyscalculia and 12.3 percent has Dysgraphia. The majority of respondent's children among the Learning Disorder have Dyslexia.



**Table 4.1.10.**

**Types of Learning Disorders with Dyslexia**

Types of Learning Disorders	Dyslexia			Total
	Yes	No	NA	
Dyslexia	79 (26.3)	0 (0.0)	0 (0.0)	79 (26.3)
Dyscalculia	0 (0.0)	3 (1.0)	0 (0.0)	3 (1.0)
Dysgraphia	0 (0.0)	7 (2.3)	0 (0.0)	7 (2.3)
Dyslexia + Dysgraphia	17 (5.7)	0 (0.0)	0 (0.0)	17 (5.7)
Dyslexia + Dyscalculia	7 (2.3)	0 (0.0)	0 (0.0)	7 (2.3)
Dyscalculia + Dysgraphia	0 (0.0)	6 (2.0)	0 (0.0)	6 (2.0)
Dysgraphia + ADD	0 (0.0)	2 (0.7)	0 (0.0)	2 (0.7)
Dyslexia + ADD	2 (0.7)	0 (0.0)	0 (0.0)	2 (0.7)
Dyscalculia + ADD	0 (0.0)	3 (1.0)	0 (0.0)	3 (1.0)
Dyslexia + ADHD	3 (1.0)	0 (0.0)	0 (0.0)	3 (1.0)
Dysgraphia + ADHD	0 (0.0)	1 (0.3)	0 (0.0)	1 (0.3)
Dyscalculia + ADHD	0 (0.0)	1 (0.3)	0 (0.0)	1 (0.3)
Dyslexia + Dysgraphia + ADD	1 (0.3)	0 (0.0)	0 (0.0)	1 (0.3)
Dyscalculia + Dysgraphia + ADHD	0 (0.0)	1 (0.3)	0 (0.0)	1 (0.3)
Dyslexia + Dyscalculia + Dysgraphia	2 (0.7)	0 (0.0)	0 (0.0)	2 (0.7)
NA	0 (0.0)	0 (0.0)	165 (55.0)	165 (55.0)
<b>Total</b>	<b>111 (37.0)</b>	<b>24 (8.0)</b>	<b>165 (55.0)</b>	<b>300 (100.0)</b>

26.3 percent of children with Learning Disorder have Dyslexia and 55 percent of the strength is not Applicable for Dyslexia. Among the respondent's children 11.7 percent have Dyslexia with other Learning Difficulties. Total 37 percent of the strength has Dyslexia either with or without other Learning Difficulties. The above table indicates children with learning difficulties may or may not have Dyslexia.

**Table 4.1.11.**

**Types of Learning Disorders with Dyscalculia**

Types of Learning Disorders	Dyscalculia			Total
	Yes	No	NA	
Dyslexia	0 (0.0)	79 (26.3)	0 (0.0)	79 (26.3)
Dyscalculia	3 (1.0)	0 (0.0)	0 (0.0)	3 (1.0)
Dysgraphia	0 (0.0)	7 (2.3)	0 (0.0)	7 (2.3)
Dyslexia + Dysgraphia	0 (0.0)	17 (5.7)	0 (0.0)	17 (5.7)
Dyslexia + Dyscalculia	7 (2.3)	0 (0.0)	0 (0.0)	7 (2.3)
Dyscalculia + Dysgraphia	6 (2.0)	0 (0.0)	0 (0.0)	6 (2.0)
Dysgraphia + ADD	0 (0.0)	2 (0.7)	0 (0.0)	2 (0.7)
Dyslexia + ADD	0 (0.0)	2 (0.7)	0 (0.0)	2 (0.7)
Dyscalculia + ADD	3 (1.0)	0 (0.0)	0 (0.0)	3 (1.0)
Dyslexia + ADHD	0 (0.0)	3 (1.0)	0 (0.0)	3 (1.0)
Dysgraphia + ADHD	0 (0.0)	1 (0.3)	0 (0.0)	1 (0.3)
Dyscalculia + ADHD	1 (0.3)	0 (0.0)	0 (0.0)	1 (0.3)
Dyslexia + Dysgraphia + ADD	0 (0.0)	1 (0.3)	0 (0.0)	1 (0.3)
Dyscalculia + Dysgraphia + ADHD	1 (0.3)	0 (0.0)	0 (0.0)	1 (0.3)
Dyslexia + Dyscalculia + Dysgraphia	2 (0.7)	0 (0.0)	0 (0.0)	2 (0.7)
NA	0 (0.0)	0 (0.0)	165 (55.0)	165 (55.0)
<b>Total</b>	<b>23 (7.7)</b>	<b>112 (37.3)</b>	<b>165 (55.0)</b>	<b>300 (100.0)</b>

37.3 percent of total strength does not have Dyscalculia and 55 percent are not applicable for Dyscalculia. It gives the ratio that the strength among the respondent's children having Dyscalculia is low even with multiple Learning Difficulties.

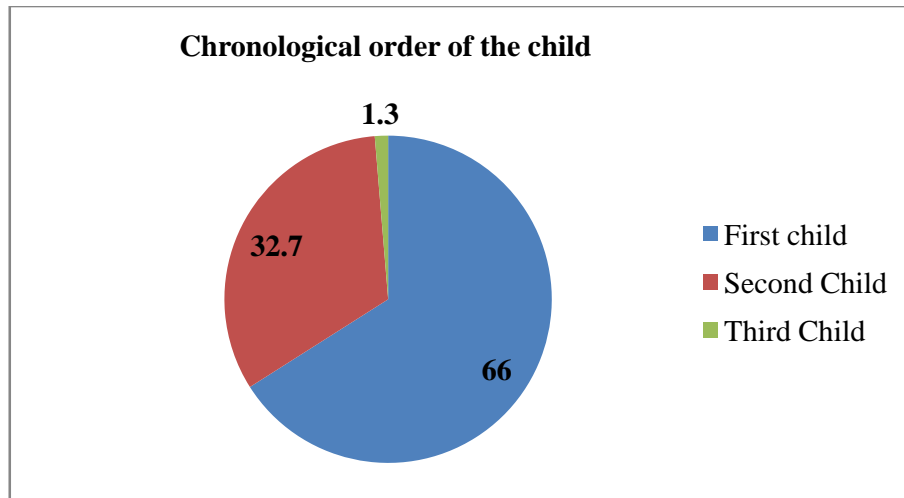
**Table 4.1.12.**

**Types of Learning Disorders with Dysgraphia**

Types of Learning Disorders	Dysgraphia			Total
	Yes	No	NA	
Dyslexia	0 (0.00)	79 (26.33)	0 (0.00)	79 (26.33)
Dyscalculia	0 (0.00)	3 (1.00)	0 (0.00)	3 (1.00)
Dysgraphia	7 (2.33)	0 (0.00)	0 (0.00)	7 (2.33)
Dyslexia + Dysgraphia	17 (5.67)	0 (0.00)	0 (0.00)	17 (5.67)
Dyslexia + Dyscalculia	0 (0.00)	7 (2.33)	0 (0.00)	7 (2.33)
Dyscalculia + Dysgraphia	6 (2.00)	0 (0.00)	0 (0.00)	6 (2.00)
Dysgraphia + ADD	2 (0.67)	0 (0.00)	0 (0.00)	2 (0.67)
Dyslexia + ADD	0 (0.00)	2 (0.67)	0 (0.00)	2 (0.67)
Dyscalculia + ADD	0 (0.00)	3 (1.00)	0 (0.00)	3 (1.00)
Dyslexia + ADHD	0 (0.00)	3 (1.00)	0 (0.00)	3 (1.00)
Dysgraphia + ADHD	1 (0.33)	0 (0.00)	0 (0.00)	1 (0.33)
Dyscalculia + ADHD	0 (0.00)	1 (0.33)	0 (0.00)	1 (0.33)
Dyslexia + Dysgraphia + ADD	1 (0.33)	0 (0.00)	0 (0.00)	1 (0.33)
Dyscalculia + Dysgraphia + ADHD	1 (0.33)	0 (0.00)	0 (0.00)	1 (0.33)
Dyslexia + Dyscalculia +Dysgraphia	2 (0.67)	0 (0.00)	0 (0.00)	2 (0.67)
NA	0 (0.00)	0 (0.00)	165 (55.00)	165 (55.00)
<b>Total</b>	<b>37 (12.33)</b>	<b>98 (32.67)</b>	<b>165 (55.00)</b>	<b>300 (100.00)</b>

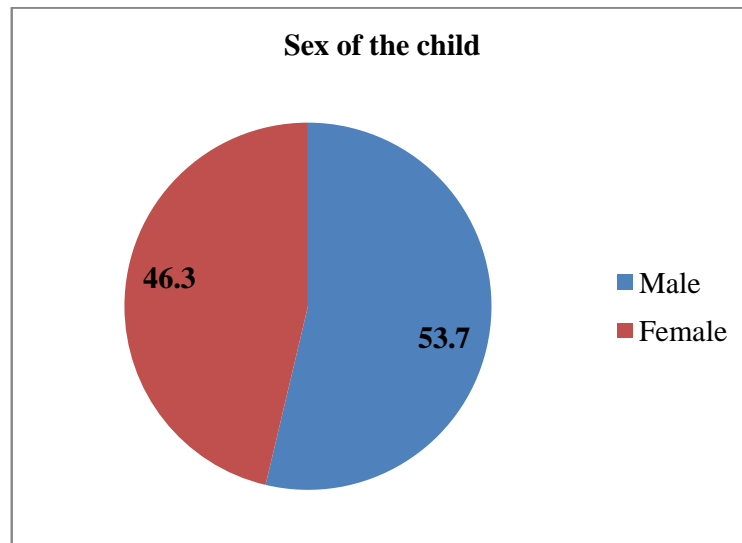
The ratio specifies that 12.3 percent of children with Learning Difficulties have Dysgraphia with other Learning issues. 55 percent of the strength is not applicable, 32.7 percent does not have Dysgraphia. It reflects that the strength of Dysgraphia among the Learning difficulties is less.

**Graph 4.1.4.**  
**Chronological order of the child**



The graph expresses 7.1.4 that 66 percent of the respondent's children were the First child, 32.7 percent were the Second child of their parent and hardly 1.3 percent was the Third child. Majority of the children were the first child of their parent.

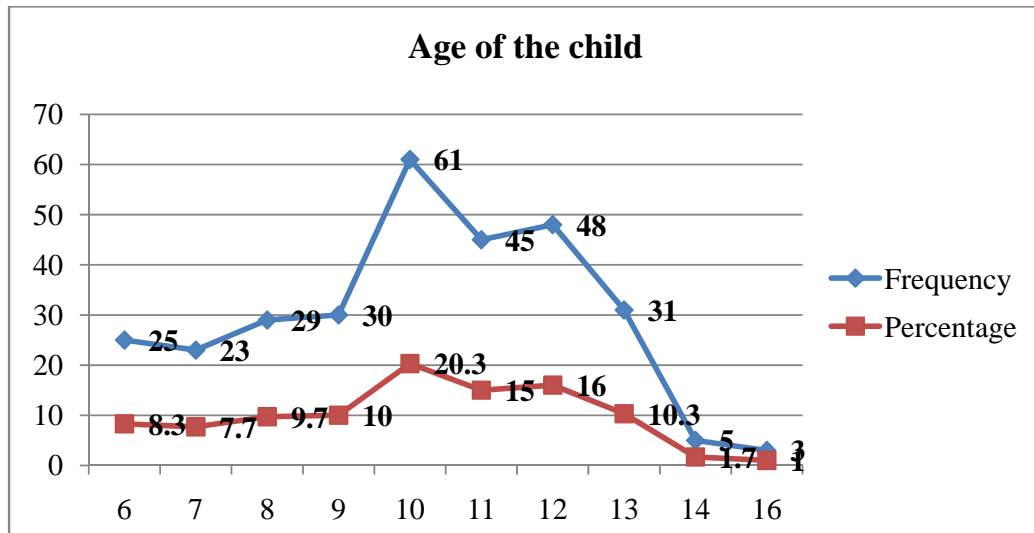
**Graph 4.1.5.**  
**Sex of the Child**



Among the total respondent's children, the graph 7.1.5 indicates that 53.7 percent were Male child and 46.3 percent were Female child. No of boys were more than girls amongst the total strength.

**Graph 4.1.6.**

**Age of the child**



The graph 7.1.6 conveys about the age factor of the respondent's children 20.3 percent of children were 10 years old, where as only 1 percent of children were as 16 years old. The above table indicates that majority of the children with learning difficulties were from the age of 10 to 13 years old and followed by the age group of 6 to 9 years old children. Due to the change towards educational approach children with learning difficulties are indentified at early age and gain appropriate help.

**Table 4.1.13**

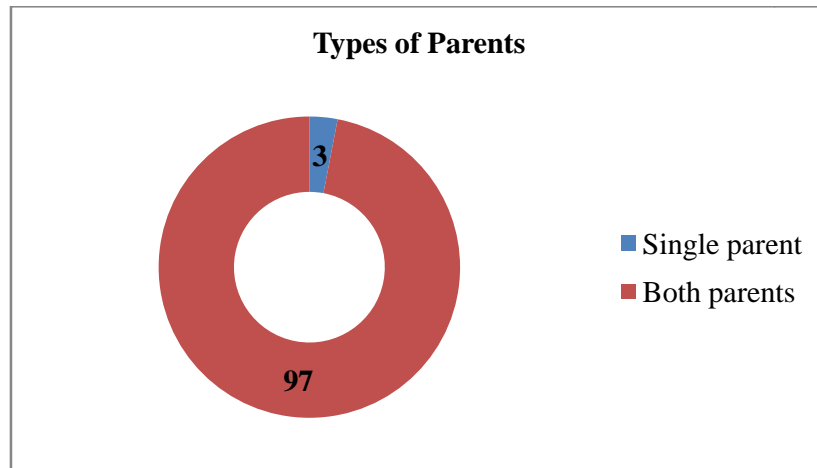
**School standard of the child**

Standard of the child	Frequency	Percent
1	35	11.7 %
2	48	16.0 %
3	63	21.0 %
4	59	19.7 %
5	34	11.3 %
6	27	9.0 %
7	30	10.0 %
8	4	1.3 %
<b>Total</b>	<b>300</b>	<b>100.0 %</b>

21 percent children were in Std 3<sup>rd</sup> and 19.7 percent were in Std 4<sup>th</sup>. The table explain that majority of the respondent's children were in Std 3<sup>rd</sup> and 4<sup>th</sup>. The brief study explains that if an appropriate helps is provided to the children then they learn to tackle with the learning issues.

**Graph 4.1.7.**

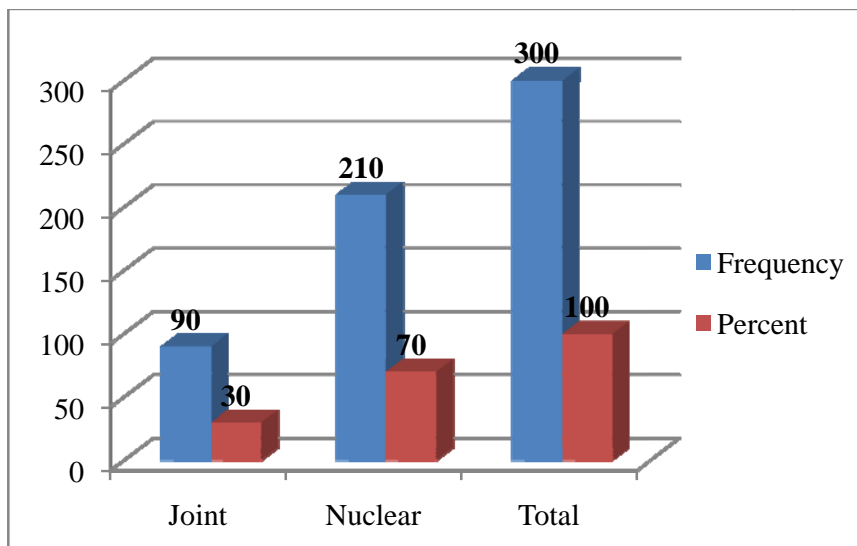
**Types of parents**



Graph 7.1.5 indicates that 97 percent of children stay with both the parents i.e. respondents and 3 percent of children had single parent. The ratio indicates that majority of the children stay with both the parents.

**Graph 4.1.8.**

**Family Type**



Among the respondent's children family, graph 7.1.6 indicates that 70 percent stay in the Nuclear family and 30 percent of them stay in the Joint family. The brief understanding conveys that majority of the respondent's children stay in Nuclear Family.

**Table 4.1.14.**

**Age of the Mother**

<b>Age of Mother</b>	<b>Frequency</b>	<b>Percent</b>
No Parent (Mother)	1	0.3 %
25 – 30	5	1.7 %
31 – 35	61	20.4 %
36 – 40	156	52.0 %
41 – 45	73	24.3 %
46 – 50	04	1.3 %
<b>Total</b>	<b>300</b>	<b>100.0 %</b>

The overall graph indicates that 52 percent of respondent's age falls in between 36 to 40 years, 24.3 percent of respondent were between 41 to 45 years and 20.4 percent of respondent were between 31 to 35 years. The ratio indicates that majority of the parents (respondent) falls in the age group of 31 to 45 years old. Hardly there were children who do not have mother and father is whole solely handling the responsibilities of children i.e. 0.3 percent of respondent's children were not having mother.

**Table 4.1.15.**

**Age of Father**

<b>Age of Father</b>	<b>Frequency</b>	<b>Percent</b>
No Parent (Father)	7	2.3 %
30 – 35	8	2.7 %
36 – 40	83	27.7 %
41 – 45	153	51.0 %
46 – 50	46	15.3 %
51 – 55	3	1.0 %
<b>Total</b>	<b>300</b>	<b>100 %</b>

The ratio briefs us that 51 percent of parents (respondent) were in the age group of 41 to 45 years, 27.7 percent were in age group of 36 to 40 years and 15.3 percent of children were in the age group of 46 to 50 years old. Majority of the parents were between the age group of 36 to 50 years old. It gives reflection that only 2.3 percent of children were not having father and mother was taking a complete responsibility of the child. To conclude, it can be said that majority of the children were having both the parents to take their responsibilities.

**Table 4.1.16.**

**Mother educational degree**

<b>Educational degree</b>	<b>Frequency</b>	<b>Percent</b>
Undergraduate	27	9.0 %
Graduation	205	68.3 %
Post Graduation	68	22.7 %
<b>Total</b>	<b>300</b>	<b>100.0 %</b>

Educational Qualification of the parents (respondent) is important to understand their level of maturity in handling their children with learning difficulties. The gross structure of their educational qualification shows that majorly the parent's education from targeted strength had completed their graduation i.e. 68.3 percent followed by 22.7 percent post Graduation and 9 percent with undergraduate. The study shows that majority of the parents from the target group is graduated.

**Table 4.1.17.**

**Father education degree**

<b>Education degree</b>	<b>Frequency</b>	<b>Percent</b>
Undergraduate	4	1.3 %
Graduation	169	56.5 %
Post Graduation	127	42.2 %
<b>Total</b>	<b>300</b>	<b>100.0 %</b>

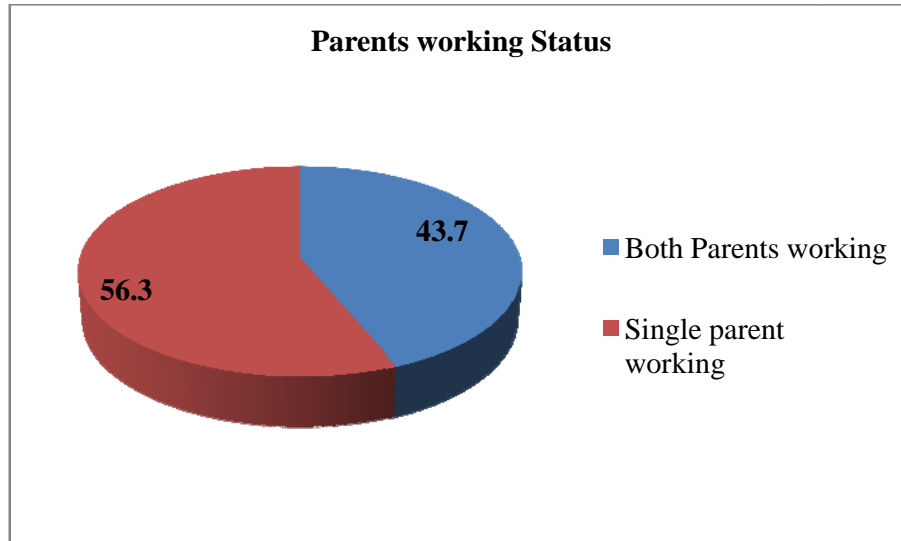
Majority of Father's education indicates 56.5 percent are graduated, 42.2 percent are post graduated and Hardly 1.3 percent of parents were undergraduate. The ratio indicated that majority of the parents had completed their graduation among the



targeted strength. Father's Qualification is also important to understand the level of understanding of the parents.

**Graph 4.1.9.**

**Parents Working Status**



Considering the working profile of the parents, 56.3 percent from the total strength have single parents working and 43.7 percent of the total strength has both the parents working. It gives a clear picture that single parents working are more compared to both parents working.

**Table 4.1.18.**

**Mother occupation**

<b>Mother's occupation</b>	<b>Frequency</b>	<b>Percent</b>
No Parent (Mother)	1	0.33 %
Service (Govt.)	8	2.67 %
Service (Pvt.)	126	42.0 %
Housewife	155	51.67 %
Business	10	3.33 %
<b>Total</b>	<b>300</b>	<b>100.0 %</b>

The study reflects that from the targeted strength 51.67 percent of women were Housewife where as in 42 percent of women were doing private service and 2.67 percent of women were working Government service. Hardly 3.33 percent of women

were doing Business and 0.3 percent of the respondent's children do not have mother. The ratio conveys that most of the women were Housewife's.

**Table 4.1.19.**

**Father occupation**

<b>Father's Occupation</b>	<b>Frequency</b>	<b>Percent</b>
No Parent (Father)	9	3.0 %
Service (Govt.)	21	7.0 %
Service (Pvt.)	217	72.3 %
Business	53	17.7 %
<b>Total</b>	<b>300</b>	<b>100.0 %</b>

Considering Father's Occupation, it shows that 72.3 percent of Father's were doing in Private Service. 17.7 percent are involved in Business and 7 percent in Government Service. 3 percent of Respondent's children do not have father existing.

**Table 4.1.20.**

**Parents Annual Income**

<b>Parents Annual Income</b>	<b>Frequency</b>	<b>Percent</b>
2 Lakhs – 4.99 Lakhs	149	49.7 %
5 Lakhs – 6.99 Lakhs	92	30.7 %
Above 7 Lakhs	59	19.6 %
<b>Total</b>	<b>300</b>	<b>100.0 %</b>

The ratio of the parents (respondent) annual income reflects that 49.7 percent of parents earns between 2 lakhs to 5 lakhs, 30.7 percent of the parents earns between 5 to 7 lakhs and 19.6 percent earn above 7 lakhs.

**Table 4.1.21.**

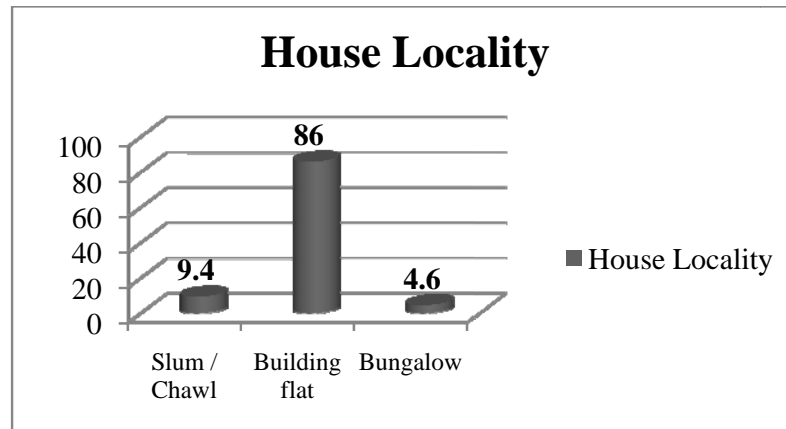
**Number of children**

<b>Sr. No. Of. child</b>	<b>Frequency</b>	<b>Percent</b>
1	89	29.7 %
2	204	68.0 %
3	7	2.3 %
<b>Total</b>	<b>300</b>	<b>100.0 %</b>

The above table conveys that 68 percent of the respondent's have Two (2) children, where as 29.7 percent have single (1) child and 2.3 percent have Three (3) children. The result concludes that majority of the respondent have Two (2) children.

**Graph 4.1.10.**

**Housing Locality**



The graph 7.1.8 reflects that total 86 percent of the respondents (parents) stay in the Building / Flat whereas in 9.4 percent of them stay in Chawl and 4.6 percent of them stay in Bungalow.

**4.2 Academic Performance of the children from Parents' Perspective**

**Table – 4.2.1.**

**Level of achievement - Writing Reversals/ Omissions with level of Priority**

**Writing Reversals/ Omissions**

Level of Achievement Writing Reversals / Omissions	Level of Priority- Writing Reversals / Omissions				Total of Achievement
	NA	Low	Medium	Top	
Not Yet Started	11 (3.67)	15 (5.00)	10 (3.33)	3 (1.00)	39 (13.00)
Some Progress	12 (4.00)	36 (12.00)	44 (14.67)	7 (2.33)	99 (33.00)
Considerable Progress	16 (5.33)	49 (16.33)	67 (22.33)	11 (3.67)	143 (47.67)
Achieved	2 (0.67)	6 (2.00)	7 (2.33)	4 (1.33)	19 (6.33)
<b>Total of Priority</b>	41 (13.67)	106 (35.33)	128 (42.67)	25 (8.33)	300 (100.00)

The essential concern in Learning Difficulties is that children may have difficulty with writing reversals or omitting the words or alphabets when the researcher during the research took the feedback from the respondent. While considering the priorities of the parents 42.67 percent parents have medium priority, 35.33 percent with low priority and 8.33 percent with top level priority. 13.67 percent parents feel that writing reversals is hardly the priority for them. It was indicated that 47.67 percent of children had shown considerable progress with the issue of learning. 33 percent children have shown some progress in their performance, 6.33 percent have overcome with the difficulty. Hardly 13 percent of children either do not have the above issue or not yet started overcoming with the difficulty. Reversals and omissions are majorly seen in dyslexic children but children with other learning concerns can also face this issue.

**Table – 4.2.2.**

**Level of achievement - Writing on line with level of Priority writing on line**

<b>Level of Achievement- Writing on line</b>	<b>Level of Priority- Writing on line</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Not Yet Started	9 (3.00)	7 (2.33)	10 (3.33)	5 (1.67)	31 (10.33)
Some Progress	17 (5.67)	42 (14.00)	56 (18.67)	6 (2.00)	121 (40.33)
Considerable Progress	8 (2.67)	46 (15.33)	66 (22.00)	7 (2.33)	127 (42.33)
Achieved	2 (0.67)	6 (2.00)	7 (2.33)	6 (2.00)	21 (7.00)
<b>Total of Priority</b>	<b>36 (12.00)</b>	<b>101 (33.67)</b>	<b>139 (46.33)</b>	<b>24 (8.00)</b>	<b>300 (100.00)</b>

Majorly, writing on the line difficulty is seen in dysgraphia children at a glance, but children with other learning difficulties may also have difficulty in writing on line. The above table indicates that 42.33 percent of children have shown considerable progress in their performance from parents (respondent) perspective. 40.33 percent have shown some progress, 10.33 percent have not yet started with the progress and 7 percent have achieved in their performance. While understand the priorities of the parents about the same, 43 percent with medium priority, 33.67 percent with low, 8 percent with top priority and 12 percent parents that they do not feel it important.

**Table – 4.2.3.**

**Level of achievement - Arithmetic Skills with level of Priority Arithmetic Skills**

<b>Level of Achievement Arithmetic Skills</b>	<b>Level of Priority- Arithmetic Skills</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Not Yet Started	17 (5.67)	4 (1.33)	6 (2.00)	3 (1.00)	30 (10.00)
Some Progress	9 (3.00)	30 (10.00)	58 (19.33)	3 (1.00)	100 (33.33)
Considerable Progress	13 (4.33)	57 (19.00)	87 (29.00)	4 (1.33)	161 (53.67)
Achieved	0 (0.00)	2 (0.67)	4 (1.33)	3 (1.00)	9 (3.00)
<b>Total of Priority</b>	<b>39 (13.00)</b>	<b>93 (31.00)</b>	<b>155 (51.67)</b>	<b>13 (4.33)</b>	<b>300 (100.00)</b>

Concerns in arithmetic skills are majorly seen in dyscalculia but even other learning concerns children may have some or the other mathematical concerns. The above table explains that 53.67 percent have shown considerable progress in their performance, 33.33 percent have shown some progress, 3 percent expressed total achievement and 10 percent has either not yet started with the concerns or not shown progress. Here children who get relevant help shows progress in their mathematical skill. While considering the preference, 51.67 percent with medium, 31 percent with low, 4.33 percent with top preference and 13 percent parents still do not feel it is applicable from their side.

**Table – 4.2.4.**

**Level of achievement - Writing slow in completing task with level of Priority writing slow in completing task**

<b>Level of Achievement Writing slow in completing</b>	<b>Level of Priority- Writing slow in completing</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Not Yet Started	7 (2.33)	6 (2.00)	11 (3.67)	2 (0.67)	26 (8.67)
Some Progress	8 (2.67)	52 (17.33)	61 (20.33)	5 (1.67)	126 (42.00)
Considerable Progress	6 (2.00)	50 (16.67)	71 (23.67)	7 (2.33)	134 (44.67)
Achieved	0 (0.00)	6 (2.00)	4 (1.33)	4 (1.33)	14 (4.67)
<b>Total of Priority</b>	<b>21 (7.00)</b>	<b>114 (38.00)</b>	<b>147 (49.00)</b>	<b>18 (6.00)</b>	<b>300 (100.00)</b>

Usually children with learning issues have difficulty in completing task. The above table indicates that 44.67 percent of children have shown considerable progress in their performance. 42 percent have shown some progress, 8.7 percent have not yet started with the progress and 4.7 percent have achieved in their performance of completing task. The ratio reflects that majority of children can cope up with this difficulty if right efforts are been put up.

**Table – 4.2.5.**

**Level of achievement - Perceive Things from blackboard or books with level of Priority Perceive Things from blackboard or books**

<b>Level of Achievement Perceive Things from black board or books</b>	<b>Level of Priority- Perceive Things Reading</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Not Yet Started	6 (2.00)	8 (2.67)	6 (2.00)	4 (1.33)	24 (8.00)
Some Progress	6 (2.00)	82 (27.33)	68 (22.67)	5 (1.67)	161 (53.67)
Considerable Progress	5 (1.67)	65 (21.67)	32 (10.67)	4 (1.33)	106 (35.33)
Achieved	1 (0.33)	3 (1.00)	3 (1.00)	2 (0.67)	9 (3.00)
<b>Total of Priority</b>	18 (6.00)	158 (52.67)	109 (36.33)	15 (5.00)	300 (100.00)

Children with learning difficulties may have a difficulty to perceive things from blackboard or books. It is usually observe that they may read incorrectly or may read it correctly but write it differently. There could be a variation in their reading skills or perseverance so the errors can be seen in their writings and mistakes can be notified in their notebooks. According to the response given by the parents (respondent) 53.67 percent of the children have shown some progress, 35.33 percent have shown considerable progress and 8 percent have not yet shown the progress. 3 percent have achieved and overcome with this difficulty. While considering the priorities, 52.67 percent with low and 36.33 percent with medium priority.

**Table – 4.2.6.**

**Level of achievement – difficulty in copying words or sentences from blackboard or books with level of Priority difficulty in copying words or sentences from blackboard or books**

Level of Achievement difficulty in copying words or sentences	Level of Priority- Writing copying Word or sentence				Total of Achievement
	NA	Low	Medium	Top	
Not Yet Started	13 (4.33)	8 (2.67)	6 (2.00)	2 (0.67)	29 (9.67)
Some Progress	13 (4.33)	67 (22.33)	64 (21.33)	5 (1.67)	149 (49.67)
Considerable Progress	11 (3.67)	52 (17.33)	46 (15.33)	4 (1.33)	113 (37.67)
Achieved	0 (0.00)	4 (1.33)	3 (1.00)	2 (0.67)	9 (3.00)
<b>Total of Priority</b>	<b>37 (12.33)</b>	<b>131 (43.67)</b>	<b>119 (39.67)</b>	<b>13 (4.33)</b>	<b>300 (100.00)</b>

The above table conveys that children have concerns in copying things either from blackboard or books. They may read it correctly but when they write errors are notified. The table gives an ratio that 49.67 percent of children have shown some progress after seeking an appropriate help even 37.67 percent have shown considerable progress. 9.67 percent have either not yet started with the progress as per the perception of the respondent (parents). 3 percent of children have achieved according the perception of the parents i.e. respondent. While considering their priorities, 43.67 with low, 39.67 with medium and 4.33 percent with top priority. 12.33 percent parents still do not feel it is considered in their priority list.

**Table - 4.2.7.**

**Level of achievement - Difficulty in doing activities gross& finer motor skills with level of Priority Difficulty in doing activities gross& finer motor skills**

Level of Achievement Gross & Finer Motor Skills	Level of Priority- Gross & Finer Motor Skills				Total of Achievement
	NA	Low	Medium	Top	
Not Yet Started	21 (7.00)	19 (6.33)	18 (6.00)	3 (1.00)	61 (20.33)
Some Progress	19 (6.33)	64 (21.33)	35 (11.67)	5 (1.67)	123 (41.00)
Considerable Progress	16 (5.33)	43 (14.33)	42 (14.00)	4 (1.33)	105 (35.00)
Achieved	2 (0.67)	4 (14.33)	2 (0.67)	3 (1.00)	11 (3.67)
<b>Total of Priority</b>	<b>58 (19.33)</b>	<b>130 (43.33)</b>	<b>97 (32.33)</b>	<b>15 (5.00)</b>	<b>300 (100.00)</b>

Children with Learning Difficulties may or may not have difficulty in their gross and finer motor skills which affects their learning. Especially when they have difficulty in finer skills then children may have difficulty in holding pencils and have pains while writing. It may affect the writing speed of the children and ultimately errors can be seen in their writing skills. Hence it is an important factor to be considered while understanding this issue. The table gives brief picture that 41 percent have shown some progress, 35 percent have shown considerable progress, 20.33 percent have not yet started with this difficulty or not yet shown the progress and 3.67 percent have shown the remarkable achievement from parents (respondent) perspective. When precedence was considered, 43.33 percent had low, 32.33 percent had medium and 5 percent had top priority. 19.33 percent feels that it not important to focus on the same.

**Table - 4.2.8.**

**Level of achievement - Writing with left hand with level of Priority writing with left hand**

<b>Level of Achievement - Writing with left hand</b>	<b>Level of Priority - Writing with left hand</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Not Yet Started	207 (69.00)	0 (0.00)	0 (0.00)	0 (0.00)	207 (69.00)
Some Progress	0 (0.00)	42 (14.00)	13 (4.33)	2 (0.67)	57 (19.00)
Considerable Progress	0 (0.00)	15 (5.00)	8 (2.67)	3 (1.00)	26 (8.67)
Achieved	0 (0.00)	4 (1.33)	3 (1.00)	3 (1.00)	10 (3.33)
<b>Total of Priority</b>	207 (69.00)	61 (20.33)	24 (8.00)	8 (2.67)	300 (100.00)

Children writing with left hand may not have learning difficulties but learning difficulties children with left handedness may have difficulty in learning. Children with this difficulty may have difficulties in following directions and it may be difficult to write alphabet or words to some extent. Children may write reversals at times. This could not be the prominent reason but can be one of the reasons too. The table shows that 69 percent of the children may not write with left hand, may not have this difficulty or even may not have dealt with this issue. 19 percent have shown some progress, 8.67 percent shown considerable progress and 3.33 percent have achieved with this difficulty.



**Table - 4.2.9.**

**Level of achievement - Expression of thoughts in writing with level of Priority  
Expression of thoughts in writing**

<b>Level of Achievement Expression of thought in writing</b>	<b>Level of Priority - Expression of thought in writing</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Not Yet Started	11 (3.67)	16 (5.33)	15 (5.00)	2 (0.67)	44 (14.67)
Some Progress	15 (5.00)	73 (24.33)	57 (19.00)	3 (1.00)	148 (49.33)
Considerable Progress	10 (3.33)	51 (17.00)	39 (13.00)	2 (0.67)	102 (34.00)
Achieved	1 (0.33)	2 (0.67)	2 (0.67)	1 (0.33)	6 (2.00)
<b>Total of Priority</b>	37 (12.33)	142 (47.33)	113 (37.67)	8 (2.67)	300 (100.00)

Children with learning difficulties may difficulty in expression of thought in words especially. It has observed that these children may avoid talking at times due to this issue or may remain aloof. Children may not be able to synchronize their thoughts into appropriate words. The above table shows that 49.33 percent shown some progress, 34 percent considered progress, 14.67 percent have not yet started with the progress or may not have the difficulty and 2 percent has overcome with this difficulty according to the perception narrated by the parents. While considering the priorities, 47.33 percent with low and 37.67 percent with medium and 12.33 percent feels that it is not much important for the same.

**Table - 4.2.10.**

**Level of achievement - Difficulty in concentrating while writing with level of Priority  
Difficulty in concentrating while writing**

<b>Level of Achievement Concentration in writing</b>	<b>Level of Priority - Concentration in writing</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Not Yet Started	11 (3.67)	12 (4.00)	9 (3.00)	1 (0.33)	33 (11.00)
Some Progress	8 (2.67)	73 (24.33)	67 (22.33)	5 (1.67)	153 (51.00)
Considerable Progress	8 (2.67)	58 (19.33)	39 (13.00)	3 (1.00)	108 (36.00)
Achieved	0 (0.00)	3 (1.00)	2 (0.67)	1 (0.33)	6 (2.00)
<b>Total of Priority</b>	27 (9.00)	146 (48.67)	117 (39.00)	10 (3.33)	300 (100.00)

Perceiving things around him are important and children learn through perseverance. Parents' perception about children's capacity to perceive and learn when was tried to understand 51 percent children have shown some progress in these skills, 36 percent have shown considerable progress, 2 percent have achieved in their skills of perceiving and learning things from environment. According to the parents, 11 percent children still have difficulty to perceive and learn. Learning through environment is important and perceiving through is essential. Our five senses continuously teach us about the environment. In consideration with priorities, 48.67 percent had low, 39 percent with medium and 9 percent still do not feel that it is important for them.

**Table - 4.2.11.**

**Level of achievement - Difficulty in writing and comprehending with level of Priority Difficulty in writing and comprehending**

<b>Level of Achievement Writing and comprehending</b>	<b>Level of Priority - Writing and comprehending</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Not Yet Started	7 (2.33)	17 (5.67)	6 (2.00)	1 (0.33)	31 (10.33)
Some Progress	11 (3.67)	77 (25.67)	68 (22.67)	3 (1.00)	159 (53.00)
Considerable Progress	10 (3.33)	52 (17.33)	38 (12.67)	3 (1.00)	103 (34.33)
Achieved	0 (0.00)	2 (0.67)	3 (1.00)	2 (0.67)	7 (2.33)
<b>Total of Priority</b>	28 (9.33)	148 (49.33)	115 (38.33)	9 (3.00)	300 (100.00)

As children with Learning difficulties have difficulty with language they also have difficulty in thought of expression especially in form of words. When they cannot express in words they find it difficult to comprehend either orally or in written. Due to fear of mistakes they either avoid writing or they write it with lot of mistakes. Children need extra help when they get it the do wonders. The above table shows that from parents (respondent) perceptive 53 percent of children have shown some progress, 34.33 percent have shown considerable progress. 10.33 percent of have not yet started with appropriate progress or not yet have difficulty. 2.33 percent of children have overcome with the difficulty according to the parent's expression. While taking into account the preference of parents, 49.33 percent has low and 38.33 percent has medium.

**Table - 4.2.12.**

**Level of achievement - Hand writing skills with level of Priority Hand writing skills**

Level of Achievement Hand writing skills	Level of Priority- Hand writing skills				Total of Achievement
	NA	Low	Medium	Top	
Not Yet Started	2 (0.67)	3 (1.00)	2 (0.67)	1 (0.33)	8 (2.67)
Some Progress	6 (2.00)	75 (25.00)	69 (23.00)	9 (3.00)	159 (53.00)
Considerable Progress	4 (1.33)	61 (20.33)	47 (15.67)	4 (1.33)	116 (38.67)
Achieved	2 (0.67)	4 (1.33)	4 (1.33)	7 (2.33)	17 (5.67)
<b>Total of Priority</b>	<b>14 (4.67)</b>	<b>143 (47.67)</b>	<b>122 (40.67)</b>	<b>21 (7.00)</b>	<b>300 (100.00)</b>

The hand writing of the children with learning difficulties may have difficulty in expression of thoughts their hand writing would become difficult for others. The children may lose marks or even may get scolding at times ultimately it affect their performance. 53 percent of children have shown some progress, 38.67 percent considerable progress and 5.67 percent overcome the difficulty. The ratio shows that 2.7 percent of children have not yet started overcoming the difficulty. While understanding priorities, 47.67 with low and 40.67 with medium. The children can show good improvement if right help and motivation is provided to the children.

**Table - 4.2.13.**

**Level of achievement - Difficulty in co-ordinating the activities with level of Priority Difficulty in co-ordinating the activities**

Level of Achievement Co-ordination with activities	Level of Priority- Co-ordination with activities				Total of Achievement
	NA	Low	Medium	Top	
Not Yet Started	18 (6.00)	17 (5.67)	25 (8.33)	2 (0.67)	62 (20.67)
Some Progress	17 (5.67)	66 (22.00)	51 (17.00)	3 (1.00)	137 (45.67)
Considerable Progress	19 (6.33)	43 (14.33)	26 (8.67)	5 (1.67)	93 (31.00)
Achieved	2 (0.67)	1 (0.33)	2 (0.67)	3 (1.00)	8 (2.67)
<b>Total of Priority</b>	<b>56 (18.67)</b>	<b>127 (42.33)</b>	<b>104 (34.67)</b>	<b>13 (4.33)</b>	<b>300 (100.00)</b>

Children with learning difficulties have issue coordination of things around them. The ratio expresses that according to the parents perception that 45.67 percent of children shows some progress, 31 percent may not have this issue or may not have started coping with the difficulty, 20.67 percent have shown considerable progress and 2.67 percent have achieved with the difficulty. In taking into account the preference, 42.33 percent with, 34.67 with medium and 18.67 still do not give much preference about the same. The result shows that some progress in coordination is notified in children with learning difficulties.

**Table - 4.2.14.**

**Level of achievement - Difficulty in activities related to motor co-ordination with level of Priority Difficulty in activities related to motor co-ordination**

Level of Achievement Motor Co-ordination	Level of Priority- Motor Co-ordination				Total of Achievement
	NA	Low	Medium	Top	
Not Yet Started	19 (6.33)	14 (4.67)	18 (6.00)	2 (2.00)	57 (19.00)
Some Progress	17 (5.67)	62 (20.67)	49 (16.33)	3 (1.00)	131 (43.67)
Considerable Progress	15 (5.00)	44 (14.67)	42 (14.00)	2 (0.67)	103 (34.33)
Achieved	1 (0.33)	3 (1.00)	3 (1.00)	2 (0.67)	9 (3.00)
<b>Total of Priority</b>	52 (17.33)	123 (41.00)	112 (37.33)	13 (4.33)	300 (100.00)

The motor coordination is an important aspect in the development of children. If there is any difficulty in motor coordination, then it may reflect in children's performance. 43.67 percent of children have shown some progress, 19 percent have not yet started with progress or may not have the above difficulty, 34.33 percent have shown considerable progress and 3 percent have achieved with their difficulty. While understanding the primacy, 41 percent had low, 37.33 percent had medium and 17.33 percent still don't give much preference. The table indicates that overall there is some progress in the children's motor coordination difficulty from parent's perception.

The overall conclusion can be drawn from the above table that if an appropriate help is gained by the children then they can show remarkable difference in their performance. Therefore required efforts need to be put on for the children to cope up with their concerns.

Parents are the major decision maker about their child at this age their role seems to be the most important factor. Hence the appropriate effort is required from the parent's part. While looking at performance of children it can be overall indicate that if appropriate help is provided to the children by appropriate means then required results can be seen. Children can truly enhance in their performance inspite of having learning issues.

The most important part in the improvement of the child's performance is level of support and motivation given by the stakeholders. Parents are the first stakeholder of the children so continuous and mot of motivation is essential for the growth and development of the children. If positive thoughts and motivation is given then positive results are notified in the children.

### **4.3 Parents perception about their children**

**Table - 4.3.1.**

**Level of achievement - Lazy in the Performance with level of Priority Lazy in the Performance**

<b>Level of Achievement Performance lazy</b>	<b>Level of Priority- Performance lazy</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	13 (4.33)	5 (1.67)	4 (1.33)	1 (0.33)	23 (7.67)
<b>Some Progress</b>	9 (3.00)	38 (12.67)	59 (19.67)	2 (0.67)	108 (36.00)
<b>Considerable Progress</b>	6 (2.00)	68 (22.67)	79 (26.33)	7 (2.33)	160 (53.33)
<b>Achieved</b>	0 (0.00)	2 (0.67)	4 (1.33)	3 (1.00)	9 (3.00)
<b>Total of Priority</b>	28 (9.33)	113 (37.67)	146 (48.67)	13 (4.33)	300 (100.00)

Parent perception is an integral part for the children, if the parents perceive positively then positive changes are seen in the children. If parents get tensed and are continuously worried about their child's academic performance then required results are not put from the parents as they may not find the solution to their difficult so it is important the ways parents perceive their children. So for the interviews different sort of questions were asked to understand their perception. Considering laziness as factor when parents perception was taken then most of them answered that initially they

perceived them lazy but with when improvement was seen in their children when appropriate help was gained their perception started being positive.

The ratio indicates that 53.33 percent parents have started perceiving that their children are not lazy rather needs extra effort to cope up. Here the perseverance of the parents has been changed according to the time. 36 percent have expressed that some progress in their thought process has happened but sometimes they may get frustrated or label at times. 3 percent of the parents have expressed that they do not feel that their child is lazy in his performance as they are aware about his concerns. 7.67 percent of parents expressed that they feel their child is lazy and doesn't follow instruction properly as per given. While considering the priorities, 48.67 percent had medium, 37.67 percent had low, 4.33 percent had top and 9.33 percent still feel that children are lazy about the performance.

**Table - 4.3.2.**

**Level of achievement - Using new techniques to teach with level of Priority Using new techniques to teach**

<b>Level of Achievement New Techniques</b>	<b>Level of Priority- New Techniques</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	6 (2.00)	13 (4.33)	11 (3.67)	1 (0.33)	31 (10.33)
<b>Some Progress</b>	9 (3.00)	68 (22.67)	59 (19.67)	4 (1.33)	140 (46.67)
<b>Considerable Progress</b>	8 (2.67)	60 (20.00)	56 (18.67)	1 (0.33)	125 (41.67)
<b>Achieved</b>	0 (0.00)	2 (0.67)	1 (0.33)	1 (0.33)	4 (1.33)
<b>Total of Priority</b>	23 (7.67)	143 (47.67)	127 (42.33)	7 (2.33)	300 (100.00)

Remedial teacher or School Counsellor tries to apply different methods to teach the children with learning difficulties. Teaching children to learn the concept through techniques can be certainly beneficial. The most important in this process is being patient and teach children innovative ideas to understand the concept. It is required that not only the Remedial teacher or School Counsellor would be sufficient to help the child through a session the most important part is that the child spends its major time with family and in concerned to academics with teachers. The role of these stakeholders is equally essential for the child to cope up with concerns.

Parents are playing a major role to mould the child and hence role of the parents is important. As we have seen that if parents have positive perception then certainly the child also shows remarkable changes in them. The important thing is that parents should have willingness to learn new techniques and teach the children continuously. When the parents (respondent) were asked the question about their readiness to learn and teach new techniques to the children then their perception was slowly we as and when we developed the acceptance we could learn the new techniques more conveniently.

The above table indicates that 46.67 had shown some progress, 41.67 percent had shown considerable progress, 1.33 percent children had been able to overcome the concerns and 10.33 percent respondent had not yet started teaching new techniques to the children major reason was acceptance and unawareness about new techniques. While taking into account the primacy, 47.67 percent had low and 42.33 percent with medium priorities.

**Table - 4.3.3.**

**Level of achievement - Forceful writing with level of Priority Forceful writing**

Level of Achievement Forceful writing	Level of Priority- Forceful writing				Total of Achievement
	NA	Low	Medium	Top	
<b>Not Yet Started</b>	8 (2.67)	12 (4.00)	7 (2.33)	1 (0.33)	28 (9.33)
<b>Some Progress</b>	6 (2.00)	79 (26.33)	62 (20.67)	2 (0.67)	149 (49.67)
<b>Considerable Progress</b>	5 (1.67)	59 (19.67)	53 (17.67)	2 (0.67)	119 (39.67)
<b>Achieved</b>	0 (0.00)	2 (0.67)	1 (0.33)	1 (0.33)	4 (1.33)
<b>Total of Priority</b>	19 (6.33)	152 (50.67)	123 (41.00)	6 (2.00)	300 (100.00)

As parents (respondent) play an important role in the growth and development of the children. The most essential task is that when they have to get done things from them especially in academics. The children may not be able to complete the task and parents have to be behind them to complete the task. Most of the time children have to complete notebooks and it becomes difficult for parent to get it done from the children. At such crucial role, it is important to understand the way parents deal with the child do they force them or act tactfully to complete the task.

When the researcher tried to understand parents' perspective about the same, 49.67 percent of parents told that they have shown some progress in their perspective towards their children that is teaching them without forcing for writing at certain times let go things. 39.33 percent have shown considerable progress. Hardly 0.33 percent have completely achieved in this area. 10.67 percent still force their children to write and complete their task even if they may not be able to do. While taking into consideration priorities of the parents, 50.67 percent had low and 41 percent with medium. Parents need to more over focus on developing the strategies to learn rather forcing to write.

**Table - 4.3.4.**

**Level of achievement - Distraction during studying with level of Priority**  
**Distraction during studying**

Level of Achievement Distraction during studying	Level of Priority- Distraction during studying				Total of Achievement
	NA	Low	Medium	Top	
<b>Not Yet Started</b>	7 (2.33)	7 (2.33)	9 (3.00)	3 (1.00)	26 (8.67)
<b>Some Progress</b>	5 (1.67)	57 (19.00)	44 (14.67)	8 (2.67)	114 (38.00)
<b>Considerable Progress</b>	9 (3.00)	50 (16.67)	65 (21.67)	11 (3.67)	135 (45.00)
<b>Achieved</b>	2 (0.67)	8 (2.67)	9 (3.00)	6 (2.00)	25 (8.33)
<b>Total of Priority</b>	23 (7.67)	122 (40.67)	127 (42.33)	28 (9.33)	300 (100.00)

Distraction is also commonly observed in children with Learning Difficulties. When child is not able to do, complete, understand or cope up then child gets distracted while doing their task and at times they may distract others also. The most important role of the stake holders is to engage the child and another is to teach the child certain concept one to one. Individual teaching may required to certain on frequent basis. The above study gives us an idea about parent's perception about whether their child gets distracted during the studies.

Majority of the parents had seen distraction in their children by some or the other means. 45 percent parents told that there is considerable progress in this issue after gaining right help. 38 percent parents conveyed that they have seen some progress in this area. 8.33 percent told that their children have overcome with this



issue and 8.67 percent of parents have conveyed that they have not yet started identifying difference in their parents' perception. When we focus on the preferences of the parents, 40.67 percent had low priority and 42.33 percent with medium.

**Table - 4.3.5.**

**Level of achievement - Observation of activities with level of Priority**  
**Observation of activities**

<b>Level of Achievement Observation of activities</b>	<b>Level of Priority- Observation of activities</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	9 (3.00)	11 (3.67)	7 (2.33)	1 (0.33)	28 (9.33)
<b>Some Progress</b>	17 (5.67)	69 (23.00)	59 (19.67)	7 (2.33)	152 (50.67)
<b>Considerable Progress</b>	8 (2.67)	45 (15.000)	49 (16.33)	6 (2.00)	108 (36.00)
<b>Achieved</b>	0 (0.00)	6 (2.00)	4 (1.33)	2 (0.67)	12 (4.00)
<b>Total of Priority</b>	34 (11.33)	131 (43.67)	119 (39.67)	16 (5.33)	300 (100.00)

Stakeholders need to observe the activities of the children continuously to understand their difficult areas. The most important Stake holders are parents (respondent) with whom the child spends lot of time. It is important for the parents to observe the daily activities of the child especially activities in academics. They can tell exactly where the difficulties lies if they keenly observe the child. The most important thing in observation is not putting our own judgements while observing otherwise we may get biased.

When this point was discussed with parents 54 percent of parents conveyed that there is some progress in their observational skills, 36 percent conveyed as considerable progress and 9.3 percent conveyed that they have not keenly observed the activities of the child. Hardly 0.7 percent of parent told that they keenly observe activities of the child that has help him to overcome the difficult and as parents helped us to deal with the child and learn new techniques. Priorities of the parents if we consider, 43.67 percent had low and 39.67 percent with medium.

**Table - 4.3.6.**

**Level of achievement - Feel that a child has learning difficulties with level of Priority Feel that a child has learning difficulties**

<b>Level of Achievement Feel child has learning difficulties</b>	<b>Level of Priority- Feel child has learning difficulties</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	1 (0.33)	2 (0.67)	4 (1.33)	0 (0.00)	7 (2.33)
<b>Some Progress</b>	2 (0.67)	48 (16.00)	61 (20.33)	11 (3.67)	122 (40.67)
<b>Considerable Progress</b>	2 (0.67)	55 (18.33)	67 (22.33)	9 (3.00)	133 (44.33)
<b>Achieved</b>	3 (1.00)	13 (4.33)	9 (3.00)	13 (4.33)	38 (12.67)
<b>Total of Priority</b>	8 (2.67)	118 (39.33)	141 (47.00)	33 (11.00)	300 (100.00)

Learning difficulties in children is difficult to accept as overall children can do many activities like normal children. So it is observed that if school conveys the parents about learning issues of the children parents may accept it or may not accept it. Parents may get tensed with this difficulties or label the child for this difficulty. Therefore they were asked about their feelings towards their children inspite of learning issues. As on when child grows the most important focus of the parents are their growth and development academics. When children do not perform well then it becomes a concern for them. The above table conveys that 44.3 percent parents have started considerably understanding the feelings of the children. 40.7 percent parents expressed that they have develop progress in understanding, 12.3 percent have achieved in their acceptance level as mentioned by the parents (respondent). Hardly 2.3 percent have not yet accepted the fact. Parent's feelings and acceptance help the children to overcome the difficulty. More parents accept the child more it becomes comfortable for child to cope. Overall when we understand the preferences of the parents, 47 percent had medium, 39.33 percent with low and 11 percent with top priorities.

**Table - 4.3.7.**

**Level of achievement - Trust in the abilities child with level of Priority Trust in the abilities child**

Level of Achievement Trust in child	Level of Priority- Trust in child				Total of Achievement
	NA	Low	Medium	Top	
Not Yet Started	1 (0.33)	2 (0.67)	1 (0.33)	0 (0.00)	4 (1.33)
Some Progress	2 (0.67)	67 (22.33)	58 (19.33)	13 (4.33)	140 (46.67)
Considerable Progress	1 (0.33)	63 (21.000)	55 (18.33)	7 (2.33)	126 (42.00)
Achieved	3 (1.00)	9 (3.000)	5 (1.67)	13 (4.33)	30 (10.00)
<b>Total of Priority</b>	<b>7 (2.33)</b>	<b>141 (47.00)</b>	<b>119 (39.67)</b>	<b>33 (11.00)</b>	<b>300 (100.00)</b>

Trust is very important factor to develop relationship and even to have positive attitude towards in any relationship. Children always look for the trust from their parents and when parents at least say that they trust their children they get a motivation to work hard. When it was discussed with parents, 46.7 percent parents conveyed that they have developed some progress in their attitude, 42 percent parents have developed considerable progress and 10 percent parents have achieved success in their ability to express their trust towards children. The parents also expressed that when they started believing in their abilities then they have shown positive changes in them. Hardly 1.3 percent of parents conveyed that still they have some rigidity to trust their child's abilities. While taking into account the precedence of the parents, 47 percent had low priorities, 39.67 percent with medium and 11 percent with top priorities.

**Table - 4.3.8.**

**Level of achievement - Sit on one place with level of Priority Sit on one place**

Level of Achievement Sit on one place	Level of Priority- Sit on one place				Total of Achievement
	NA	Low	Medium	Top	
Not Yet Started	2 (0.67)	3 (1.00)	2 (0.67)	1 (0.33)	8 (2.67)
Some Progress	3 (1.00)	76 (25.33)	78 (26.00)	5 (1.67)	162 (54.00)
Considerable Progress	2 (0.67)	69 (23.00)	44 (14.67)	4 (1.33)	119 (39.67)
Achieved	2 (0.67)	3 (1.00)	3 (1.00)	3 (1.00)	11 (3.67)
<b>Total of Priority</b>	<b>9 (3.00)</b>	<b>151 (50.33)</b>	<b>127 (42.33)</b>	<b>13 (4.33)</b>	<b>300 (100.00)</b>

Children with learning difficulties have difficulty to sit on one place and after the short duration usually these children start fidgeting. It distracts their attention and at times others attention too. The above table conveys that 67.3 percent parents have seen some progress, 31 percent parents have seen considerable progress and 0.3 percent parents have seen achievement in their children. 1.3 percent parents conveyed that children still have difficulty is sit on one place. While understanding about precedence, 50.33 percent had low and 42.33 percent with medium. The overall response of the parents conveys that with right support and trust children overcome the difficulty of sitting on one place. As this is an important factor, in academics especially in school children are expected to sit on one place.

**Table - 4.3.9.**

**Level of achievement - Attentive in the class with level of Priority Attentive in the class**

Level of Achievement Attentive in class	Level of Priority- Attentive in class				Total of Achievement
	NA	Low	Medium	Top	
<b>Not Yet Started</b>	3 (1.00)	8 (2.67)	4 (1.33)	0 (0.00)	15 (5.00)
<b>Some Progress</b>	8 (2.67)	83 (27.67)	73 (24.33)	4 (1.33)	168 (56.00)
<b>Considerable Progress</b>	6 (2.00)	58 (19.33)	45 (15.00)	3 (1.00)	112 (37.33)
<b>Achieved</b>	0 (0.00)	2 (0.67)	1 (0.33)	2 (0.67)	5 (1.67)
<b>Total of Priority</b>	17 (5.67)	151 (50.33)	123 (41.00)	9 (3.00)	300 (100.00)

Children with learning difficulties have difficulty in giving attention to the activities for longer duration they may get distracted easily so to understand whether parents get such kind of complaints from the school about the child. Attention is important aspect in the classroom and teacher expects that while teaching children are attentive. According to the parents perception 56 percent of parents feel that their children have developed some the attention in the class, 37.33 percent parents feel that their children shown considerable progress and 1.67 percent parents conveyed that their children have overcome from the aspect of developing attention. 5 percent parents conveyed that attention in children is still a factor that needs to be worked on the same. When give our attention on priorities, 50.33 percent had low and 41 percent had medium priorities.

**Table – 4.3.10.**

**Level of achievement - Poor concentration with level of Priority Poor concentration**

<b>Level of Achievement Poor concentration</b>	<b>Level of Priority- Poor concentration</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	5 (1.67)	10 (3.33)	8 (2.67)	1 (0.33)	24 (8.00)
<b>Some Progress</b>	16 (5.33)	79 (26.33)	54 (18.00)	3 (1.00)	152 (50.67)
<b>Considerable Progress</b>	11 (3.67)	56 (18.67)	51 (17.00)	2 (0.67)	120 (40.00)
<b>Achieved</b>	0 (0.00)	2 (0.67)	1 (0.33)	1 (0.33)	4 (1.33)
<b>Total of Priority</b>	32 (10.67)	147 (49.00)	114 (38.00)	7 (2.33)	300 (100.00)

As we have seen that attention is an important aspect of learning same way concentration also an essential factor of learning. The more children concentrate can perform much more better in their academics especially. Children with learning difficulties may have difficulty in concentration. At times due to this factor children are unable to focus in academics and show poor performance. 50.67 percent of children according parents perspective have shown improvement in concentration with some progress, 40 percent have shown considerable progress and 1.33 percent have overcome with this difficulty. 8 parents (respondent) had expressed that children still have issues with concentration. While considering the primacy of the parents, 49 percent had low and 38 percent with medium priorities. 10.67 percent parents still feel that their children have poor concentration.

**Table - 4.3.11.**

**Level of achievement - difficulties in adjustment with peers with level of Priority difficulties in adjustment with peers**

<b>Level of Achievement difficulties in adjustment with peers</b>	<b>Level of Priority- difficulties in adjustment with peers</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	17 (5.67)	16 (5.33)	8 (2.67)	2 (0.67)	43 (14.33)
<b>Some Progress</b>	19 (6.33)	67 (22.33)	44 (14.67)	4 (1.33)	134 (44.67)
<b>Considerable Progress</b>	10 (3.33)	55 (18.33)	50 (16.67)	2 (0.67)	117 (39.00)
<b>Achieved</b>	0 (0.00)	3 (1.00)	1 (0.33)	2 (0.67)	6 (2.00)
<b>Total of Priority</b>	46 (15.33)	141 (47.00)	103 (34.33)	10 (3.33)	300 (100.00)

According to parent's perception, 44.67 percent of children have shown some progress in level of adjustment with peers, 39 percent have shown considerable progress, 2 percent have achieved in this area. But 14.33 percent of children still have difficulty in adjusting with the peers. Overall the parents' priorities reflect that, 47 percent had low and 34.33 percent had medium priorities. 15.33 percent parents still feel that their children have difficulty in adjustment with peers. Children with learning difficulties may have a major difficulty in getting adjusted with peers as they are not able to perform like other kids in the class. As these children have difficulty in academics so they find it difficult to adjust with the peers. Peers could be very essential factor for children to improve their performance so developing relationship with peers would certainly help the children to improve their performance.

**Table - 4.3.12.**

**Level of achievement - Accepting child along with the learning difficulties with level of Priority Accepting child along with the learning difficulties**

<b>Level of Achievement</b>	<b>Level of Priority- Accepting along learning difficulties</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Accepting along learning difficulties</b>					
<b>Not Yet Started</b>	0 (0.00)	2 ( 0.67)	2 (0.67)	1 (0.33)	5 (1.67)
<b>Some Progress</b>	7 (2.33)	76 (25.33)	56 (18.67)	7 (2.33)	146 (48.67)
<b>Considerable Progress</b>	4 (1.33)	70 (23.33)	61 (20.33)	4 (1.33)	139 (46.33)
<b>Achieved</b>	0 (0.00)	4 (1.33)	3 (1.00)	3 (1.00)	10 (3.33)
<b>Total of Priority</b>	11 (3.67)	152 (50.67)	122 (40.67)	15 (5.00)	300 (100.00)

It is very much important to accept the child with learning concerns as they can do certain task and find difficult to do certain task. It may be misinterpreted that children are doing this purposefully also. Therefore accepting the child along with their learning difficulty is very much essential. While understanding parent's perception about accepting their child along with learning difficulties, 48.67 percent have shown some progress, 46.33 percent have shown considerable progress and 3.33 percent have accepted their children completely. 1.67 percent has not yet started accepting the child with learning difficulties. When we focus our attention parents' preferences, 50.67 percent had low and 40.67 percent had medium.

**Table - 4.3.13.**

**Level of achievement - Getting angry when unable to perform with level of Priority getting angry when unable to perform**

<b>Level of Achievement Getting angry when unable to perform</b>	<b>Level of Priority- Getting angry when unable to perform</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	2 (0.67)	6 (2.00)	3 (1.00)	1 (0.33)	12 (4.00)
<b>Some Progress</b>	9 (3.00)	74 (24.67)	63 (21.00)	6 (2.00)	152 (50.67)
<b>Considerable Progress</b>	7 (2.33)	65 (21.67)	52 (17.33)	4 (1.33)	128 (42.67)
<b>Achieved</b>	0 (0.00)	3 (1.00)	2 (0.67)	3 (1.00)	8 (2.67)
<b>Total of Priority</b>	18 (6.00)	148 (49.33)	120 (40.00)	14 (4.67)	300 (100.00)

Anger is the basic emotions that we all go through frequently by some or the other reasons. Basically anger is always narrated as negative emotions but it is just an emotion and obvious but expression of anger can be inappropriate. Therefore the above statement as understand the expression of anger. Varied reasons got revealed during this study was interesting to understand. Parents many a times displace their anger towards children actually they are bugged up with responsibilities and suddenly when children doesn't perform things becomes difficult. Sometimes too much expectation from children could be a reason and many more reasons were understood. When we see the ratio, 52.3 percent parents conveyed that there is some progress in their expression of thoughts and 43.7 percent told that their considerable in their thought process. Hardly 4 percent parents told that situation is such that it tends to trigger their anger. Overall parents' priorities focus on 49.33 percent with low and 40 percent with medium priorities. Few told that they get angry on valid reasons and expecting children to study is considerable.



**Table - 4.3.14.**

**Level of achievement - Sharing activities of child with level of Priority sharing activities of child**

<b>Level of Achievement</b>	<b>Level of Priority- Sharing activities of child</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Sharing activities of child</b>					
<b>Not Yet Started</b>	9 (3.00)	13 (4.33)	10 (3.33)	3 (1.00)	35 (11.67)
<b>Some Progress</b>	15 (5.00)	67 (22.33)	54 (18.00)	7 (2.33)	143 (47.67)
<b>Considerable Progress</b>	11 (3.67)	52 (17.33)	42 (14.00)	6 (2.00)	111 (37.00)
<b>Achieved</b>	2 (0.67)	5 (1.67)	3 (1.00)	1 (0.33)	11 (3.67)
<b>Total of Priority</b>	37 (12.33)	137 (45.67)	109 (36.33)	17 (5.67)	300 (100.00)

Children with learning difficulties are usually observed that they are very much innovative and creative in their thinking process. They can do the task out of the box so they are always called as special children. When it was asked to the parents to understand their perceptives about the same about their own child varied answers were understood. The above table indicates that sharing child's activities to other people it was understood that 47.67 percent parents have shown progress in their thought process about the same. 37 percent parents have shown considerable progress and 3.67 percents complete agree with this statement. Still 11.67 percent either have not realised the importance or doesn't have confidence in child's abilities. When consider the priorities of the parents, 45.67 percent had low and 36.33 percent had medium priorities. 12.33 percent parents still have rigidity about sharing activities of the children.

**Table - 4.3.15.**

**Level of achievement - Accepting that child has concerns with level of Priority  
Accepting that child has concerns**

<b>Level of Achievement Accepting that child has concerns</b>	<b>Level of Priority- Accepting that child has concerns</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	0 (0.00)	2 (0.67)	1 (0.33)	1 (0.33)	4 (1.33)
<b>Some Progress</b>	3 (1.00)	70 (23.33)	59 (19.67)	9 (3.00)	141 (47.00)
<b>Considerable Progress</b>	3 (1.00)	59 (19.67)	66 (22.00)	8 (2.67)	136 (45.33)
<b>Achieved</b>	1 (0.33)	9 (3.00)	5 (1.67)	4 (1.33)	19 (6.33)
<b>Total of Priority</b>	7 (2.33)	140 (46.67)	131 (43.67)	22 (7.33)	300 (100.00)

Accepting the child and accepting the child with learning difficulties has a thin line in between. Accepting child with learning difficulties is one step ahead as we know that the child has issue but still we have to understand his capabilities and deal with it. 47 percent of parents have shown some progress in their thought process in accepting the child with learning difficulties, 43.67 percent have shown considerable progress, 6.33 percent have conveyed that they have overcome with this issue and accepted the child completely. Hardly 1.33 percent parents revealed that it is difficult to accept the learning issues of the child. When consider the priorities of the parents, 46.67 percent had low and 43.67 had medium priorities. Acceptance is a small word but difficult to absorb it in your thought process.

**Table - 4.3.16.**

**Level of achievement - Consultation of expert or teacher with level of Priority  
Consultation of expert or teacher**

<b>Level of Achievement</b>	<b>Level of Priority- Consultation of expert or teacher</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	2 (0.67)	2 (0.67)	3 (1.00)	1 (0.33)	8 (2.67)
<b>Some Progress</b>	6 (2.00)	59 (19.67)	56 (18.67)	9 (3.00)	130 (43.33)
<b>Considerable Progress</b>	4 (1.33)	58 (19.33)	68 (22.67)	13 (4.33)	143 (47.67)
<b>Achieved</b>	1 (0.33)	7 (2.33)	9 (3.00)	2 (0.67)	19 (6.33)
<b>Total of Priority</b>	13 (4.33)	126 (42.00)	136 (45.33)	25 (8.33)	300 (100.00)

Consulting an expert in learning difficulties is essential as per need and requirement. It may be a School Counsellor, Remedial Teacher, Child Psychologist or Clinical Psychologist and in some cases Child Psychiatrist especially in cases of ADHD where medication becomes essential. When it was asked to parents about their awareness about the same and importance that they give for consultation, the above ratio was identified 43.33 percent had expressed that there is some progress in understanding about the same and 47.67 percent expressed that they achieved considerable progress. 6.33 percent parents conveyed they completely agree to consult the expert for their child's difficulties. 2.67 percent parents still have hindrance at times to consult expert especially when they have to consult Psychologist or Psychiatrist. While considering the parents preferences, 45.33 percent had medium and 42 percent with low preference.

**Table - 4.3.17.**

**Level of achievement - Parents feel ashamed to accompany with the child with level of Priority Parents feels ashamed to accompany with the child**

<b>Level of Achievement Ashamed to accompany</b>	<b>Level of Priority- Ashamed to accompany</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	8 (2.67)	13 (4.33)	8 (2.67)	6 (2.00)	35 (11.67)
<b>Some Progress</b>	17 (5.67)	63 (21.00)	66 (22.00)	11 (3.67)	157 (52.33)
<b>Considerable Progress</b>	11 (3.67)	41 (13.67)	24 (8.00)	9 (3.00)	85 (28.33)
<b>Achieved</b>	2 (0.67)	9 (3.00)	7 (2.33)	5 (1.67)	23 (7.67)
<b>Total of Priority</b>	38 (12.67)	126 (42.00)	105 (35.00)	31 (10.33)	300 (100.00)

Children with learning difficulties may sound distractive, inattentive or hyperactive at times. It may not be applicable to everyone but when it comes to academic in-achievement at times mostly parents are worried about others comment. When parents have to take children to some bodies place then surely that may divert the thought process of the parents. So when it was been asked to the parents, 52.33 percent parents conveyed that some progress in their thought process have been generated, 28.33 percent parents had conveyed that considerable progress has been notified and 7.67 percent parents conveyed that they do not have hindrance to accompany their children to social group that may be relatives or friends. 11.67 percent parents were still having some rigidity at times to accompany the children to the social group. When we consider the priorities of the parents, 42 percent had low, 35 percent with medium and 10.33 percent with top priority. 12.67 percent still have rigidity to consult the expert as on required.

**Table - 4.3.18.**

**Level of achievement - Effect of other peoples comment with level of Priority**  
**Effect of other peoples comment**

<b>Level of Achievement</b> <b>Effect of other peoples comment</b>	<b>Level of Priority- Effect of other peoples comment</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	3 (1.00)	11 (3.67)	8 (2.67)	2 (0.67)	24 (8.00)
<b>Some Progress</b>	15 (5.00)	61 (20.33)	57 (19.00)	11 (3.67)	144 (48.00)
<b>Considerable Progress</b>	11 (3.67)	60 (20.00)	31 (10.33)	9 (3.00)	111 (37.00)
<b>Achieved</b>	0 (0.00)	9 (3.00)	6 (2.00)	6 (2.00)	21 (7.00)
<b>Total of Priority</b>	29 (9.67)	141 (47.00)	102 (34.00)	28 (9.33)	300 (100.00)

It is always a deep concern to every one of us about others perseverance but it is important to know the effects of others comment in our thought process. If it develops hindrance in our perception then it may give different reflection on our parenting towards children. Control over others thought process is difficult but we can certainly decide and control on our thought process. The ratio indicates 48 percent of parent's perception had shown some progress in their thought process, 37 percents had shown considerable progress and 7 percent parents had achieved this phase. 8 percent parents have told that they still find it difficult to answer others comment or their comments affect them. When we take into consideration the preferences of the parents, 47 percent had low, 34 percent had medium and 9.33 percent had top priorities. Still 9.67 percent parents' still easily gets affected by the other peoples comment.

**Table - 4.3.19.**

**Level of achievement - Comparison of the child with level of Priority  
Comparison of the child**

<b>Level of Achievement Comparison of the child</b>	<b>Level of Priority- Comparison of the child</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	2 (0.67)	3 (1.00)	1 (0.33)	0 (0.00)	6 (2.00)
<b>Some Progress</b>	3 (1.00)	72 (24.00)	78 (26.00)	8 (2.67)	161 (53.67)
<b>Considerable Progress</b>	2 (0.67)	62 (20.67)	44 (14.67)	6 (2.00)	114 (38.00)
<b>Achieved</b>	1 (0.33)	11 (3.67)	5 (1.67)	2 (0.67)	19 (6.33)
<b>Total of Priority</b>	8 (2.67)	148 (49.33)	128 (42.67)	16 (5.33)	300 (100.00)

Comparison is an ease factor which happen such unknowingly that it develops negative thought process about the child. Consciously our awareness doesn't notify these things but subconsciously we tend to develop negativity about the child through comparison. It develops that other children are good and our child is lagging somewhere. It is essential to understand that parents should avoid having comparison between two children as everyone of us are unique so some may be good in some areas while others may be excelling other areas. Important in whole process is to believe in self and child and maintain uniqueness of the children. According to parent's perception, 53.67 percent parents conveyed that they have tried their level best to improve their thought process so some progress is identified in them. 38 percent have notified considerable progress in their thought process, 6.33 percent had completely achieved the phase and 2 percent parents still have border question of comparing their children with others. In consideration of primacy of the parents, 49.33 percent had low priority and 42.67 percent had medium priorities.

**Table - 4.3.20.**

**Level of achievement - Affect the feelings of child with level of Priority Affect the feelings of child**

<b>Level of Achievement Affect the feelings of child</b>	<b>Level of Priority- Affect the feelings of child</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	2 (0.67)	5 (1.67)	3 (1.00)	2 (0.67)	12 (4.00)
<b>Some Progress</b>	8 (2.67)	72 (24.00)	67 (22.33)	6 (2.00)	153 (51.00)
<b>Considerable Progress</b>	5 (1.67)	61 (20.33)	48 (16.00)	3 (1.00)	117 (39.00)
<b>Achieved</b>	2 (0.67)	6 (2.00)	6 (2.00)	4 (1.33)	18 (6.00)
<b>Total of Priority</b>	17 (5.67)	144 (48.00)	124 (41.33)	15 (5.00)	300 (100.00)

When parents have hindrance in their thought process or compare their children unknowingly then it starts affecting the children in their overall development. But to understand parent's perspective it was asked to them about the effect of their thinking in the children. 51 percent parents have shown some progress in the improving their thought process, 39 percent of parents intervened that considerable progress is notified and 6 percent had completely achieved the phase. 4 percent of parents have not yet shown remarkable changes in their thought process. When consider the parents priorities, 48 percent had low and 41.33 percent had medium. Overall from the parents perspective, their comments affect their children but with time their thinking process towards this their children has started changing so the level of comments slowly has started declining.

**Table - 4.3.21.**

**Level of achievement - Help child in studies with level of Priority Help child in studies**

<b>Level of Achievement Help child in studies</b>	<b>Level of Priority- Help child in studies</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	7 (2.33)	5 (1.67)	6 (2.00)	2 (0.67)	20 (6.67)
<b>Some Progress</b>	6 (2.00)	31 (10.33)	68 (22.67)	3 (1.00)	108 (36.00)
<b>Considerable Progress</b>	10 (3.33)	66 (22.00)	79 (26.33)	6 (2.00)	161 (53.67)
<b>Achieved</b>	3 (1.00)	2 (0.67)	4 (1.33)	2 (0.67)	11 (3.67)
<b>Total of Priority</b>	26 (8.67)	104 (34.67)	157 (52.33)	13 (4.33)	300 (100.00)

Parents are usually worried about the academic performance of the child. Parents play an important role in growth and development of the child hence issue of the parents. Academic becomes concern issue for the parents. When it was revealed from the parents that do they actively help their child in studies 53.67 percent of parents conveyed that they have shown considerable progress in helping their children actively in studies, 36 percent of parents conveyed that they some progress is seen in giving right and required to the children in studies and 3.67 percent have achieved in this concern. 6.67 percent parents conveyed that still they have some concerns to conduct their children studies. When we consider the precedence of the parents, 52.33 percent had medium, 34.67 percent had low priorities and 8.67 percent had negligible priorities. As children with Learning Difficulties have difficulty in understanding concept and coping with academics so lot of patience is required to deal with these children compared to other children. Children at times take too much time to complete task or understand the concepts.



**Table - 4.3.22.**

**Level of achievement - Spare special time with level of Priority Spare special time**

<b>Level of Achievement Spare special time</b>	<b>Level of Priority- Spare special time</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	3 (1.00)	12 (4.00)	14 (4.67)	2 (0.67)	31 (10.33)
<b>Some Progress</b>	13 (4.33)	37 (12.33)	51 (17.00)	4 (1.33)	105 (35.00)
<b>Considerable Progress</b>	17 (5.67)	64 (21.33)	62 (20.67)	7 (2.33)	150 (50.00)
<b>Achieved</b>	1 (0.33)	4 (1.33)	6 (2.00)	3 (1.00)	14 (4.67)
<b>Total of Priority</b>	34 (11.33)	117 (39.00)	133 (44.33)	16 (5.33)	300 (100.00)

It has been usually notified that parents with learning difficulties are only focussed on child's academics. They have thinking that they to develop their academic performance which then only other activities can be introduced to them. But a change or special time is required by these children too. It doesn't mean that they should be placed in special activities but parents sparing a time with the children positively enhance their development. According to parent's views, 50 percent parents conveyed that with time they have developed a considerable thought of spending time with their children, 35 percent have developed some progress in their thinking about the same and 4.67 percent parents have achieved success in this area. 10.33 percent parents still yet need to develop their thinking to words this concept o sparing special time with the children. When we consider priorities of the parents, 44.33 percent had medium, 39 percent had low, 11.33 percent had negligible and 5.33 percent had top priorities. Actually the awareness of sparing special time with the children need to generated.

**Table - 4.3.23.**

**Level of achievement - Only focus on academics with level of Priority Only focus on academics**

<b>Level of Achievement Only focus on studies</b>	<b>Level of Priority- Only focus on studies</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	7 (2.33)	4 (1.33)	6 (2.00)	2 (0.67)	19 (6.33)
<b>Some Progress</b>	8 (2.67)	50 (16.67)	61 (20.33)	5 (1.67)	124 (41.33)
<b>Considerable Progress</b>	4 (1.33)	59 (19.67)	69 (23.00)	8 (2.67)	140 (46.67)
<b>Achieved</b>	2 (0.67)	5 (1.67)	7 (2.33)	3 (1.00)	17 (5.67)
<b>Total of Priority</b>	21 (7.00)	118 (39.33)	143 (47.67)	18 (6.00)	300 (100.00)

Most the parents have the focus on their children's academic performance or indirectly on their studies. It is a believed thought that children having good academic performance only can succeed in life. When this statement was asked to parents (respondent), the conveyed that it is true and initially they also had such perception. But slowly through remediation for child and guidance their thought process has changed to some extent. According to Parents perception, 46.67 percent parents feel that there are considerable changes in them, 41.33 percent parents feel that there are changes in their thought process and 5.67 percent had completely achieved the phase. 6.33 percent parents expressed that still they feel only studies are important for their children. While we focus on the preference of the parents, 47.67 percent had medium and 39.33 percent had low.

**Table - 4.3.24.**

**Level of achievement frequent talks with teacher with level of Priority frequent talks with teacher**

<b>Level of Achievement frequent talks with teacher</b>	<b>Level of Priority- frequent talks with teacher</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	2 (0.67)	4 (1.33)	7 (2.33)	1 (0.33)	14 (4.67)
<b>Some Progress</b>	10 (3.33)	47 (15.67)	65 (21.67)	4 (1.33)	126 (42.00)
<b>Considerable Progress</b>	12 (4.00)	66 (22.00)	73 (24.33)	3 (1.00)	154 (51.33)
<b>Achieved</b>	0 (0.00)	2 (0.67)	3 (1.00)	1 (0.33)	6 (2.00)
<b>Total of Priority</b>	24 (8.00)	119 (39.67)	148 (49.33)	9 (3.00)	300 (100.00)

Interaction with teacher every parent does on Open days, Interaction Days or during Parent-Teacher Meeting. But the most important things is to have two way communication rather than one way communication and understanding the difficult areas of child and required efforts that needs to be taken. According to the parent's perception, the improved communication skills are around 51.33 percent in considerable ways, 42 percent has developed some progress and 2 percent parents have complete achieved in this skills. Hardly 4.67 percent parents feel that improved communication skills with the teacher may not be required. While understanding the priorities, 49.33 percent had medium and 39.67 percent had low priorities. But communication is important medium to have growth and development in the child.

**Table - 4.3.25.**

**Level of achievement – Good in academics is equal to good in intelligence with level of Priority Good in academics is equal to good in intelligence**

<b>Level of Achievement Good in Academics equals to intelligent</b>	<b>Level of Priority- Good in Academics equals to intelligent</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	4 (1.33)	7 (2.33)	4 (1.33)	0 (0.00)	15 (5.00)
<b>Some Progress</b>	18 (6.00)	67 (22.33)	61 (20.33)	9 (3.00)	155 (51.67)
<b>Considerable Progress</b>	10 (3.33)	61 (20.33)	41 (13.67)	5 (1.67)	117 (39.00)
<b>Achieved</b>	2 (0.67)	5 (1.67)	3 (1.00)	3 (1.00)	13 (4.33)
<b>Total of Priority</b>	34 (11.33)	140 (46.67)	109 (36.33)	17 (5.67)	300 (100.00)

Intelligence is always measured by academics only generally by the parents. People don't say children are intelligent in other areas. Perception of parents when asked about the same 51.67 percent parents told that there is some progress in their thought process, 39 percent parents feel their thought process have considerable changed and handful parents with 4.33 percent conveyed that they have achieved this phase are children excel in other areas too. 5 percent of parents still have a same thought that academics is most important. When we consider the preferences of the parents, 46.67 had low, 36.33 percent had medium, 5.67 percent had top and 11.33 percent had negligible. Overall the parents are started developing the thought that academics is important but simultaneously if given an opportunity they can excel in other areas too.

**Table - 4.3.26.**

**Level of achievement – Improvement in teachers teaching methodology with  
level of Priority Improvement in teachers teaching methodology**

<b>Level of Achievement Improvement in teachers teaching methodology</b>	<b>Level of Priority- Improvement in teachers teaching methodology</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	6 (2.00)	7 (2.33)	4 (1.33)	20 (6.67)	37 (12.33)
<b>Some Progress</b>	2 (0.67)	52 (17.33)	59 (19.67)	13 (4.33)	126 (42.00)
<b>Considerable Progress</b>	3 (1.00)	37 (12.33)	24 (8.00)	11 (3.67)	75 (25.00)
<b>Achieved</b>	1 (0.33)	21 (7.00)	27 (9.00)	13 (4.33)	62 (20.67)
<b>Total of Priority</b>	12 (4.00)	117 (39.00)	114 (38.00)	57 (19.00)	300 (100.00)

Teachers are also an important stakeholder in the children's life as they mould and groom them. They learn many things from them and it's important to know about their teaching methodology. If they teaches with love and care children leans better. Happy learning is easy learning for the children. According to parents perception 42 percent parents feel that there is improvement in teachers teaching than earlier teachers, 25 percent have noticed considerable changes and 20.67 percent parents have felt that teacher is teaching with using new methodology. 12.33 percent parents feel that teacher needs to work on teaching methodology. When we focus on the preference of the parents, it gives the reflection that 39 percent with low, 38 percent with medium and 19 percent with top.

**Table - 4.3.27.**

**Level of achievement - Blame self for poor performance with level of Priority  
Blame self for poor performance**

<b>Level of Achievement Blame self for poor performance</b>	<b>Level of Priority- Blame self for poor performance</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	8 (2.67)	9 (3.00)	8 (2.67)	6 (2.00)	31 (10.33)
<b>Some Progress</b>	3 (1.00)	37 (12.33)	48 (16.00)	20 (6.67)	108 (36.00)
<b>Considerable Progress</b>	12 (4.00)	18 (6.00)	35 (11.67)	11 (3.67)	76 (25.33)
<b>Achieved</b>	4 (1.33)	29 (9.67)	27 (9.00)	25 (8.33)	85 (28.33)
<b>Total of Priority</b>	27 (9.00)	93 (31.00)	118 (39.33)	62 (20.67)	300 (100.00)

Generally it tends to happen that if the child doesn't perform better either parents blame self, school or child. Blaming is an aspect which could harm the children indirectly in their performance. It is important understand parents perspective about the same. According their perception, 36 percent have shown some progress, 25.33 percent parents have considerable changes and 28.33 percent had completely overcome in blaming the self about the poor performance of the child. 10.33 percent parents still blame self for the poor performance of the child. Overall if we focus on priorities 39.33 percent with medium, 3 percent with low, 20.67 percent with top and 9 percent still have confusions in their mind or do not agree with the thought.

**Table - 4.3.28.**

**Level of achievement - Acceptance about the thought that child needs individual attention with level of Priority Acceptance about the thought that child needs individual attention**

<b>Level of Achievement</b>	<b>Level of Priority- Acceptance child needs individual attention</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	7 (2.33)	12 (4.00)	14 (4.67)	13 (4.33)	46 (15.33)
<b>Some Progress</b>	11 (3.67)	18 (6.00)	59 (19.67)	9 (3.00)	97 (32.33)
<b>Considerable Progress</b>	15 (5.00)	30 (10.00)	32 (10.67)	5 (1.67)	82 (27.33)
<b>Achieved</b>	4 (1.33)	24 (8.00)	32 (10.67)	15 (5.00)	75 (25.00)
<b>Total of Priority</b>	37 (12.33)	84 (28.00)	137 (45.67)	42 (14.00)	300 (100.00)

Children with learning difficulties need individual attention to perform better. Individual attention helps them to understand the concept easily as it is easy to understand one to one difficulty of the child. But many a times parents perceive that child is not ready to the task and doesn't need individual attention. According the parents perception, 32.33 percent parents have changed their perspective to some extent, 27.33 percent parents have shown considerable changes and 25 percent parent have completely accepted that their children needs individual attention. Hardly 15.33 percent of still have rigidity to accept the fact their children needs individual attention. While taking into account the priorities, 45.67 percent with medium, 28 percent with low, 14 percent with top and 12.33 percent still do not agree with the thought of child needs individual attention.

**Table - 4.3.29.**

**Level of achievement - Needs integration or needs special help even in normal schools with level of Priority Needs integration or needs special help even in normal schools**

<b>Level of Achievement Needs integration or special help</b>	<b>Level of Priority- Needs integration or special help</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	4 (1.33)	7 (2.33)	13 (4.33)	6 (2.00)	30 (10.00)
<b>Some Progress</b>	3 (1.00)	67 (22.33)	43 (14.33)	23 (7.67)	136 (45.33)
<b>Considerable Progress</b>	7 (2.33)	39 (13.00)	47 (15.67)	18 (6.00)	111 (37.00)
<b>Achieved</b>	6 (2.00)	4 (1.33)	4 (1.33)	9 (3.00)	23 (7.67)
<b>Total of Priority</b>	20 (6.67)	117 (39.00)	107 (35.67)	56 (18.67)	300 (100.00)

Not every child with learning difficulties needs integration to special school. The fact needs to be accepted that children in normal school may need special help. When parent's acceptance for the same was considered 45.3 percent have shown some progress, 37 percent have shown considerable progress in their perceptive and 7.67 percent have completely agree with this perspective. Still 10 percent parent have hindrance of accepting the fact inspite of they have started with remediation. While considering the priorities of the parents, 39 percent had low priority, 35.67 percent had medium priority and 18.67 percent had top priority. If parents accept this fact then indeed it will become for children to cope with their concerns.



**Table - 4.3.30.**

**Level of achievement - Parents negative perception creates obstacle in learning  
with level of Priority Parents negative perception creates obstacle in learning**

<b>Level of Achievement Parents negative perception creates obstacle</b>	<b>Level of Priority- Parents negative perception creates obstacle</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	2 (0.67)	11 (3.67)	12 (4.00)	1 (0.33)	26 (8.67)
<b>Some Progress</b>	15 (5.00)	53 (17.67)	32 (10.67)	10 (3.33)	110 (36.67)
<b>Considerable Progress</b>	12 (4.00)	56 (18.66)	51 (17.00)	13 (4.33)	132 (40.67)
<b>Achieved</b>	1 (0.33)	17 (5.67)	11 (3.67)	3 (1.00)	32 (13.00)
<b>Total of Priority</b>	30 (10.00)	137 (45.67)	106 (35.33)	27 (9.00)	300 (100.00)

Parent's perception is an important factor in child's growth and development. If parents perceive positively children can cope up easily with their concerns. So it important to understand that parent's perspective can create obstacle in children's learning. According to parents perception 36.67 percent parents told that some progress in their thinking towards their child and 40.67 percent parents have shown considerable changes in their thought process. 13 percent parents have completely agreed that they should think positively about their children otherwise it may become an obstacle. 8.67 percent parents conveyed that their perspective towards child would hardly matter in development child. When take into account the priorities, 45.67 had low, 35.33 percent had medium, 9 percent had top and 10 percent feel that parents negative comments doesn't creates obstacle.

**Table - 4.3.31.**

**Level of achievement - Incompetent compare to other children with level of  
Priority Incompetent compare to other children**

<b>Level of Achievement Incompetent to others</b>	<b>Level of Priority- Incompetent to others</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	3 (1.00)	11 (3.67)	9 (3.00)	4 (1.33)	27 (9.00)
<b>Some Progress</b>	10 (3.33)	66 (22.00)	63 (21.00)	13 (4.33)	152 (50.67)
<b>Considerable Progress</b>	7 (2.33)	32 (10.67)	41 (13.67)	13 (4.33)	93 (31.00)
<b>Achieved</b>	5 (1.67)	7 (2.33)	8 (2.67)	8 (2.67)	28 (9.33)
<b>Total of Priority</b>	25 (8.33)	116 (38.67)	121 (40.33)	38 (12.67)	300 (100.00)

Comparison with other child is common factor same way believing in competencies of the children also matters a lot. If parents feel that they children are incompetent then they tend to compare their children with other children around. According to the parents perspective 50.67 percent parents shown some progress and 31 percent parents have shown considerable progress and 9.33 percent have completely achieved in their thought process in developing their thinking about the competencies of their child. 9 percent parents still feel that their children are incompetent than other children. When we consider the priorities of the parents, 40.33 had medium, 38.67 had low, 12.67 percent had top and 8.33 percent still feel that their children are incompetent than others.

**Table - 4.3.32.**

**Level of achievement - Get along with the peers with level of Priority Get along with the peers**

<b>Level of Achievement Get along with peers</b>	<b>Level of Priority- Get along with peers</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	2 (0.67)	1 (1.00)	0 (0.00)	0 (0.00)	3 (1.00)
<b>Some Progress</b>	3 (1.00)	64 (21.33)	35 (11.67)	11 (3.67)	113 (37.67)
<b>Considerable Progress</b>	1 (1.00)	41 (13.67)	72 (24.00)	17 (5.67)	131 (43.67)
<b>Achieved</b>	3 (1.00)	16 (5.33)	27 (9.00)	7 (2.33)	53 (17.67)
<b>Total of Priority</b>	9 (3.00)	122 (40.67)	134 (44.67)	35 (11.67)	300 (100.00)

Relationship with peer is important factor for the children. Only getting along with them and developing relationships are two different factors. According to the parents' perception, 43.67 percent parents feel that their children develop considerable relationship with the parents and 37.67 percent parents' feels that some progress and 17.67 percent had seen complete achievement in developing their relationship with the peers. 1 percent parents told that their children can completely develop relationship with peers and 1 percent told their children find it difficult to develop relationship with their peers. Overall children can develop relationship with parents.

**Table - 4.3.33.**

**Level of achievement - Child express his feelings openly with level of Priority**  
**Child express his feelings openly**

<b>Level of Achievement child express his feelings</b>	<b>Level of Priority- child express his feelings</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	2 (0.67)	5 (1.67)	4 (1.33)	3 (1.00)	14 (4.67)
<b>Some Progress</b>	28 (9.33)	23 (7.67)	42 (14.00)	17 (5.67)	110 (36.67)
<b>Considerable Progress</b>	12 (4.00)	37 (12.33)	24 (8.00)	39 (13.00)	112 (37.33)
<b>Achieved</b>	14 (4.67)	11 (3.67)	26 (8.67)	13 (4.33)	64 (21.33)
<b>Total of Priority</b>	56 (18.67)	76 (25.33)	96 (32.00)	72 (24.00)	300 (100.00)

Children need to express their feelings openly due to their difficulty and academic pressures they may or may not express their feeling. But expression of thoughts is essential important are required. When it was tried to understand from the parents about the children's expression of feelings, around 36.67 percent parents conveyed there is some progress in their children expression of thoughts, 37.33 percent had shown considerable progress and 21.33 percent had expressed complete achievement. 4.67 percent of parents still feel that their children have hindrance in expressing their thoughts or feelings openly. When we give thought on parents' priorities, 32 percent had medium, 25.33 percent had low, 24 percent had top and 18.67 percent still have limitation on importance. Overall with efforts children can express their thoughts or feelings openly.

**Table - 4.3.34.**

**Level of achievement - Feels pressurized while dealing with the child with level of Priority Feels pressurized while dealing with the child**

<b>Level of Achievement Pressurized while dealing with child</b>	<b>Level of Priority- Pressurized while dealing with child</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	9 (3.00)	6 (2.00)	18 (6.00)	4 (1.33)	37 (12.33)
<b>Some Progress</b>	14 (4.67)	43 (14.33)	42 (14.00)	15 (5.00)	114 (38.00)
<b>Considerable Progress</b>	8 (2.67)	32 (10.67)	38 (12.67)	25 (8.33)	103 (34.33)
<b>Achieved</b>	10 (3.33)	16 (5.33)	12 (4.00)	8 (2.67)	46 (15.33)
<b>Total of Priority</b>	41 (13.67)	97 (32.33)	110 (36.67)	52 (17.33)	300 (100.00)

Parents of children with learning difficulties do get pressurized while dealing with children or with other people comment. When parents are pressurized while dealing with children then it affects the children's growth and development. When it was tried find it out from parents whether they feel pressurized or not, 38 percent parents conveyed that there is some progress in their thought process, 34.33 percent parents have shown considerable progress and 15.33 percent feels that have overcome the phase. 5.7 percent parents still feel pressurized while dealing with children. When we consider parents primacy, 36.67 parents had medium, 32.33 percent had low, 17.33 percent had top and 12.33 percent still do not have the importance about the same. Overall parents have learnt to deal with children and level of pressurization with time and duration gets smoothen.

**Table - 4.3.35.**

**Level of achievement - Relatives comments affects the parents thoughts with  
level of Priority Relatives comments affects the parents thoughts**

<b>Level of Achievement Relatives comments</b>	<b>Level of Priority- Relatives comments</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	10 (3.33)	8 (2.67)	13 (4.33)	5 (1.67)	36 (12.00)
<b>Some Progress</b>	21 (7.00)	53 (17.67)	57 (19.00)	3 (1.00)	134 (44.67)
<b>Considerable Progress</b>	15 (5.00)	87 (29.00)	14 (4.67)	5 (1.67)	121 (40.33)
<b>Achieved</b>	2 (0.67)	2 (0.67)	4 (1.33)	1 (0.33)	9 (3.00)
<b>Total of Priority</b>	48 (16.00)	150 (50.00)	88 (29.33)	14 (4.67)	300 (100.00)

Relatives are an integral part of child's life. Children come across to them frequently and even parents also. When they comment on children it becomes difficult at times to deal with them. According to parent's perception, 44.7 percent parents have started getting some confidence in them while dealing with relatives comments and 43.3 percent parents have gained considerable confidence in them. 12 percent parents still have difficulty to deal with relatives comments. When we focus on precedence of the parents, 50 percent had low priority, 29.33 percent had medium, 4.67 percent had top and 16 percent still gets affected by relatives' comments. Overall parents need to develop their confidence in dealing with the relatives' comments.

Overall conclusion can be drawn that parents need time to deal with children having learning issues. Time, duration and frequency help them to deal with children. Even thought process is important part in perception. When parents develop positive thoughts indirectly children show remarkable progress in them. The overall tables shows that parents have either shown some progress or considerable progress while dealing with their children. Some parents still have a difficulty to deal with their children as their thought process is negative.

Confidence in the children is also important for the growth and development of the children. Another important thing is that perception and confidence from the

stakeholders with whom the child is connected becomes important for the children. Children are innocent and the way we mould them they get moulded in the same way. Apart from the parents, comment of teachers, peers and relatives are also important. Parents should continuously generate positive reinforcement in self and children to have positive changes. Unconditional love of parents is required for children to grow in healthy way.

Children with learning difficulties need extra effort and individual attention but this needs to be accepted by the parents earlier the acceptance easier the change seen in children. It is difficult for parents to easily accept the difficulties as children look normal but their academic performance creates hindrance in their learning.

#### **4.4. Parents Perspective about remedial teaching of the children**

**Table - 4.4.1.**

**Level of achievement – Feels happy with the remediation or special schooling with level of Priority Feels happy with the remediation or special schooling**

<b>Level of Achievement happy with remediation or special schooling</b>	<b>Level of Priority- happy with remediation or special schooling</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	2 (0.67)	5 (1.67)	3 (1.00)	8 (2.67)	18 (6.00)
<b>Some Progress</b>	5 (1.67)	21 (7.00)	43 (14.33)	16 (5.33)	85 (28.33)
<b>Considerable Progress</b>	12 (4.00)	38 (12.67)	74 (24.67)	17 (5.67)	141 (47.00)
<b>Achieved</b>	9 (3.00)	10 (3.33)	11 (3.67)	26 (8.67)	56 (18.67)
<b>Total of Priority</b>	28 (9.33)	74 (24.67)	131 (43.67)	67 (22.33)	300 (100.00)

Children with learning difficulties may need remedial teaching or special school. Special school is equivalent to remedial teaching some areas. So children going special were asked the questions with that regards. All the children in the target group either avail remediation or special schooling. 28.33 percent parents are

somewhat happy with remediation or special schooling, 47 percent conveyed that they are considerably satisfied with special schooling or remediation and 18.67 percent told that their children have success through it. Hardly 6 percent parents conveyed that they have either not seen changes or not completely happy with remediation or special schooling. When we focus on the preferences of the parents, 43.67 percent had medium, 24.67 had low, 22.33 percent had top and 9.33 percent still do not completely agree that children are happy with remediation or special schooling. But these are essential factors the children to develop their skills and again requirement of each child may be different either remediation or special schooling.

**Table - 4.4.2.**

**Level of achievement – Remediation or special schooling is helpful with level of Priority Remediation or special schooling is helpful**

<b>Level of Achievement Remediation or special schooling is helpful</b>	<b>Level of Priority- Remediation or special schooling is helpful</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	3 (1.00)	14 (4.67)	7 (2.33)	7 (2.33)	31 (10.33)
<b>Some Progress</b>	11 (3.67)	34 (11.33)	35 (11.67)	14 (4.67)	94 (31.33)
<b>Considerable Progress</b>	18 (6.00)	34 (11.33)	64 (21.33)	18 (6.00)	134 (44.67)
<b>Achieved</b>	5 (1.67)	7 (2.33)	12 (4.00)	17 (5.67)	41 (13.67)
<b>Total of Priority</b>	37 (12.33)	89 (29.67)	118 (39.33)	56 (18.67)	300 (100.00)

Remediation helps children with learning difficulties to overcome their concerns same with the special school. When it was asked to the parents (respondent), 44.67 percent conveyed that it is considerably helping the children, 31.33 percent conveyed that it is somewhat helping and 13.67 percent conveyed that their children have achieved success through remediation or special schooling. 10.33 percent conveyed that they have still not finds it much helpful for their children. Priorities of



the parents when were considered then 39.33 percent with medium, 29.67 low, 18.67 top and 12.33 percent negligible priorities. Overall parents have finds it helpful for their children again variation of time, duration and intensity is there in it. Parents slowly understand its importance and need to have remediation or special schooling as per requirement of individual child.

**Table - 4.4.3.**

**Level of achievement - Seen improvement in the performance of the child with level of Priority Seen improvement in the performance of the child**

Level of Achievement Seen improvement	Level of Priority- Seen improvement				Total of Achievement
	NA	Low	Medium	Top	
<b>Not Yet Started</b>	3 (1.00)	7 (2.33)	4 (1.33)	2 (0.67)	16 (5.33)
<b>Some Progress</b>	10 (3.33)	68 (22.67)	47 (15.67)	16 (5.33)	141 (47.00)
<b>Considerable Progress</b>	17 (5.67)	42 (14.00)	32 (10.67)	16 (5.33)	107 (35.67)
<b>Achieved</b>	12 (4.00)	11 (3.67)	8 (2.67)	5 (1.67)	36 (12.00)
<b>Total of Priority</b>	42 (14.00)	128 (42.67)	91 (30.33)	39 (13.00)	300 (100.00)

Remediation or special education enhances improvement in the child slowly and steadily but many a times it is observed that parents expect immediate results from the sources in the children. It is impossible to get the same and clashes between their expectations happen. It is required that parents need to work on their expectation level for the same. According to the parents, 47 percent parents have seen some progress in children and 35.67 percent parents have seen considerable progress in them. 12 percent have seen achievable progress in their children and 5.33 percent parents have not seen remarkable improvement in their child's performance. When priorities of parents are focussed, 42.67 with low, 30.33 with medium, 13 percent with top and 14 percent still do not completely agree. Overall parents have perceived improvement from children through remediation or special schooling.

**Table - 4.4.4.**

**Level of achievement - Enhance confidence in the child with level of Priority  
Enhance confidence in the child**

<b>Level of Achievement Enhance confidence</b>	<b>Level of Priority- Enhance confidence</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	8 (2.67)	9 (3.00)	5 (1.67)	5 (1.67)	27 (9.0)
<b>Some Progress</b>	7 (2.33)	68 (22.67)	33 (11.00)	13 (4.33)	121 (40.33)
<b>Considerable Progress</b>	5 (1.67)	46 (15.33)	57 (19.00)	9 (3.00)	117 (39.0)
<b>Achieved</b>	4 (1.33)	8 (2.67)	12 (4.00)	11 (3.67)	35 (11.67)
<b>Total of Priority</b>	24 (8.00)	131 (43.67)	107 (36.33)	38 (12.67)	300(100.0)

Remediation or special schooling helps children to overcome the difficulty and once children can perform better then it enhances their confidence. Ultimately remediation enhances confidence in children. 40.33 percent parents conveyed that special help to the children enhances somewhat confidence in them, 39 percent have considerable progress and 11.67 percent have achieved through this phase. 9 percent parents still feel that it doesn't enhance confidence level in the children. When we focus on priorities of the parents, 43.67 percent with low, 36.33 percent with medium, 12.67 percent with top and 8 percent feels it is insignificant Overall parents start believing that Remediation or special school enhance confidence in children.

**Table - 4.4.5.**

**Level of achievement - Child taking interest in learning with level of Priority**  
**Child taking interest in learning**

<b>Level of Achievement Interest in Learning</b>	<b>Level of Priority- Interest in Learning</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	7 (2.33)	6 (2.00)	4 (1.33)	1 (0.33)	18 (6.00)
<b>Some Progress</b>	10 (3.33)	60 (20.00)	51 (17.00)	2 (0.67)	123 (41.00)
<b>Considerable Progress</b>	8 (2.67)	35 (11.67)	108 (36.00)	3 (1.00)	154 (51.33)
<b>Achieved</b>	0 (0.00)	1 (0.33)	2 (0.67)	2 (0.67)	5 (1.67)
<b>Total of Priority</b>	25 (8.33)	102 (34.00)	165 (55.00)	8 (2.67)	300(100.00)

Remediation or special school helps the children to develop the interest in learning. As it teaches easy methods to learn and it ultimately helps the children to develop fun in learning therefore when parents were asked about the perception about the same. Parents conveyed that 41 percent parents feel that there is some progress in children's learning process, 51.33 percent parents have seen that children have develop considerable interest in learning and 1.67 percent feel that they have achieved interest in learning. 6 percent parents still feel that remediation or special school has not yet developed interest in children's learning. While considering the priorities, 55 percent had medium and 34 percent had low priorities.

**Table - 4.4.6.**

**Level of achievement - Individual attention helps in better performance with  
level of Priority Individual attention helps in better performance**

<b>Level of Achievement Individual attention helps</b>	<b>Level of Priority- Individual attention helps</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	2 (0.67)	8 (2.67)	3 (1.00)	1 (0.33)	14 (4.67)
<b>Some Progress</b>	12 (4.00)	42 (14.00)	57 (19.00)	8 (2.67)	119 (39.67)
<b>Considerable Progress</b>	13 (4.33)	72 (24.00)	52 (17.33)	17 (5.67)	154 (51.33)
<b>Achieved</b>	3 (1.00)	7 (2.33)	2 (0.67)	1 (0.33)	13 (4.33)
<b>Total of Priority</b>	30 (10.00)	129(43.00)	114 (38.00)	27 (9.00)	300 (100.00)

Individual attention is required by children with learning difficulties. When it was asked to the parents that does individual, attention helps the children, 51.33 percent parents considerably agree to this point, 39.67 percent parents feel that individual attention somewhat helps these children, 4.33 percent parents completely agree to this point. Overall parents agree that individual attention helps the children. 4.67 percent parent's feels that it is not required to give individual attention to the children. While considering the preferences of the parents, 43 percent had low, 38 percent with medium, 10 percent with negligible and 9 percent with top. Some parents still feel that these children don't want to do studies so they are making excuses.

**Table - 4.4.7.**

**Level of achievement - Parents feels regretted with level of Priority Parents feels regretted**

<b>Level of Achievement Feels regretted</b>	<b>Level of Priority- Feels regretted</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	2 (0.67)	47 (15.67)	40 (13.33)	2 (0.67)	91 (30.33)
<b>Some Progress</b>	3 (1.00)	63 (21.00)	22 (7.33)	10 (3.33)	98 (32.67)
<b>Considerable Progress</b>	3 (1.00)	42 (14.00)	35 (11.67)	8 (2.67)	88 (29.33)
<b>Achieved</b>	9 (3.00)	4 (1.33)	7 (2.33)	3 (1.00)	23 (7.67)
<b>Total of Priority</b>	17 (5.67)	156 (52.00)	104 (34.67)	23 (7.67)	300 (100.00)

Remediation means peeping outside the classroom and special education means changing whole set up for studies. Parents at times feel bad or regretted for the same. In this situation, when parents were asked their feelings about the same 32.67 percent feel that there is somewhat change in their thought process, 29.33 percent parents feels that considerable progress is seen in their thinking and 7.67 percent parents still feels that they achieved this phase. 30.33 percent have regrets about the same. While taking into account primacy, 52 had low and 34.67 had medium. Actually those who understand actual core and intensity of the difficulties and need of special help those parents motivate their children to learn individually also.

**Table - 4.4.8.**

**Level of achievement - Enjoy remediation or special schooling with level of  
Priority Enjoy remediation or special schooling**

<b>Level of Achievement Enjoy remediation</b>	<b>Level of Priority- Enjoy remediation</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)
<b>Some Progress</b>	0 (0.00)	44 (14.67)	48 (16.00)	13 (4.33)	105 (35.00)
<b>Considerable Progress</b>	0 (0.00)	58 (19.33)	90 (30.00)	17 (5.67)	165 (55.00)
<b>Achieved</b>	0 (0.00)	11 (3.67)	16 (5.33)	3 (1.00)	30 (10.00)
<b>Total of Priority</b>	0 (0.00)	113 (37.67)	154 (51.33)	33 (11.00)	300 (100.00)

Remediation and special school teaching is somewhat teaching the concept in play way method or in short fun learning so most of children enjoy these session. When it was asked to parents about enjoyment factor in this process, 55 percent parents told that their children considerably enjoy the session, 35 percent parents told there is some progress in their thought process and 10 percent parents told that their children completely enjoy the session. When we consider the priorities of the parents, 51.33 had medium, 37.67 with low and 11 percent with top. Overall children enjoy the remedial session conducted at remedial centre.

**Table - 4.4.9.**

**Level of achievement - Remedial teaching helps to train parents with level of  
Priority Remedial teaching helps to train parents**

<b>Level of Achievement Remedial teaching helps to train parents</b>	<b>Level of Priority- Remedial teaching helps to train parents</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	5 (1.67)	1 (0.33)	3 (1.00)	2 (0.67)	11 (3.66)
<b>Some Progress</b>	6 (2.00)	56 (18.66)	62 (20.67)	11 (3.67)	135 (45.00)
<b>Considerable Progress</b>	5 (1.67)	69 (23.00)	66 (22.00)	6 (2.00)	146 (48.67)
<b>Achieved</b>	1 (0.33)	2 (0.67)	2 (0.67)	3 (1.00)	8 (2.67)
<b>Total of Priority</b>	17 (5.67)	128 (42.66)	133 (44.33)	22 (7.34)	300(100.0)

Remedial teacher or special education teacher continuously guides the parents about the ways to deal with the child. They trained the parents to develop positive thoughts in children. Therefore when it was asked to the parents, 45 percent parent's feels that somewhat it helps them to get trained, 48.67 percent parents have seen considerable progress and 2.67 percent parents feel that they have achieved and got trained through this medium. 3.67 percent parents feel that they have not yet got trained through remediation or special school. Whereas overall consideration of priorities, 44.33 had medium and 42.66 had low. Overall parents feel that they have understood the way to deal with children because of remedial teacher.

**Table - 4.4.10.**

**Level of achievement - Enhance parents teaching method with level of Priority  
Enhance parents teaching method**

<b>Level of Achievement Enhance teaching method</b>	<b>Level of Priority- Enhance teaching method</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	6 (2.00)	7 (2.33)	2 (0.67)	0 (0.00)	15 (5.00)
<b>Some Progress</b>	12 (4.00)	63 (21.00)	54(18.00)	1 (0.33)	131 (43.67)
<b>Considerable Progress</b>	4 (1.33)	57 (19.00)	90 (30.00)	2 (0.67)	153 (51.00)
<b>Achieved</b>	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.33)	1 (0.33)
<b>Total of Priority</b>	22 (7.33)	127 (42.33)	146(51.00)	4 (1.33)	300(100.00)

Parents are first teacher of the children. They develop their basic thought process and learning even if the teacher moulds the academics of children at school still parents teach the children understand basic concepts. Remedial session and special school activities are always discussed with the parents. Time to time parent meeting are conducted with the parents to understand their ways to deal with children. This process helps the parents to deal with the teaching ways. When it was asked to the parents, 43.67 percent of parents have shown considerable progress, 51 percent have shown considerable progress and 0.33 percent parents told that they have achieved success. 5 percent parents still do not know the right teaching methodology. While conserving the preferences of parents, 51 percent had medium and 42.33 percent had low.



**Table - 4.4.11.**

**Level of achievement - Special examination system is required with level of  
Priority Special examination system is required**

<b>Level of Achievement Special examination is required</b>	<b>Level of Priority- Special examination is required</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	24 (8.00)	18 (6.00)	15 (5.00)	2 (0.67)	59 (19.67)
<b>Some Progress</b>	14 (4.67)	77 (25.67)	52 (17.33)	1 (0.33)	144 (48.00)
<b>Considerable Progress</b>	4 (1.33)	42 (14.00)	49 (16.34)	1 (0.33)	96 (32.00)
<b>Achieved</b>	0 (0.00)	0 (0.00)	0 (0.00)	1 (0.33)	1 (0.33)
<b>Total of Priority</b>	42 (14.00)	137 (45.67)	116 (38.67)	5 (1.66)	300 (100.00)

Special Examination system is not there for learning difficulties children but some concessions or optional subjects are there for children with learning difficulties. When it asked to the parents that special examination system is required or more concessions are required for children with learning difficulties. 48 percent children have shown some progress about special examination system. First of all, there are many concessions given to the children with learning difficulties. 32 percent of parents have shown considerable changes and 0.3 percent parents have achieved over the thought process that present examination is good. 19.7 percent children have still a thought special examination system should be made. In consideration of precedence of parents, 45.67 percent had low and 38.67 percent had medium.

**Table - 4.4.12.**

**Level of achievement – Teacher should have child centred approach with level of Priority Teacher should have child centred approach**

<b>Level of Achievement Teacher should have child centred approach required</b>	<b>Level of Priority- Teacher should have child centred approach required</b>				<b>Total of Achievement</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Not Yet Started</b>	26 (8.67)	14 (4.67)	5 (1.67)	4 (1.33)	49 (16.34)
<b>Some Progress</b>	12 (4.00)	52 (17.33)	32 (10.67)	10 (3.33)	106 (35.33)
<b>Considerable Progress</b>	8 (2.67)	33(11.00)	76 (25.33)	1 (0.33)	118 (39.33)
<b>Achieved</b>	10 (3.33)	8 (2.67)	7 (2.33)	2 (0.67)	27 (9.00)
<b>Total of Priority</b>	56 (18.67)	107(35.67)	120(40.00)	17 (5.66)	300 (100.00)

The school now a day's focus on child-centred approach already but still children has to study and do writing work apart from this task. According to the parents perceptive, 39.33 percent parent feels that considerable progress they started accepting that teachers teach in child centred approach. 35.33 percent feels somewhat progress in their thought process. 16.34 percent parents still feel that teachers should child centred approach. 9 percent parents feel that teacher completely teach with child centred approach only. Teaching with child centred approach. 18.67 parents still feel that teacher need to teach taking into account the child's ability. Considering the priorities for the parents, 40 percent had medium priority, 35.67 percent low priority, 5.66 percent parents have top level priority about teacher. Overall parents feel that teachers have child centred approach.

Remedial teaching or special schooling is one of the approaches to help children to understand the concept easily. Remediation helps the children to understand the basic concept easily. Hence it is essential for the children with learning difficulties. Overall conclusion of remedial teaching and special schooling focuses

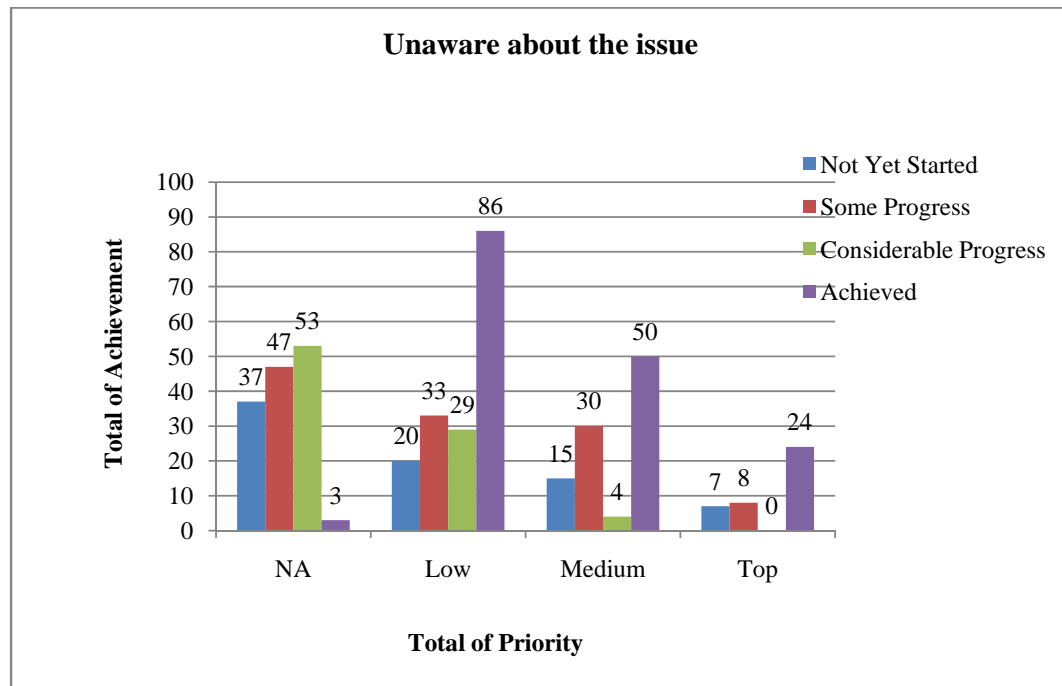
that parents have got generated awareness about the special help required for the children. There is consistent awareness which has developed in the parents which indirectly helps children in their overall growth and development.

Awareness and purpose needs to be clear to the parents (respondent) about special help required. Parents need to be patient about their child’s growth and development as it is not like a magic that once started immediate changes can be seen in children. Changes in children depend on their liking and capabilities too. Overall parents should have positive towards children to see changes in them. If parents motivate the child to go for remediation or special schooling they may take it positively and put an effort to change them.

#### 4.5 Parents Awareness about Learning Difficulties of the child

**Graph - 4.5.1.**

**Level of achievement - Unaware about the issue with level of Priority Unaware about the issue**

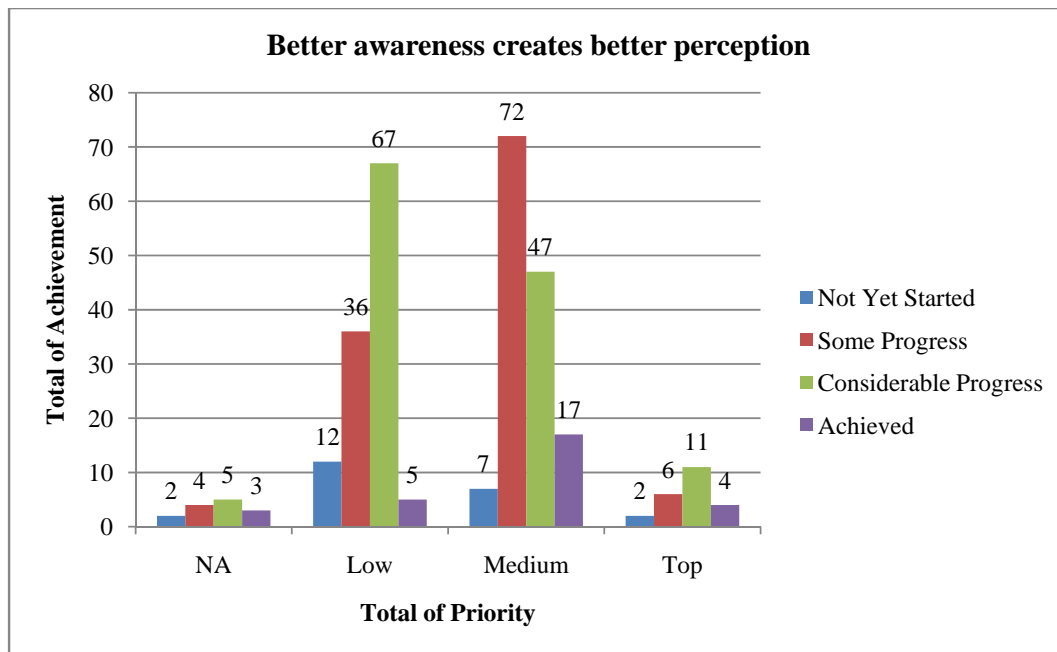


Learning difficulties of children is the major concern which is upcoming difficulty seen in the children. Proper awareness needs to be generated for the same. According to the parents (respondent), 46.66 percent feels that they were unaware about the issue that their child, 28.67 had low priority, 16.6 percent had medium

priority and 8 percent had high priority. While considering the achievement level of generating awareness, 29 percent parents conveyed that there was considerable progress in their thoughts over the period of time, 39.33 percent parents feel that some progress was seen in their awareness skills, 26.33 percent parents still feel that they are still unaware about exact concerns the child is undergoing and 5.33 percent parents feel that they are completely aware about the concerns their child is undergoing. Overall it shows that initially parents were unaware about the concerns of their child slowly the awareness got generated in them.

**Graph - 4.5.2.**

**Level of achievement - Better awareness creates better perception with level of Priority Better awareness creates better perception**

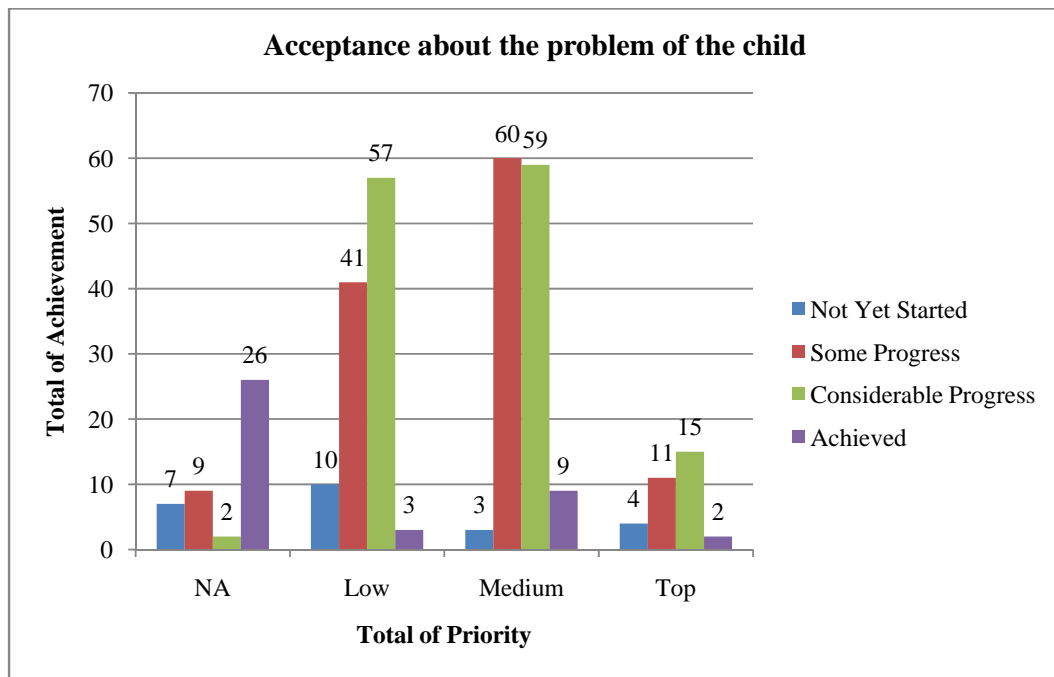


Awareness is an important factor to understand any difficulty and develops the perception level so it is essential to understand the learning difficulties of the children that they undergo. When it was been asked to the respondent (parents) about the whether they feel that awareness is important to improvise their own perception towards the child, 47.7 percent parents conveyed that they had medium level priority, 40 with low priority, 7.67 with top priority and 4.67 percent still do not feel that better awareness would create better perception. While taking into account, the achievement of parents thought process about the same, 43.33 percent had considerable progress,

39.33 percent had some progress, 9.67 percent parent had almost achieved success and 7.67 parents still had not completely agree with thought. Overall the focus is that when awareness increased in the respondent their perception also changed towards children.

**Graph - 4.5.3.**

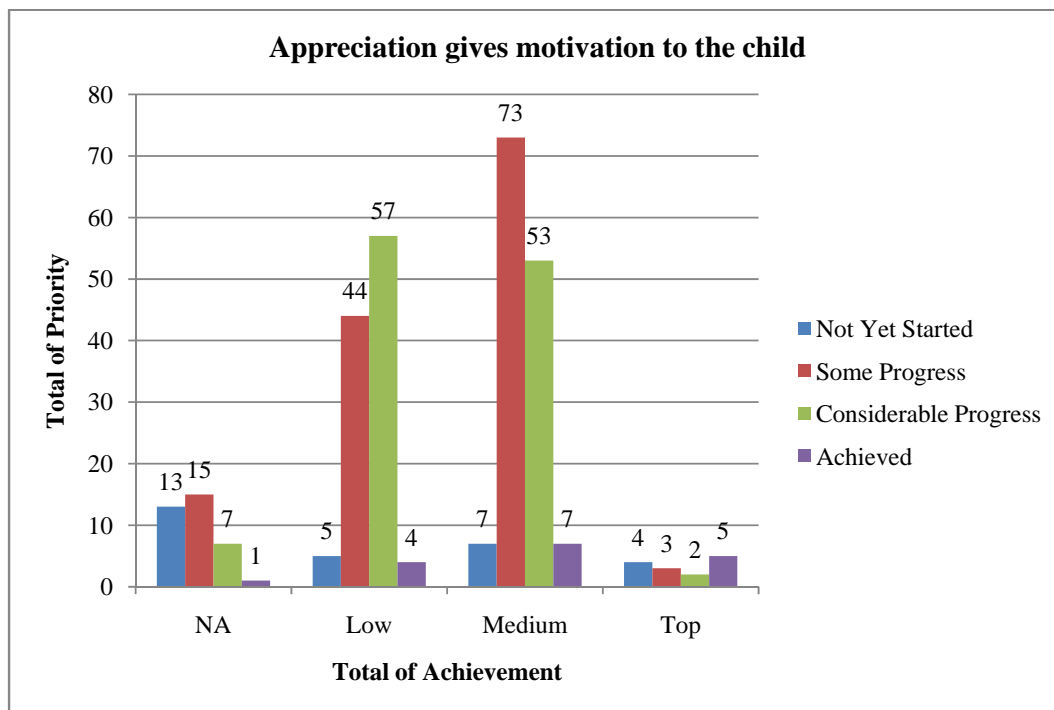
**Level of achievement - Acceptance about the difficulties of the child with level of Priority Acceptance about the difficulties of the child**



Acceptance is plays major role in child’s development. Acceptance of the child along with the fact that the child has learning difficulties is another difficult task. While understanding about the importance from the parents’ point of view, 43.67 percent parents shared that they give medium priority for the child’s difficulty, 37 percent had low priority, 10.67 percent has high priority and 8.67 percent parents still did not give much importance about the issue. 44.33 percent parents told that they had considerably accepted their children along with the difficulties, 40.33 percent have somewhat accepted their children, 7.33 percent completed accepted and 8 percent parents still not accepted that their children as it. Overall parents have started slowly accepting their children along with the learning difficulties. When awareness is generated then the perception is changed and acceptance also gets increased slowly.

**Graph - 4.5.4.**

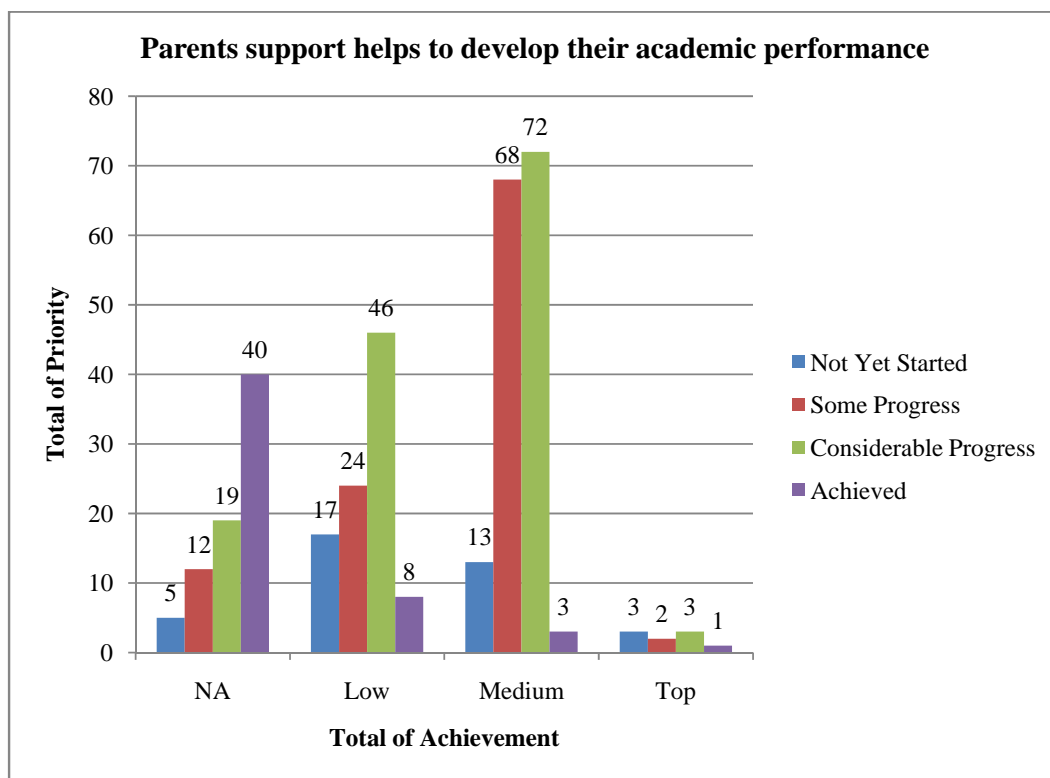
**Level of achievement - Appreciation gives motivation to the child with level of Priority**  
**Appreciation gives motivation to the child**



Children continuously need motivation and support to overcome their concerns. Motivation is a factor which can act as a source for the children to develop their abilities. When it is told to the children that they can do it that develop a belief in them that they can prove themselves better. Appreciation is factor which enhances motivation in children. When it was asked to the respondent, 39.67 percent respondent had shown considerable progress in appreciating their children to develop motivation, 45 percent parents have shown some progress, 5.67 percent parents have achieved this phase. 9.67 parents still find it difficult to accept that appreciation gives motivation to children. In view of the priorities of the parents about giving appreciation, 46.67 percent had medium priority, 36.67 percent has low priority. 12 percent still doesn't feel it importance and 4.67 percent gives high priority for the same. Overall parents have started understanding that appreciation is important.

**Graph - 4.5.5.**

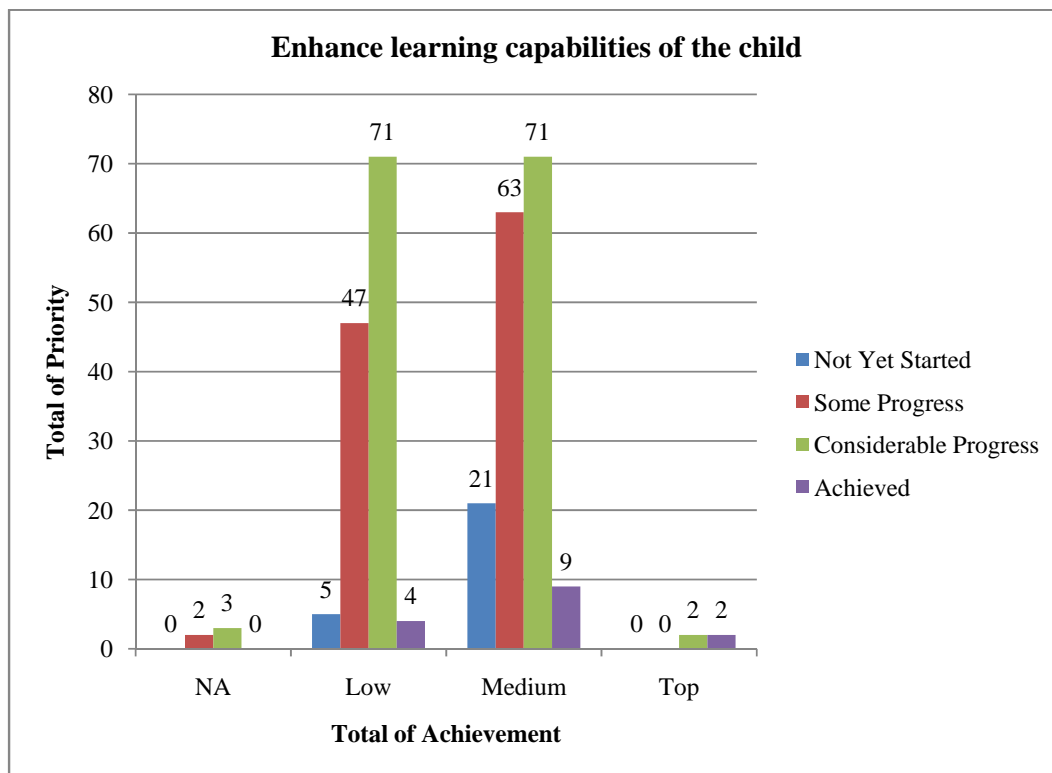
**Level of achievement - Parents support helps to develop their academic performance with level of Priority Parents support helps to develop their academic performance**



Parents support always help the children to develop their capabilities and ultimately children can perform better. When it was asked to the parents (respondent) that their support helps them to enhance their performance, 46.67 percent parent conveyed that considerable progress is seen their thought about supporting children to enhance their performance, 35.33 percent parents feel that some progress is in their thinking, 5.33 percent parents feel that they have achieved and completely agree with thought that their support enhances the progress in child. Still 12 percent parents feel that their support as parents to helps to progress their children. On the other hand, considering their priorities, 52 percent parents priorities were Medium, 31.67 percent with Low, 3 percent with Top and 13.33 percent still don't feel that that their support is anywhere applicable to child's progress. Overall parents feel that their support can enhance confidence in children.

**Graph - 4.5.6.**

**Level of achievement - Enhance learning capabilities of the child with level of Priority Enhance learning capabilities of the child**

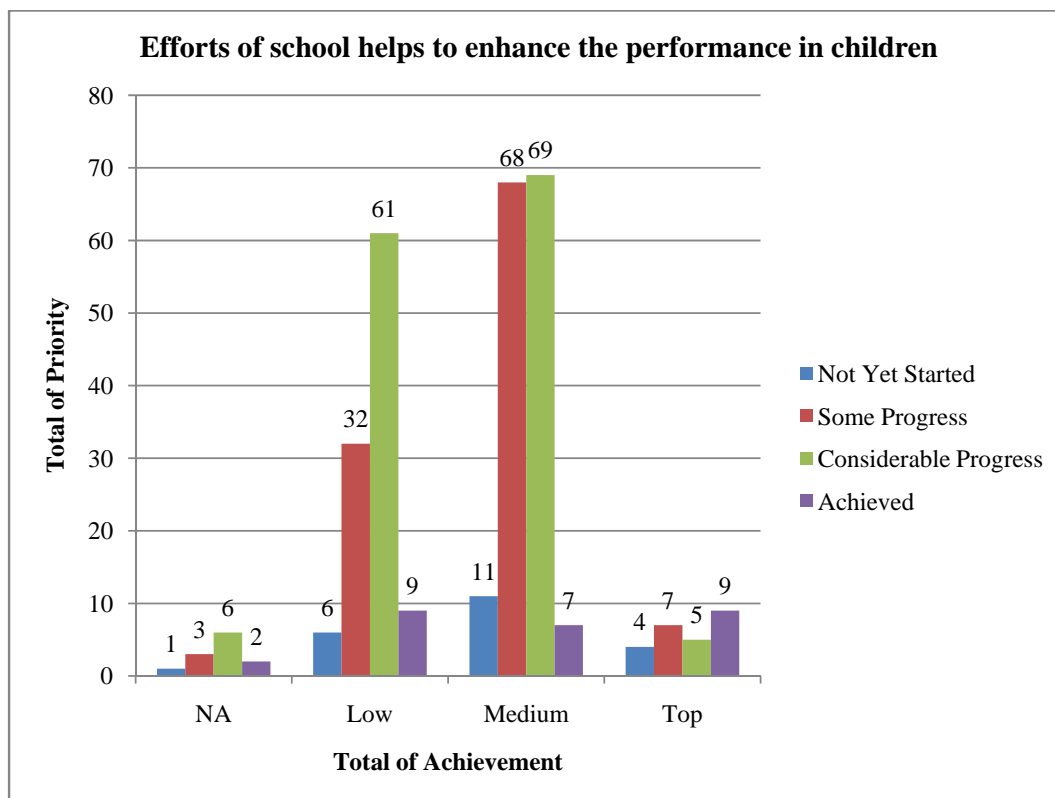


Parent's efforts always enhance the learning capacities of the children. When parents were asked that do they believe that they need to put the efforts to develop the capabilities in their children, 49 percent parents told that their considerable progress in their thought process, 37.33 percent have develop some progress, 8.67 percent have not yet started believing in the same thought and 5 percent have completely achieved this phase and feels completely that their thought efforts enhances development in child's learning capabilities. While taking into account the concerns, 54.67 percent had medium priority, 42.33 percent had low priority, 1.67 percent still lags in the concern and 1.33 percent had high concern about the children. Overall slowly parents have started believing that their efforts can change the learning capabilities of their children.



**Graph - 4.5.7.**

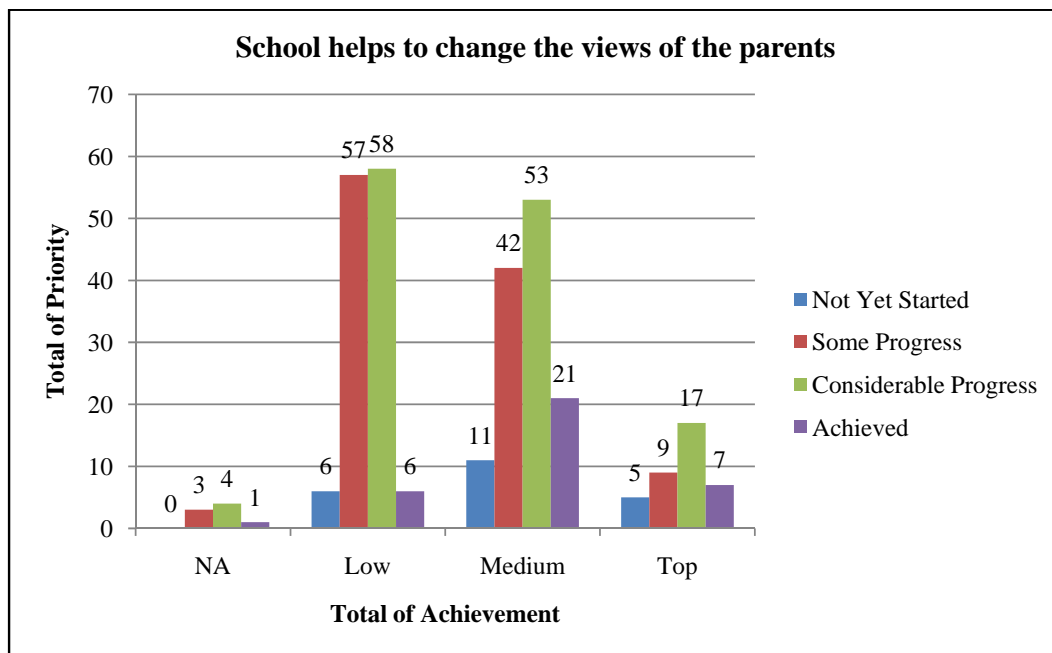
**Level of achievement - Efforts of school helps to enhance the performance in children with level of Priority Efforts of school helps to enhance the performance in children**



Along with parent's efforts, school's efforts are equally important to develop the child's capabilities. School plays an important role in moulding their children. Hence when it was asked to the parents (respondent) that schools efforts are noticeable in their children's performance, 47 percent parents felt that initially their thought process was different but now there are considerable changes in the thought process that school plays important role. 36.67 percent felt that some progress they have noticed in their thought process about the same and 9 percent parents completely feels that school efforts are important in moulding children's capabilities. 7.33 percent still don't have thought that school efforts are important to develop children's capabilities. While considering the concerns, 51.67 percent has medium concern, 36 percent has low concern, 8.33 percent has top concern and 4 percent doesn't give much priority the statement that school efforts are important in growth and development of the child.

**Graph - 4.5.8.**

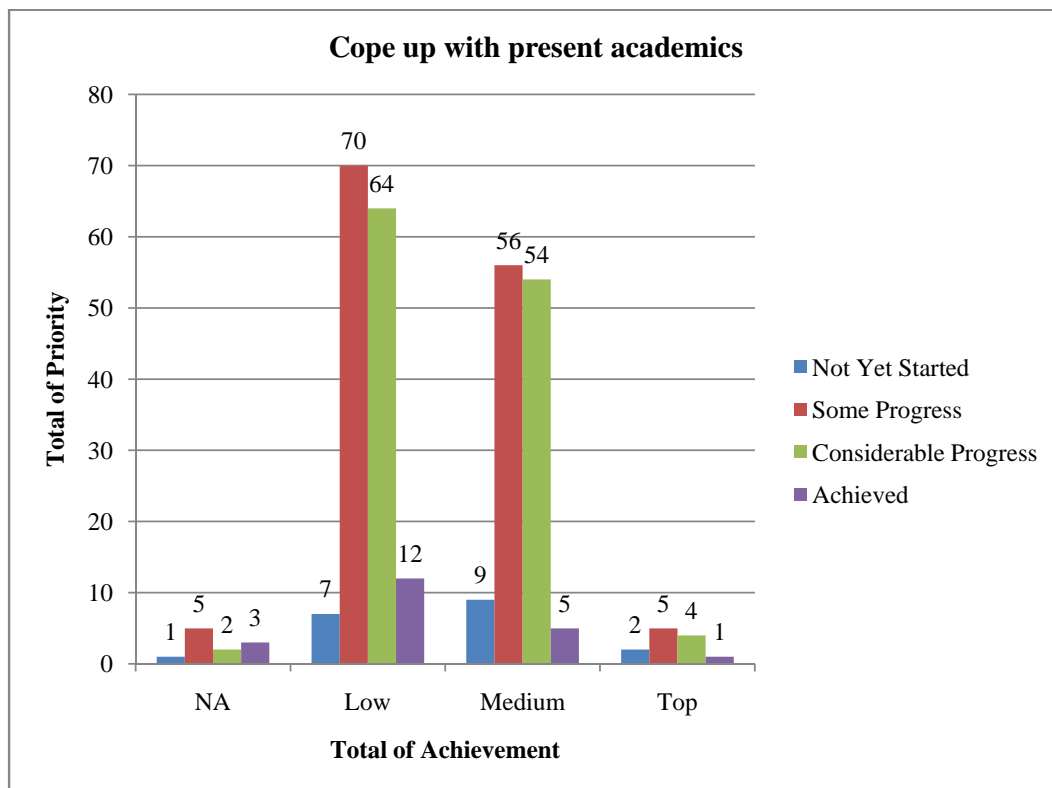
**Level of achievement - School helps to change the views of the parents with level of Priority School helps to change the views of the parents**



The school helps the parents to change their perspective towards children especially the school counsellor or remedial teacher acts as an important role in this process. Actually they understand parent's emotions and help them to deal with their children. When it was asked to the parents that whether the school has helped to overcome this phase, 37 percent parents told that some progress is seen in their thoughts about the role of the school in changing perspective, 44 percent have seen considerable progress and 11.67 percent parents have achieved this phase that school has helped them to change their views. 7.33 percent parents still do not agree that school has helped them to change their perspective. While taking into consideration the precedence, 42.33 percent parents with medium as well as same number with low concern, 12.67 percent has high priority and 2.67 percent needs motivation develop the importance about the same. Overall parents have developed awareness that school supports in developing parents views positively.

**Graph - 4.5.9.**

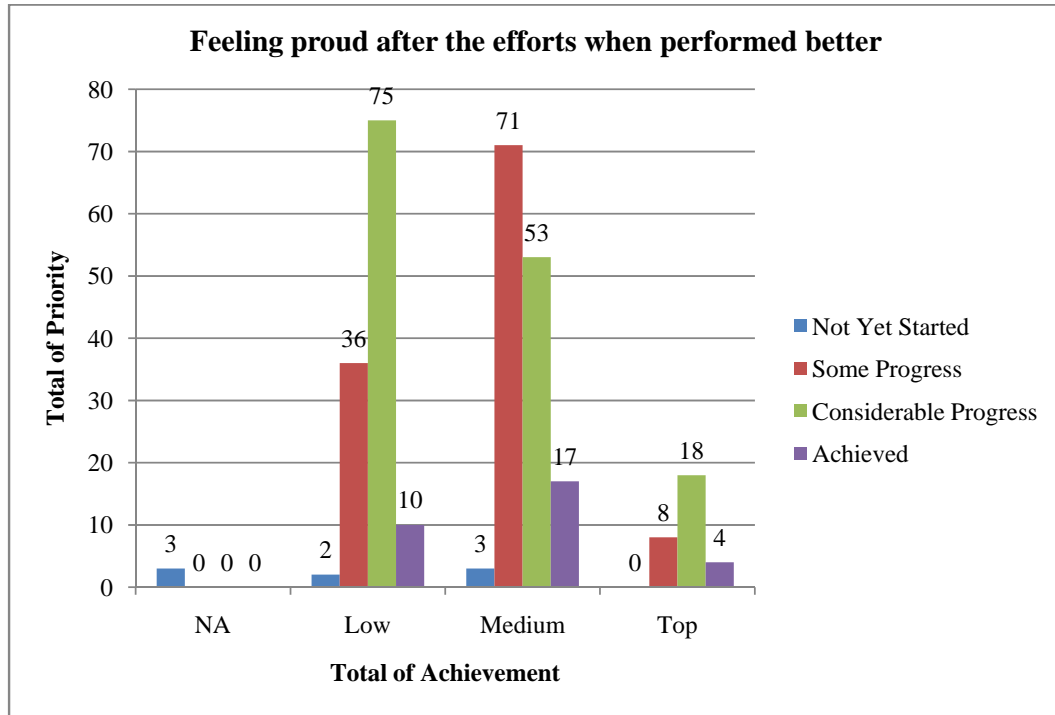
**Level of achievement - Cope up with present academics with level of Priority**  
**Cope up with present academics**



Children with learning difficulties have difficulty in coping up with the academics. Slowly with individual efforts children overcome this phase according to their level of concerns. In the targeted group there were children with regular schooling and children going to special school too. When it was asked to the parents, 45.33 percent parents felt that slowly there is somewhat progress in their children's coping capabilities, 41.33 percent parents felt that considerable progress is seen and 7 percent parents told that they have completely achieved the phase and cope up with present academic syllabus. 6.33 percent parent's still feels that children difficulty in coping up with present academic syllabus. In understanding parents' priorities, 41.33 percent with medium, 51 percent with low, 4 percent with top and 3.67 percent parents still do not give importance to this thought.

**Graph - 4.5.10.**

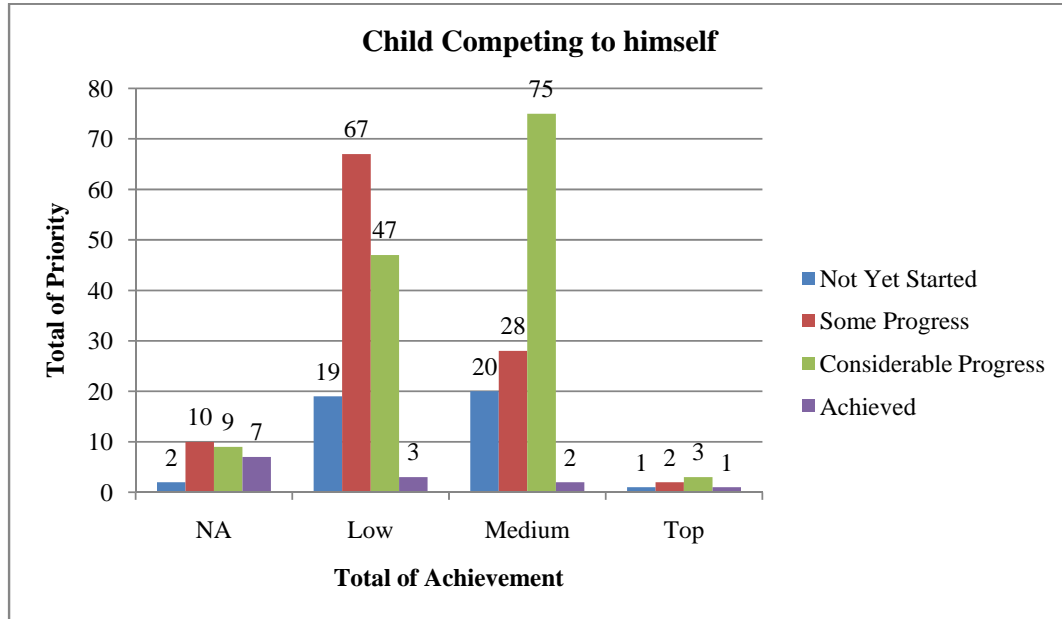
**Level of achievement – Feeling proud after the efforts when performs better with level of Priority Feeling proud after the efforts when performs better**



Parents always feel proud when children perform better but when they are unable to perform better parents feel depressed. Parents have always lot of hopes from their children when they are not able to perform it up to mark then it becomes difficult for them to accept it. But over the period of time when parents sees achievement in children they feel succeed. When it was asked to the parents (respondent) that whether they feel achieved when their child performs better after the efforts. 48.67 percent feels that there is considerable progress in their thought process, 38.33 percent parents seen some progress and 10.33 percent parents completely feel that they whole heartedly accept their children's effort. 2.67 percent parents still have difficulty in appreciating their children's efforts after repeated difficulty in achievement. While considering the concerns, 48 percent expressed medium concerns, 41 percent low concerns, 10 percent with top concerns and hardly 1 percent still doesn't feel that such proud moment have come about their children.

**Graph - 4.5.11.**

**Level of achievement - Child competing to himself with level of Priority Child competing to himself**



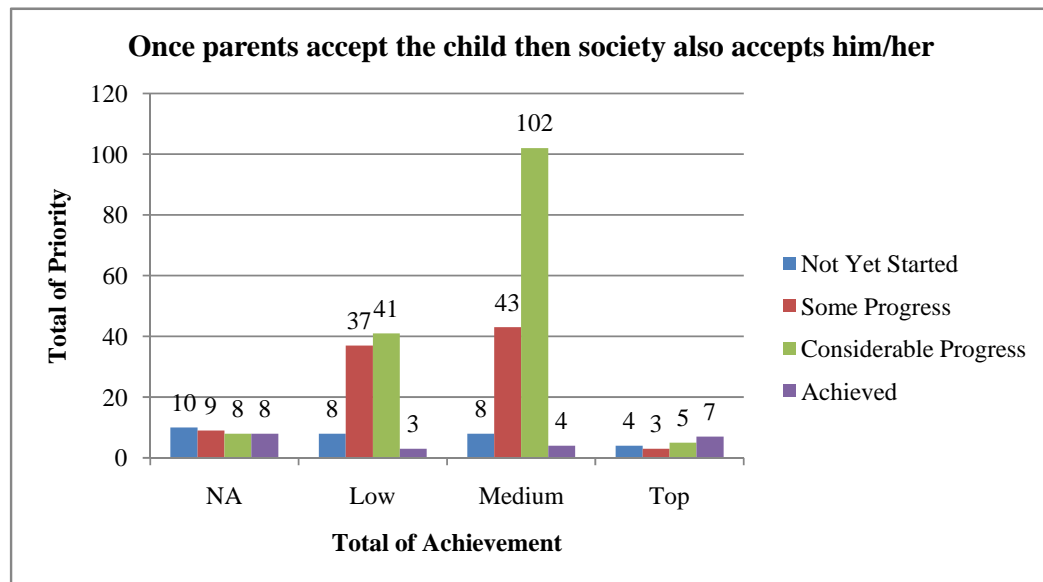
Usually children compete with themselves rather than others, when it was asked to parents whether they feel that their child is competing with self. 35.67 percent conveyed their some progress in their thinking about the same, 44.67 percent parents still feel that there is considerable progress in their level of thinking, 4.33 percent feels that they have achieved in their thought process. 15.33 percent still find it difficult to accept that their child is competing with the self. In consideration with priority, 45.33 has low priority, 41.67 percent medium priority, 10.67 percent doesn't feels that the child is competing with himself and 2.33 percent has top level priority.

Parent's perception carries lot of weight-age to develop the thought process and confidence in children. As children are small so their thought process are dependent on parent. Parents play an important role in developing the thought process of children. Children are parents inner voice so whatever they inbuilt in children directly or indirectly affects the child. When positive is stored in children's mind about him then children start thinking positively towards them but when negativity is stored in their mind then they may perceive themselves in same way or create negative thought towards same.

Overall we have seen awareness important factor and which generates with time. When parents of children with learning difficulties exactly start understanding the hindrance of their children then start developing positive attitude and could provide right help to the child. Ultimately role of the when we consider the parents' matters and parents thinking changes with time and awareness. Overall graphs show that awareness creates motivation and motivation creates change. When parents are aware they try their level best to heal the concerns of the child. Another important factor parents inner motivation to accept the situation and child along with his difficulties. Acceptance is a word easy to spell but difficult to follow so its needs to be generated in self though learning and time. Good efforts by parents and institution well results seen in child's coping.

**Graph - 4.5.12.**

**Level of achievement - Once parents accept the child then society also accepts him/her with level of Priority once parents accept the child then society also accepts him/her**

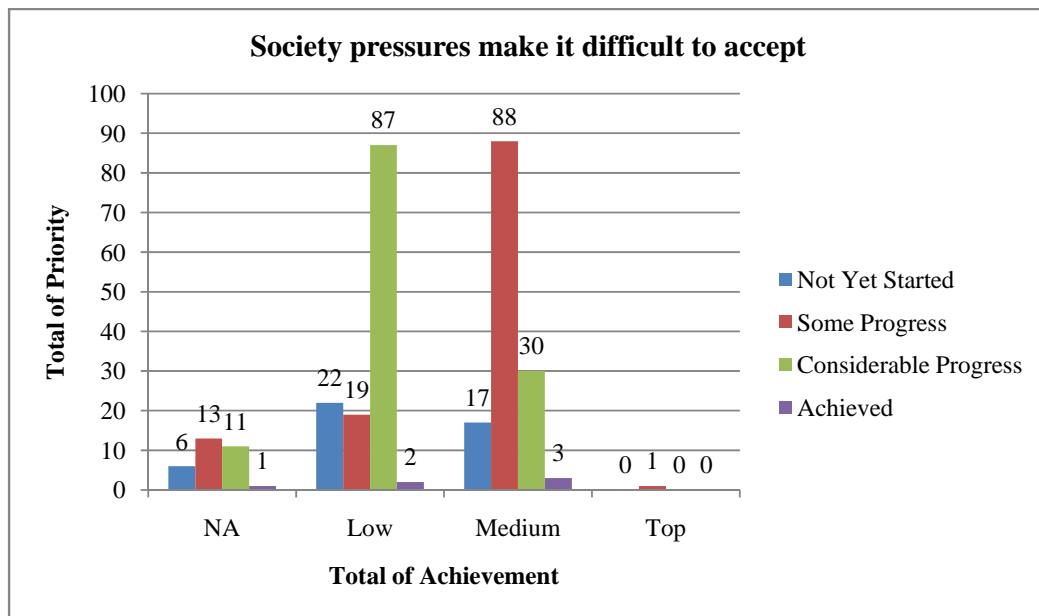


When parent accept the child society also indeed accepts them. It can be accepted fact for every child in this world. Children with learning difficulties specially need support and motivation to develop confidence. When it was asked to the parents (respondent) that whether they feel that if they accept the child then society also indeed accepts the child. 52 percent parents have develop considerable progress in accepting that parents perception is somewhere directly connected to the

children’s perception, 30.67 percent parents has some progress and 7.33 percent parents completely agree with the fact that if parents accept then society also accept them. If parents perceive positively about the child then indeed society will also perceive the child positively. When parents only don’t have confidence the members of society will also blame the child. 10 percent parents still feels that they do not agree with the fact that their perception in correlated to societies perception. While consideration of priorities, 52.33 percent has medium, 29.33 percent with low priority, 6.33 percent with high priority and 11.67 percent parents still do not accept that there acceptance is important then society also accepts. Overall it conveys that once parents accept society also indeed accepts it.

**Graph - 4.5.13.**

**Level of achievement - Society pressures make it difficult to accept with level of Priority Society pressures make it difficult to accept**

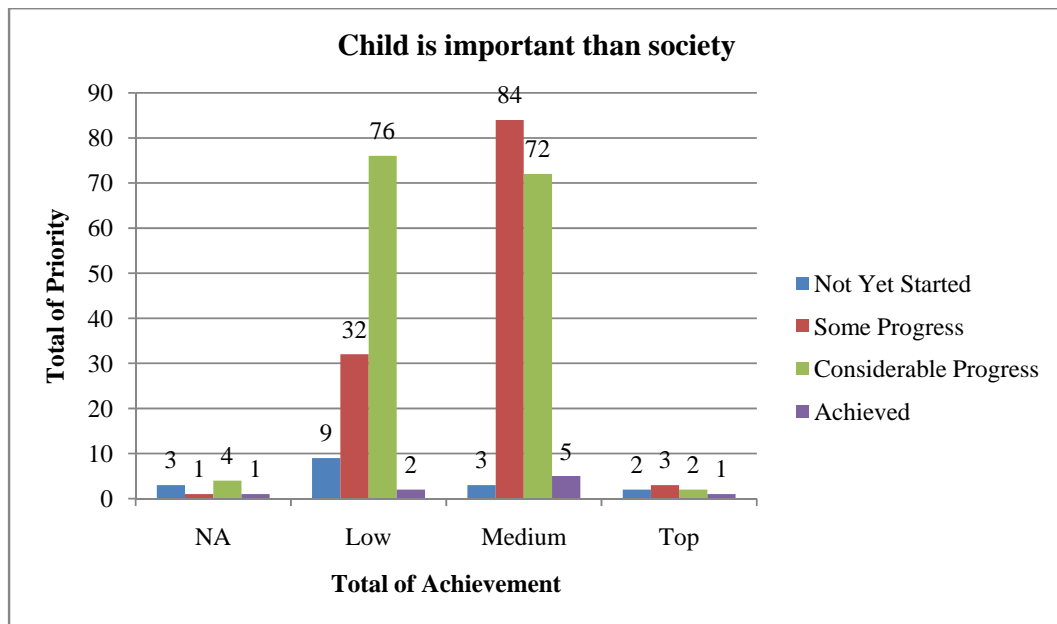


In the above graph, we have understood that if parents accept the child with learning difficulties then society also accept them. Similarly somewhere society pressurised the parents at times and then parent’s perception towards the child may change. As parents are pressurised society’s perception or reaction helps them to perceive negative towards child unknowingly. Parents need to be strong in such situation. While considering the priorities of the societal pressures makes the parents feel difficult to accept the child’s concerns, 46 percent has medium priority, 43.33 percent has low priority, and 10.33 percent doesn’t feel the same. When it asked to the

parents (respondent), 42.67 percent had considerable progress in them that they should ignore society’s perception and 40.33 percent parents has shown some progress in their thought process. Hardly 2 percent parent has achieved this phase and let go society’s perception. 15 percent still has not yet started any progress in their thought process and society’s perception affects their thinking strongly.

**Graph - 4.5.14.**

**Level of achievement – child is important than society with level of Priority child is important than society**

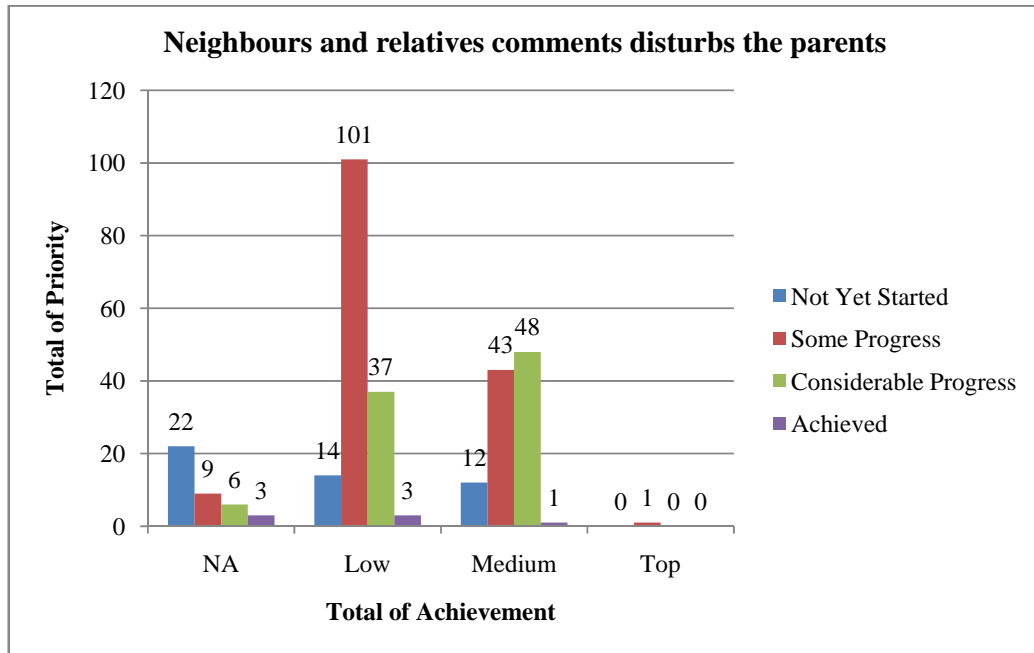


Mostly for the parents children are essential part of their life still as they are part of the society. Society’s perception indeed has great value for them as ultimately they have to be part of the society. When it was asked to the parents that whether society is important or children, 51.33 percent have considerably started thinking that children are more important, 40 percent parents felt that they have some progress in their thinking about the same and 3 percent parents completely agree that child is prime important for them than society. Still 5.67 percent parents still have a thought that society is important as it is core part of their life. Overall parents have started focusing that children are more important. Considering the priorities of the parents, 54.67 with medium priority, 39.67 with low, 2.67 percent with top and 3 percent parents still feel that they are not sure about whom to prioritize.



**Graph - 4.5.15.**

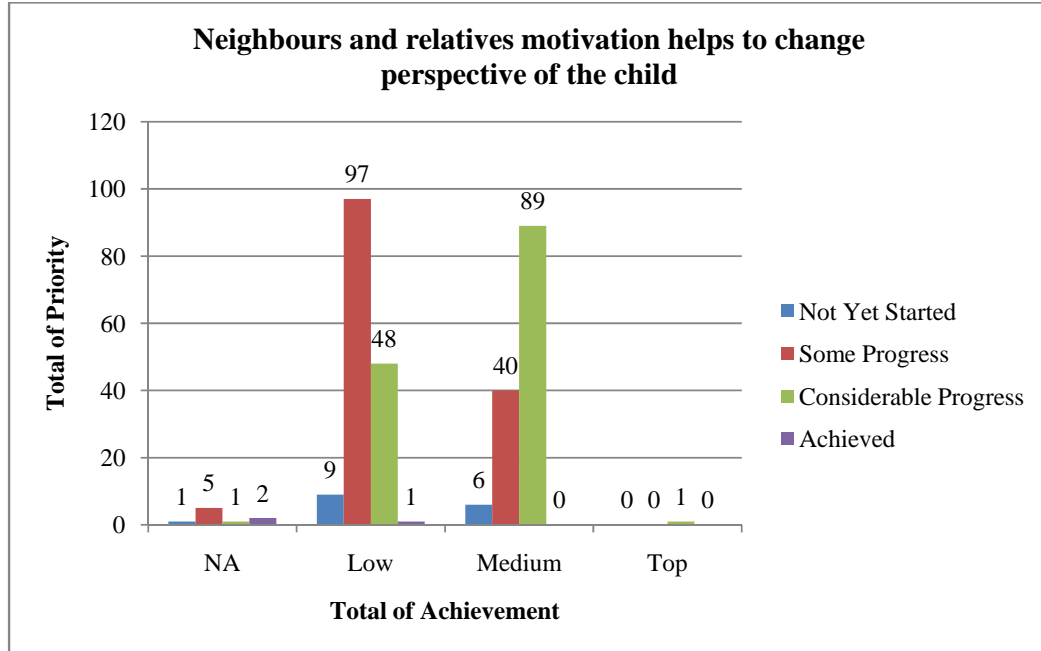
**Level of achievement - Neighbours and relatives comments disturbs the parents with level of Priority Neighbours and relatives comments disturbs the parents**



Neighbors and relatives are connected society members are frequently, we all come across to them. Dealing with them or at times convincing them becomes a challenge for parents. At times it may create motivation or at times it may disturb us. We cannot perceive about others and their thinking towards us or our children. It is important understand that whether their comments disturbs us directly or indirectly while dealing with children having learning difficulties. When it was tried to seek out from parents, 51.33 percent of parents conveyed that there is some progress and 30.33 percent parents conveyed considerable progress in the their thoughts about neighbours are relatives comments should not disturb their parenting strategies. 2.33 percent has achieved this thought that they do not have completely influence on relatives and neighbours comment. 16 percent parents still feel that relatives and neighbours comment disturbs their thinking and it affects their parenting. Looking at priorities of the parents, 51.67 percent expressed low priority, 34.67 percent expresses medium and 13.33 percent still conveyed that neighbours or relatives expression is important and 0.33 percent parents' feels they let go the comments of parents and relatives.

**Graph - 4.5.16.**

**Level of achievement – Neighbours and relatives motivation helps to change perspective of the child with level of Priority Neighbours and relatives motivation helps to change perspective of the child**



As it is seen in above table that neighbours and relatives comments disturbs the parents on some or other way and it takes time for them to change their mindset. Simultaneously motivation helps the parents to easily accept the children with learning difficulties. When it was asked to the parents that neighbours and relatives' comments motivates them to deal with child positively. Overall 47.33 percent parents conveyed that their relatives or neighbours comments somewhat doesn't matter to their thought process. They have slowly started believing that when we as parents have positive attitude then their comments doesn't matter. 46.33 percent parent has shown considerable progress in their thoughts. 1 percent parents completely believe that neighbours and relatives comments doesn't matter them. 5.33 percent feels that it's difficult to face neighbours and relatives comments. While taking into account precedence of the parents, 45 percent has medium, 51.67 percent has low, 0.33 percent parents has top priority and 3 percent parents still do not agree with the thought same thought process.

When we see overall parent's perceptive matters while dealing with child if parents are convinced then society also gets convinced about the child's difficulties. It always matter that if we are able to deal situation then the difficulties doesn't seems to

be difficulties for others but if we are not convinced it helplessness reflects on our face. Overall in the above graph we can see time is important and essential factor. Over the period of time, parents are develops their understanding and their focus slowly changes from society towards the child. Neighbours and relatives are integral part of society and we have to face them on regular basis. Parents need to change their own perspective so they can strongly convince the society members that their child can show miraculous changes in them. Role of parents matters a lot to develop confidence in children. Children with learning issues need immense support and motivation from them to develop confidence in them.

#### **4.6 Parents perception with the concern areas of the child**

**Table - 4.6.1.**

**Level of achievement for performance in Writing Reversals/ Omissions with Difficulties of the child**

<b>Level of Achievement Writing Reversals/ Omissions</b>	<b>Difficulties of the Child</b>			<b>Total</b>
	<b>Learning Disorders</b>	<b>ADHD</b>	<b>ADD</b>	
Not Yet Started	35 (11.67)	0 (0.00)	4 (1.33)	39 (13.00)
Some Progress	69 (23.00)	20 (6.67)	10 (3.33)	99 (33.00)
Considerable Progress	118 (39.33)	8 (2.66)	17 (5.67)	143 (47.67)
Achieved	19 (6.33)	0 (0.00)	0 (0.00)	19 (6.33)
<b>Total of Achievement</b>	<b>241 (80.4)</b>	<b>28 (9.33)</b>	<b>31 (10.3)</b>	<b>300 (100.00)</b>

**Table - 4.6.2.**

**Level of Priority for performance in Writing Reversals/ Omissions with Difficulties of the child**

<b>Level of Priority Writing Reversals / Omissions</b>	<b>Difficulties of the Child</b>			<b>Total</b>
	<b>Learning Disorders</b>	<b>ADHD</b>	<b>ADD</b>	
NA	37 (12.33)	0 (0.00)	4 (1.33)	41 (13.67)
Low	79 (26.33)	18 (6.00)	9 (3.00)	106 (35.33)
Medium	100 (33.34)	10 (3.33)	18 (6.00)	128 (42.67)
Top	25 (8.33)	0 (0.00)	0 (0.00)	25 (8.33)
<b>Total of Priority</b>	<b>241 (80.34)</b>	<b>28 (9.33)</b>	<b>31 (10.33)</b>	<b>300 (100.00)</b>

Correlation is important factor in the study research. According to the objectives correlation between the tables was generated. The above table indicates the correlation between the difficulties of the child and his writing concerns such as reversals and omissions. According to the parents' perspective, indicates that from the overall target group has 80.4 percent of children with learning disorders, 9.3 percent with ADHD and 10.3 percent with ADD. While considering the Difficulties of the child with the issue of reversals or omissions of alphabets, words or sentences difficulty in that 47.67 percent have shown considerable progress, 33 percent have shown some progress, 6.33 percent parents have overcome this difficulty and 13 percent have not yet started still overcoming the difficulty. In concern with priorities of the child, 42.7 percent has medium priority, 35.3 percent with low priority, 8.3 with top priority and 13.7 percent with scarcely having any priority.

**Table - 4.6.3.**

**Level of achievement for performance in Writing on line with Difficulties of the child**

<b>Level of Achievement</b> <b>Writing on line</b>	<b>Difficulties of the Child</b>			<b>Total</b>
	<b>Learning Disorders</b>	<b>ADHD</b>	<b>ADD</b>	
Not Yet Started	25 (8.33)	6 (2.00)	0 (0.00)	31 (10.33)
Some Progress	92 (30.67)	13 (4.33)	16 (5.33)	121 (40.33)
Considerable Progress	103 (34.34)	9 (3.00)	15 (5.00)	127 (42.34)
Achieved	21 (7.00)	0 (0.00)	0 (0.00)	21 (7.00)
<b>Total of Achievement</b>	<b>241 (80.34)</b>	<b>28 (9.33)</b>	<b>31 (10.33)</b>	<b>300 (100.00)</b>

**Table - 4.6.4.**

**Level of Priority for performance in Writing on line with Difficulties of the child**

<b>Level of Priority</b> <b>Writing on line</b>	<b>Difficulties of the Child</b>			<b>Total</b>
	<b>Learning Disorders</b>	<b>ADHD</b>	<b>ADD</b>	
NA	17 (5.67)	11 (3.67)	8 (2.67)	36 (12.00)
Low	92 (30.67)	2 (0.67)	7 (2.33)	101 (33.67)
Medium	120 (40.00)	6 (2.00)	13 (4.33)	139 (46.33)
Top	12 (4.00)	9 (3.00)	3 (1.00)	24 (8.00)
<b>Total of Priority</b>	<b>241 (80.34)</b>	<b>28 (9.33)</b>	<b>31 (10.33)</b>	<b>300 (100.00)</b>

Children with learning difficulties have difficulties writing on lines. It may vary according to their level of difficulty. The correlation between the concern of the child and difficulty to write on the line was done. 42.34 percent expressed considerable progress, 40.33 expressed some progress, 7 percent complete achievement and 10.33 percent still gave have not shown relevant progress. When the priorities of the parents were taken into consideration, 46.33 percent had medium, 33.67 percent had low, 12 percent had negligible and 8 percent had top priority. Overall children with learning difficulties with proper and systematic efforts show adequate changes.

**Table - 4.6.5.**

**Level of achievement for performance in Arithmetic Skills with Difficulties of the child**

Level of Achievement Arithmetic Skills	Difficulties of the Child			Total
	Learning Disorders	ADHD	ADD	
Not Yet Started	24 (10.3)	5 (2.3)	1 (0.3)	30 (10.00)
Some Progress	79 (26.3)	11 (3.7)	10 (3.3)	100 (33.3)
Considerable Progress	131 (43.7)	10 (3.3)	20 (6.7)	161 (53.7)
Achieved	7 (2.33)	2 (0.67)	0 (0.00)	9 (3.00)
<b>Total of Achievement</b>	<b>241 (80.3)</b>	<b>28 (9.3)</b>	<b>31 (10.3)</b>	<b>300 (100.0)</b>

**Table - 4.6.6.**

**Level of Priority for performance in Arithmetic Skills with Difficulties of the child**

Level of Priority Arithmetic Skills	Difficulties of the Child			Total
	Learning Disorders	ADHD	ADD	
NA	31 (10.33)	7 (2.33)	1 (0.33)	39 (13.00)
Low	76 (26.33)	9 (3.00)	8 (2.67)	93 (31.00)
Medium	129 (43.00)	9 (3.00)	17 (5.67)	155 (51.67)
Top	5 (1.67)	3 (1.00)	5 (1.67)	13 (4.33)
<b>Total of Priority</b>	<b>241 (80.33)</b>	<b>28 (9.33)</b>	<b>31 (10.33)</b>	<b>300 (100.0)</b>

Children having arithmetic difficulty with varied variation when were checked 80.3 percent parents children were from learning difficulties, 9.3 percent were from

ADHD and 10.3 percent were from ADD. Overall 53.7 percent parents have shown considerable progress, 33.3 percent of some progress, 13 percent have not yet started showing progress and 3 percent with complete achievement. Considering the priorities of the children, 51.67 have medium level priority, 31 percent with low priority, and 13 percent with negligible and 4.33 percent with top level priority.

**Table - 4.6.7.**

**Mother’s Educational Qualification (degree) with level of Achievement for Forceful writing**

<b>Mother educational (Qualification)</b>	<b>Level of Achievement for Forceful writing</b>				<b>Total</b>
	<b>Not Yet Started</b>	<b>Some Progress</b>	<b>Considerable Progress</b>	<b>Achieved</b>	
Under graduate	3 (1.00)	12 (4.00)	11 (3.67)	1 (0.33)	27 (9.00)
Graduate	15 (5.00)	96 (32.00)	93 (31.00)	1 (0.33)	205 (68.33)
Post-graduate	10 (3.33)	41 (13.67)	15 (5.00)	2 (0.67)	68 (22.67)
<b>Total of Achievement</b>	<b>28 (9.33)</b>	<b>149 (49.67)</b>	<b>119 (39.67)</b>	<b>4 (1.33)</b>	<b>300 (100.00)</b>

**Table - 4.6.8.**

**Mother’s Educational Qualification (degree) with level of Priority for Forceful writing**

<b>Mother educational (Qualification)</b>	<b>Level of Priority for Forceful writing</b>				<b>Total</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Under graduate	1 (0.33)	15 (5.00)	8 (2.67)	3 (1.00)	27 (9.00)
Graduate	8 (2.67)	96 (32.00)	99 (33.00)	2 (0.67)	205 (68.33)
Post-graduate	10 (3.33)	41 (13.67)	16 (5.33)	1 (0.33)	68 (22.67)
<b>Total of Priority</b>	<b>19 (6.33)</b>	<b>152 (50.67)</b>	<b>123 (41.00)</b>	<b>6 (2.00)</b>	<b>300 (100.00)</b>

Children with learning difficulties do not need forceful writing otherwise it hampers their development. When the educational qualification of the mothers and forceful writing criteria was correlated the table above conveyed that 68.33 percent with educational qualification as graduate, 22.67 percent were postgraduate mothers

and 9 percent were undergraduate mothers. When given a thought on achievement level, 49.67 percent with some progress, 39.67 percent with considerable progress, 1.33 with complete achievement and 9.33 percent still need focus on the achievement. In consideration with priorities, 50.67 percent with low priority, 41 percent with medium priority, 6.33 with negligible priority and 2 percent with top priority. Overall mother's education and forceful writing when considered together overall low priority with some progress is indicated.

**Table - 4.6.9.**

**Father's Educational Qualification (degree) with level of Achievement for Forceful writing**

<b>Father educational (Qualification)</b>	<b>Level of Achievement for Forceful writing</b>				<b>Total</b>
	<b>Not Yet Started</b>	<b>Some Progress</b>	<b>Considerable Progress</b>	<b>Achieved</b>	
Under graduate	0 (0.00)	3 (1.00)	1 (0.33)	0 (0.00)	4 (1.33)
Graduate	10 (3.33)	75 (25.00)	82 (27.33)	2 (0.67)	169 (56.33)
Post-graduate	18 (6.00)	71 (23.67)	36 (12.00)	2 (0.67)	127 (42.33)
<b>Total of Achievement</b>	<b>28 (9.33)</b>	<b>149 (49.67)</b>	<b>119 (39.67)</b>	<b>4 (1.33)</b>	<b>300 (100.00)</b>

**Table - 4.6.10.**

**Father's Educational Qualification (degree) with level of Priority for Forceful writing**

<b>Father educational (Qualification)</b>	<b>Level of Priority for Forceful writing</b>				<b>Total</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Under graduate	0 (0.00)	3 (1.00)	1 (0.33)	0 (0.00)	4 (1.33)
Graduate	8 (2.67)	77 (25.67)	80 (26.67)	4 (1.33)	169 (56.33)
Post-graduate	11 (3.67)	72 (24.00)	42 (14.00)	2 (0.67)	127 (42.33)
<b>Total of Priority</b>	<b>19 (6.33)</b>	<b>152 (50.67)</b>	<b>123 (41.00)</b>	<b>6 (2.00)</b>	<b>300 (100.00)</b>

Father's educational qualification when correlated with forceful writing, 56.33 percent graduate fathers children with learning difficulties, 42.33 percent post graduate fathers children with learning progress, 1.3 percent undergraduate parents.

Overall 49.7 percent fathers some progress, 39.3 percent fathers' shows considerable progress and 9.33 percent have not yet started and 1.33 percent had achieved success. While taking into consideration level of priority, 50.67 percent had low, 41 percent had medium and 6.33 percent had not applicable priority and 2 percent had high priority. The tables conveys that with parents educational qualification and awareness the criteria forceful writing is slowly getting worked out depending on level of achievement and level of priority.

**Table - 4.6.11.**

**Mother's Occupation with Level of Achievement for Forceful Writing**

<b>Mother occupation</b>	<b>Level of Achievement for Forceful writing</b>				<b>Total</b>
	<b>Not Yet Started</b>	<b>Some Progress</b>	<b>Considerable Progress</b>	<b>Achieved</b>	
No Parent (Mother)	0 (0.00)	1 (0.33)	0 (0.00)	0 (0.00)	1 (0.33)
Service (Govt.)	0 (0.00)	6 (2.00)	1 (0.33)	0 (0.00)	8 (2.67)
Service (Pvt.)	8 (2.67)	69 (23.00)	48 (16.00)	1 (0.33)	126 (42.00)
House wife	19 (6.33)	68 (22.67)	66 (22.00)	2 (0.67)	155(51.67)
Business	1 (0.33)	5 (1.67)	3 (1.00)	1 (0.33)	10(3.33)
<b>Total of Achievement</b>	<b>28 (9.33)</b>	<b>149 (49.67)</b>	<b>119 (39.67)</b>	<b>4 (1.33)</b>	<b>300(100.00)</b>

**Table - 4.6.12.**

**Mother's Occupation with Level of Priority for Forceful Writing**

<b>Mother occupation</b>	<b>Level of Priority for Forceful writing</b>				<b>Total</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
No Parent (Mother)	0 (0.00)	1 (0.33)	0 (0.00)	0 (0.00)	1 (0.33)
Service (Govt.)	0 (0.00)	8 (2.67)	2 (0.67)	0 (0.00)	8 (2.67)
Service (Pvt.)	7 (2.33)	74 (24.67)	42 (14.00)	2 (0.67)	126 (42.00)
House wife	10 (3.33)	66 (22.00)	74 (24.67)	3 (1.00)	155(51.67)
Business	2 (0.67)	3 (1.00)	5 (1.67)	1 (0.33)	10(3.33)
<b>Total of Priority</b>	<b>19 (6.33)</b>	<b>152 (50.67)</b>	<b>123 (41.00)</b>	<b>6 (2.00)</b>	<b>300(100.0)</b>



When mother's occupation was considered with forceful writing in the children in that 49.67 percent mothers had some progress, 39.33 percent with considerable progress 1.33 percent had achieved success and still 10.7 percent parents have not yet started feeling the same. While taken into consideration the preferences, 50.67 had low, 41 percent with medium, 6.33 percent with negligible and 2 percent with top priority.

Overall feedback conveys that 51.67 percent of mothers are housewife, 42 percent have are in private service, 3.33 into business, 2.67 percent into government service and 0.3 percent are not having mothers to conclude somewhat the parents perception and their working step can be correlated with forcing child to write even if they are unable to do it.

**Table - 4.6.13.**  
**Father's Occupation with Level of Achievement for Forceful Writing**

Father occupation	Level of Achievement for Forceful writing				Total
	Not Yet Started	Some Progress	Considerable Progress	Achieved	
No Parent (Father)	1 (0.3)	6 (2.0)	2 (0.7)	0 (0.0)	9 (3.0)
Service (Govt.)	3 (1.0)	8 (2.7)	10 (3.3)	0 (0.0)	21 (7.0)
Service (Pvt.)	27 (9.0)	102 (34.0)	87 (29.0)	1 (0.3)	217 (72.3)
Business	1 (0.3)	33 (11.1)	19 (6.3)	0 (0.0)	53 (17.7)
<b>Total of Achievement</b>	<b>32 (10.6)</b>	<b>149 (49.8)</b>	<b>118 (39.3)</b>	<b>1 (0.3)</b>	<b>300 (100.0)</b>

**Table - 4.6.14.**  
**Father's Occupation with Level of Priority for Forceful Writing**

Father occupation	Level of Priority for Forceful writing				Total
	NA	Low	Medium	Top	
No Parent (Father)	2 (0.67)	4 (1.33)	2 (0.67)	1 (0.33)	9(3.0)
Service (Govt.)	7 (2.33)	9 (3.00)	3 (1.00)	2 (0.67)	21(7.0)
Service (Pvt.)	11 (3.67)	102 (34.00)	101 (33.67)	3 (1.00)	217(72.3)
Business	6 (2.00)	29 (9.67)	17 (5.67)	1 (0.33)	53(17.7)
<b>Total of Priority</b>	<b>26 (8.67)</b>	<b>144 (48.00)</b>	<b>123 (41.00)</b>	<b>7 (2.33)</b>	<b>300(100.0)</b>

Father's occupation when compared with forceful writing, the data conveys that 49.8 percent had some progress in their achievement level, 39.3 percent fathers

had considerable progress, 0.3 percent fathers had achieved success and 10.6 percent had not yet started progress. When giving a thought on precedence, 48 percent had low priority, 41 percent had medium, 8.67 had negligible and 2.33 percent had top level priority.

When we consider overall table most of the father's that is 72.33 percent were in private service, 17.67 percent were in business, 7 percent were in government service and 3 percent did not had parents. In the whole, some progress is identified in the parents perceive when we consider the stream of working and most of the fathers are from private working set up.

**Table - 4.6.15.**

**Mother's Occupation with Level of Achievement for Accepting child along with Learning Difficulties**

Mother occupation	Level of Achievement for Accepting child along with learning difficulties				Total
	NA	Some Progress	Considerable Progress	Achieved	
No Parent (Mother)	0 (0.00)	1 (0.33)	0 (0.00)	0 (0.00)	1 (0.33)
Service (Govt.)	1 (0.33)	3 (1.00)	4 (1.33)	0 (0.00)	8 (2.67)
Service (Pvt.)	12 (4.00)	51 (17.00)	58 (19.33)	5 (1.67)	126 (42.00)
House wife	9 (3.00)	86 (28.67)	50 (16.67)	10 (3.33)	155 (51.67)
Business	0 (0.00)	5 (1.67)	5 (1.67)	0 (0.00)	10 (3.33)
<b>Total Achievement</b>	<b>22 (7.33)</b>	<b>146 (48.67)</b>	<b>117 (46.33)</b>	<b>15 (5.00)</b>	<b>300 (100.00)</b>

**Table - 4.6.16.**

**Mother's Occupation with Level of Priority for Accepting child along with Learning Difficulties**

Mother occupation	Level of Priority for Accepting child along with learning difficulties				Total
	NA	Low	Medium	Top	
No Parent (Mother)	0 (0.00)	1 (0.33)	0 (0.00)	0 (0.00)	1 (0.33)
Service (Govt.)	3 (1.00)	3 (1.00)	0 (0.00)	2 (0.67)	8 (2.67)
Service (Pvt.)	7 (2.33)	56 (18.67)	56 (18.67)	7 (2.33)	126 (42.00)
House wife	17 (5.67)	67 (22.33)	58 (19.33)	13 (4.33)	155 (51.67)
Business	4 (1.33)	3 (1.00)	3 (1.00)	0(0.00)	10 (3.33)
<b>Total Priority</b>	<b>31 (10.33)</b>	<b>130 (43.33)</b>	<b>117 (39.00)</b>	<b>22 (7.33)</b>	<b>300 (100.00)</b>

When we consider mother's occupation and her acceptance level of child, 48.67 percent had some progress, 46.3 percent with considerable progress, 5 percent with achieved success and 7.33 percent with not yet started progress. While considering the priorities, 43.33 percent had low, 39 percent with medium, 10.33 percent with negligible and 7.33 percent with top level priority. In general, 51.7 percent were housewife, 42 percent in private service, 3.3 percent in Business, 2.7 percent in government service and 0.3 percent were not having mothers. Overall most of the mothers were housewife and working in private service with low or medium level priority by some and considerable progress in parents' acceptance level and working set up.

**Table - 4.6.17.**

**Father's Occupation with Level of Achievement for Accepting child along with Learning Difficulties**

Father occupation	Level of Achievement for Accepting child along with learning difficulties				Total
	Not Yet Started	Some Progress	Considerable Progress	Achieved	
No Parent (Father)	0 (0.00)	6 (2.00)	3 (1.00)	0 (0.00)	9 (3.00)
Service (Govt.)	1 (0.33)	10 (3.33)	8 (2.33)	2 (0.67)	21 (7.00)
Service (Pvt.)	3 (1.00)	96 (32.00)	113 (37.67)	5 (1.67)	217 (72.33)
Business	1 (0.33)	34 (11.33)	15 (5.00)	3 (1.00)	53 (17.67)
<b>Total of Achievement</b>	<b>5 (1.67)</b>	<b>146 (48.67)</b>	<b>139 (46.33)</b>	<b>10 (3.33)</b>	<b>300 (100.00)</b>

**Table - 4.6.18.**

**Father's Occupation with Level of Priority for Accepting child along with Learning Difficulties**

Father occupation	Level of Priority for Accepting child along with learning difficulties				Total
	NA	Low	Medium	Top	
No Parent (Father)	0 (0.00)	6 (2.00)	3 (1.00)	0 (0.00)	9 (3.00)
Service (Govt.)	2 (0.67)	13 (4.33)	5 (1.67)	1 (0.33)	21 (7.00)
Service (Pvt.)	6 (2.00)	111 (37.00)	95 (31.67)	5 (1.67)	217 (72.33)
Business	3 (1.00)	22 (7.33)	19 (6.33)	9 (3.00)	53 (17.67)
<b>Total of Priority</b>	<b>11 (3.67)</b>	<b>152 (50.67)</b>	<b>122 (40.67)</b>	<b>15 (5.00)</b>	<b>300 (100.00)</b>

While considering the correlation between father’s occupation and accepting their child’s learning progress, 48.67 percent had some progress in their level of thinking, 46.33 percent with considerable progress in their thinking, 3.33 percent with achieved success and 1.67 percent had not yet started with the relevant progress. While taking into consideration the priorities, 50.67 had low priority, 40.67 with medium, 5 percent with top and 3.67 with negligible priorities. Overall when the graph is considered, 72.33 percent were in private service, 17.67 percent were in business, 7 percent were in government service and 3 percent were not having parents. On the whole the table conveys that Most of the parents were working in private sector with low and medium level of priority by some or considerable progress.

**Table – 4.6.19.**

**Mother’s Educational Qualification with Level of Achievement for Child expresses his feelings openly.**

<b>Mother educational (Qualification)</b>	<b>Level of Achievement for Child expresses his feelings</b>				<b>Total</b>
	<b>Not Yet Started</b>	<b>Some Progress</b>	<b>Considerable Progress</b>	<b>Achieved</b>	
Under graduate	5 (1.67)	9 (3.00)	11 (3.67)	2 (0.67)	27 (9.0)
Graduate	43 (14.33)	73 (24.33)	79 (26.33)	7 (2.33)	202 (67.3)
Post-graduate	16 (5.33)	28 (9.33)	22 (7.33)	5 (1.67)	71 (23.7)
<b>Total of Achievement</b>	<b>64 (21.33)</b>	<b>110 (36.67)</b>	<b>112 (37.33)</b>	<b>14 (4.67)</b>	<b>300 (100.0)</b>

**Table - 4.6.20.**

**Mother’s Educational Qualification with Level of Priority for Child expresses his feelings openly.**

<b>Mother educational (Qualification)</b>	<b>Level of Priority for Child expresses his feelings</b>				<b>Total</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Under graduate	5 (1.67)	7 (2.33)	9 (3.00)	6 (2.00)	27 (9.0)
Graduate	39 (13.00)	57 (19.00)	61 (20.33)	45 (15.00)	202 (67.3)
Post-graduate	12 (4.00)	12 (4.00)	26 (8.67)	21 (7.00)	71 (23.7)
<b>Total of Priority</b>	<b>56 (18.67)</b>	<b>76 (25.33)</b>	<b>96 (32.00)</b>	<b>72 (24.00)</b>	<b>300 (100.0)</b>

When mother’s educational qualification and child’s expression of thought was considered together. When focusing on achievement level, 37.33 percent had

considerable progress, 36.67 percent with some progress, 21.33 percent not yet started with progress and 4.67 achieved success. While considering the priorities, 32 percent had medium priority, 25.33 percent with low, 24 percent top priority and 18.67 percent with negligible priority. Overall 67.3 percent were graduate mothers, 23.7 percent were post graduate mothers and 9 percent were undergraduate mothers. Generally, some and considerable progress is identified by the respondent in the children and mostly parents was from graduate background.

**Table - 4.6.21.**

**Father's Educational Qualification with Level of Achievement for Child expresses his feelings openly.**

Father educational (Qualification)	Level of Achievement for Child expresses his feelings				Total
	Not Yet Started	Some Progress	Considerable Progress	Achieved	
Under graduate	1 (0.33)	1 (0.33)	2 (0.67)	0 (0.00)	4(1.33)
Graduate	36 (12.00)	64 (21.33)	59 (19.67)	9 (3.00)	168(56.00)
Post-graduate	27 (9.00)	45 (15.00)	51 (17.00)	5 (1.67)	128(42.67)
<b>Total of Achievement</b>	64 (21.33)	110 (36.67)	112 (37.33)	14 (4.67)	300(100.0)

**Table - 4.6.22.**

**Father's Educational Qualification with Level of Priority for Child expresses his feelings openly.**

Father educational (Qualification)	Level of Priority for Child expresses his feelings				Total
	NA	Low	Medium	Top	
Under graduate	1 (0.33)	1 (0.33)	2 (0.67)	0 (0.00)	4(1.33)
Graduate	36 (12.00)	58 (19.34)	53 (17.67)	21 (7.00)	168(56.00)
Post-graduate	39 (13.00)	33 (11.00)	41 (13.67)	15 (5.00)	128(42.67)
<b>Total of Priority</b>	76 (25.33)	92 (30.67)	96 (32.00)	36 (12.00)	300(100.0)

When father's educational qualification and their child's expression of thoughts was considered 37.33 percent with considerable progress, 36.67 percent had some progress, 21.33 percent with not yet started with achievement and 4.67 percent with complete achievement. When we consider the priorities, 32 percent had medium, 30.67 with low, 25.33 with negligible and 12 percent with complete achievement.

Overall 56.00 percent were graduate fathers, 42.67 percent were postgraduate and 1.33 percent was under-graduated. The table indicates that majority of the fathers were graduate or postgraduate with mostly some or considerable progress by low and medium level priority.

**Table - 4.6.23.**

**Mother's Educational Qualification with Level of Achievement for Seen Improvement in the Children**

<b>Mother educational (Qualification)</b>	<b>Level of Achievement for Seen improvement in The children</b>				<b>Total</b>
	<b>Not Yet Started</b>	<b>Some Progress</b>	<b>Considerable Progress</b>	<b>Achieved</b>	
Under graduate	1 (0.33)	15 (5.00)	5 (1.67)	6 (2.00)	27 (9.00)
Graduate	9 (3.00)	96 (32.00)	81 (27.00)	16 (5.33)	202 (67.33)
Post-graduate	6 (2.00)	30 (10.00)	21 (7.00)	14 (3.67)	71 (23.67)
<b>Total of Achievement</b>	<b>16 (5.33)</b>	<b>141 (47.00)</b>	<b>107 (35.67)</b>	<b>36 (12.00)</b>	<b>300 (100.00)</b>

**Table - 4.6.24.**

**Mother's Educational Qualification with Level of Priority for Seen Improvement in the Children**

<b>Mother educational (Qualification)</b>	<b>Level of Priority for Seen improvement in children</b>				<b>Total</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Under graduate	1 (0.33)	12 (4.00)	8 (2.67)	6 (2.00)	27 (9.00)
Graduate	20 (6.67)	94 (31.33)	67 (22.33)	21 (7.00)	202 (67.33)
Post-graduate	21 (7.00)	22 (7.33)	16 (5.33)	12 (4.00)	71 (23.67)
<b>Total of Priority</b>	<b>42 (14.00)</b>	<b>128 (42.67)</b>	<b>91 (30.33)</b>	<b>39 (13.00)</b>	<b>300 (100.00)</b>

When mother's qualification was correlated with the improvement seen in children, the above graph was indicated which conveys that 47 percent had some progress seen in the children, 35.67 with considerable progress, 12 percent feels complete achievement and 5.33 percent feels that achievement is not yet started. While taking into consideration the priorities, 42.67 had low priority, 30.33 percent with medium, 14 percent negligible and 13 percent with top. 67.33 percent were graduate mothers 23.67 percent post graduated mothers, 9 percent under graduated mothers. To concluded educational qualification of mother's matters in improvement in children.

**Table - 4.6.25.**

**Father's Educational Qualification with Level of Achievement for Seen Improvement in the Children**

<b>Father educational (Qualification)</b>	<b>Level of Achievement for Seen improvement in the Children</b>				<b>Total</b>
	<b>Not Yet Started</b>	<b>Some Progress</b>	<b>Considerable Progress</b>	<b>Achieved</b>	
Under graduate	1 (0.33)	2 (0.67)	1 (0.33)	0 (0.00)	4 (1.33)
Graduate	8 (2.67)	82 (27.33)	57 (19.00)	21 (7.00)	168 (56.00)
Post-graduate	7 (2.33)	57 (19.00)	49 (16.33)	15 (5.00)	128 (42.67)
<b>Total of Achievement</b>	<b>16 (5.33)</b>	<b>141 (47.00)</b>	<b>107 (35.67)</b>	<b>36 (12.00)</b>	<b>300(100.00)</b>

**Table - 4.6.26.**

**Father's Educational Qualification with Level of Priority for Seen Improvement in the Children**

<b>Father educational (Qualification)</b>	<b>Level of Priority for Seen improvement in the children</b>				<b>Total</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Under graduate	1 (0.33)	2 (0.67)	1 (0.33)	0 (0.00)	4 (1.33)
Graduate	26 (8.67)	77 (25.67)	40 (13.33)	25 (8.33)	168 (56.00)
Post-graduate	15 (5.00)	49 (16.33)	50 (16.67)	14 (4.67)	128 (42.67)
<b>Total of Priority</b>	<b>42 (14.00)</b>	<b>128 (42.67)</b>	<b>91 (30.33)</b>	<b>39 (13.00)</b>	<b>300 (100.00)</b>

Fathers educational qualification and improvement in children's performance when was notified then it give an clear preview that 47 fathers had shown some progress, 35.67 percent with considerable progress in children, 12 percent had achieved success and 5.33 percent feels that progress is not been seen. While taking into consideration the preferences, 42.67 had low priority, 30.33 percent with medium, 14 percent with negligible and 13 percent with top priority.

Overall 56 percent were graduated fathers, 42.67 percent post graduate and 1.33 percent under graduate. When father's qualification was correlated with improvement seen in children some progress was seen in the major target group. Somewhat father's qualification affects their perceptive towards children positive perception helps to have considerable improvement.

**Table - 4.6.27.**

**Mother's Educational Qualification with Level of Achievement for Enhance confidence in the children**

<b>Mother educational (Qualification)</b>	<b>Level of Achievement for Enhance confidence in the children</b>				<b>Total</b>
	<b>Not Yet Started</b>	<b>Some Progress</b>	<b>Considerable Progress</b>	<b>Achieved</b>	
Under graduate	3 (1.00)	12 (4.00)	7 (2.33)	5 (1.67)	27 (9.00)
Graduate	18 (6.00)	75 (25.00)	92 (30.67)	17 (5.67)	202 (67.33)
Post-graduate	6 (2.00)	34 (11.33)	18 (6.00)	13 (4.33)	71 (23.67)
<b>Total of Achievement</b>	<b>27 (9.00)</b>	<b>121 (40.33)</b>	<b>117 (39.00)</b>	<b>35 (11.67)</b>	<b>300 (100.00)</b>

**Table - 4.6.28.**

**Mother's Educational Qualification with Level of Priority for Enhance confidence in the children**

<b>Mother educational (Qualification)</b>	<b>Level of Priority for Enhance confidence in the children</b>				<b>Total</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Under graduate	2 (0.67)	14 (4.67)	5 (1.67)	6 (2.00)	27 (9.00)
Graduate	15 (5.00)	83 (27.67)	83 (27.67)	21 (7.00)	202 (67.33)
Post-graduate	7 (2.33)	34 (11.33)	19 (6.33)	11 (3.67)	71 (23.67)
<b>Total of Priority</b>	<b>24 (8.00)</b>	<b>131 (43.67)</b>	<b>107 (35.67)</b>	<b>38 (12.67)</b>	<b>300 (100.00)</b>

Mother's educational qualification and enhancement of confidence level in the children -40.33 percent had some progress, 39 percent has considerable progress, 11.7 percent had achieved and 9 percent has not yet started with progress. When we consider 67.3 percent graduate mothers, 23.7 percent postgraduate mothers and 9 percent undergraduate mothers. While taking into account the priorities of the parents, 43.67 percent had low, 35.67 percent with medium, 12.67 percent with top priorities and 8 percent with not applicable priority. Overall when we see the preview that mothers qualification and confidence enhancement. When mother's qualification is good then awareness gets generated and then perspective towards children changes. When perspective changes, it reflects on children's performance and ultimately it enhances confidence in children.



**Table - 4.6.29.**

**Father's Educational Qualification with Level of Achievement for Enhance confidence in the children**

<b>Father educational (Qualification)</b>	<b>Level of Achievement for Enhance confidence in the children</b>				<b>Total</b>
	<b>Not Yet Started</b>	<b>Some Progress</b>	<b>Considerable Progress</b>	<b>Achieved</b>	
Under graduate	1 (0.33)	2 (0.67)	1 (0.33)	0 (0.00)	4 (1.33)
Graduate	16 (5.33)	88 (29.33)	42 (14.00)	22 (7.33)	168 (56.00)
Post-graduate	10 (3.33)	31 (10.33)	74 (24.67)	13 (4.33)	128 (42.67)
<b>Total Achievement</b>	<b>27 (9.00)</b>	<b>121 (40.33)</b>	<b>117 (39.00)</b>	<b>35 (11.67)</b>	<b>300 (100.00)</b>

**Table - 4.6.30.**

**Father's Educational Qualification with Level of Priority for Enhance confidence in the children**

<b>Father educational (Qualification)</b>	<b>Level of Priority for Enhance confidence in the children</b>				<b>Total</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Under graduate	1 (0.33)	2 (0.67)	1 (0.33)	0 (0.00)	4 (1.33)
Graduate	12 (4.00)	70 (23.33)	65 (21.67)	21 (7.00)	168 (56.00)
Post-graduate	11 (3.67)	59 (19.67)	41 (13.67)	17 (5.67)	128 (42.67)
<b>Total of Priority</b>	<b>24 (8.00)</b>	<b>131 (43.67)</b>	<b>107 (36.33)</b>	<b>38 (12.67)</b>	<b>300(100.0)</b>

Father's educational qualification when correlated with enhancement of confidence level of the children, it was indicated that 40.33 percent had shown some progress, 39 percent had shown considerable progress, 11.67 percent have completely achieved and 9 percent have not yet started progress. When we consider father's educational qualification 56 percent were graduated, 42.7 percent with post-graduation and 1.3 percent with under-graduation. When we consider the level of priorities of parents accordingly, 43.67 had low priority, 36.33 percent with medium priority, 12.67 percent with top priority and 8 percent with negligible priority. Overall some progress is identified with low level priority so to develop the confidence it is essential to create awareness and educational qualification also matters to some extent.

**Table - 4.6.31.**

**Mother's Educational Qualification with Level of Achievement for Appreciation gives Motivation**

<b>Mother educational (Qualification)</b>	<b>Level of Achievement for Appreciation gives motivation</b>				<b>Total</b>
	<b>Not Yet Started</b>	<b>Some Progress</b>	<b>Considerable Progress</b>	<b>Achieved</b>	
Under graduate	5 (1.67)	19 (6.33)	3 (1.00)	0 (0.00)	27 (9.00)
Graduate	22 (7.33)	95 (31.67)	81 (27.00)	4 (1.33)	202 (67.33)
Post-graduate	2 (0.67))	21 (7.00)	35 (11.67)	13 (4.33)	71 (23.67)
<b>Total of Achievement</b>	<b>29 (9.67)</b>	<b>135 (45.00)</b>	<b>119 (39.67)</b>	<b>17 (5.67)</b>	<b>300 (100.00)</b>

**Table - 4.6.32.**

**Mother's Educational Qualification with Level of Priority for Appreciation gives Motivation**

<b>Mother educational (Qualification)</b>	<b>Level of Priority for Appreciation gives motivation</b>				<b>Total</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Under graduate	7 (2.33)	15 (5.00)	5 (1.67)	0 (0.00)	27 (9.00)
Graduate	26 (8.67)	76 (25.33)	93 (31.00)	7 (2.33)	202 (67.33)
Post-graduate	3 (1.00)	19 (6.33)	42 (14.00)	7 (2.33)	71 (23.67)
<b>Total of Priority</b>	<b>36 (12.00)</b>	<b>110 (36.67)</b>	<b>140 (46.67)</b>	<b>14 (4.67)</b>	<b>300 (100.00)</b>

Appreciation is important factor for children to show adequate growth and development. It is important understand that parents qualification is correlated with their awareness towards the concept of appreciation. When children appreciated they get motivated and perform better. When mothers educational qualification was correlated with the appreciation that they gives children and which creates motivation in them, 45 percent parents had shown some progress, 39.67 percent parents with considerable progress 5.67 percent had achieved 9.67 percent parents had not yet started with achievement. When educational qualification of Mothers was correlated it gave a graph that among 67.3 percent of graduated mothers, 23.67 were post graduated, 9 percent under graduated mothers. While considering the priorities, 46.67

percent with medium, 36.67 percent with low, 12 percent not applicable and 4.67 percent with top priority.

If we consider the above graphs, overall it reflects that educational qualification some what matters to understand the importance of appreciation which gives motivation in learning. Most of the parents have generated awareness with medium level priority so appreciation is required for children to get motivated and perform better. Simultaneously awareness is also important factor as well as educational qualification is important to understand is necessity.

**Table - 4.6.33.**

**Father's Educational Qualification with Level of Achievement for Appreciation gives Motivation**

<b>Father educational (Qualification)</b>	<b>Level of Achievement for Appreciation gives motivation</b>				<b>Total</b>
	<b>Not Yet Started</b>	<b>Some Progress</b>	<b>Considerable Progress</b>	<b>Achieved</b>	
Under graduate	1 (0.33)	1 (0.33)	2 (0.67)	0 (0.00)	4 (1.33)
Graduate	19 (6.33)	93 (31.00)	53 (17.67)	3 (1.00)	168 (56.00)
Post-graduate	9 (3.00)	41 (19.67)	64 (21.33)	14 (4.67)	128 (42.67)
<b>Total of Achievement</b>	<b>29 (9.67)</b>	<b>135 (45.00)</b>	<b>119 (39.67)</b>	<b>17 (5.67)</b>	<b>300(100.00)</b>

**Table - 4.6.34.**

**Father's Educational Qualification with Level of Priority for Appreciation gives Motivation**

<b>Father educational (Qualification)</b>	<b>Level of Priority for Appreciation gives motivation</b>				<b>Total</b>
	<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
Under graduate	2 (0.67)	2 (0.67)	0 (0.00)	0 (0.00)	4 (1.33)
Graduate	24 (8.00)	74 (24.67)	66 (22.00)	4 (1.33)	168 (56.00)
Post-graduate	10 (3.33)	34(11.33)	74 (24.67)	10 (3.33)	128 (42.67)
<b>Total of Priority</b>	<b>36 (12.00)</b>	<b>110 (36.67)</b>	<b>140 (46.67)</b>	<b>14 (4.66)</b>	<b>300(100.00)</b>

Usually mother's Qualification is an important and integral part of children's education but father's qualification can also be correlated. Father's appreciation is

also an essential part and creates motivation 45 percent had shown some progress, 39.67 percent with considerable progress, 5.67 percent had achieved success and 9.67 percent had not yet started. When father's qualification was considered 56 percent graduated parents, 42.67 parents with post graduation and 1.33 percent with under graduation. While considering the preferences of the parents, 46.67 percent had medium priority, 36.67 with low, 12 percent with negligible and 4.66 percent with top. The above table indicates that considerable progress is seen with medium level priority. Once the awareness is created the level of appreciation also gets increased. Overall father's qualification is also important as better the qualification better awareness. Appreciation needs awareness and then only it will generate awareness.

#### **4.7 Feedback given by the parents of the children with learning Difficulties**

**Table 4.7.1.**

**Parents Feelings (Emotions)**

<b>Feelings of parents</b>	<b>Emotions</b>	<b>Total</b>	<b>Percentage</b>
	Pride	11	3.67
	Concern	145	48.33
	Sad	45	15.00
	Annoyance	36	12.00
	Regret	61	20.33
	Confidence	102	34.00
	Love	111	37.00
	Happy	101	33.67
	Doubt	46	15.33
	Disappointment	61	20.33
	Irritation	58	19.33
	Fear	62	20.67
	Nervousness	40	13.33
	Anxiety	42	14.00
	Grief	25	8.33
	Hatred	13	4.33
	Guilt	57	19.00
	Possessiveness	56	18.67
	Frustration	54	18.00
	Anger	52	17.33
	Phobia	33	11.00
	Depression	24	8.00

Parent's emotions are very important to understand when we try to find out their perception towards the children. Emotions about their children who are having learning issues was tried understood during whole communication through open forum of questions and even through observation while having the discussion with them such as way of expression and also through considering their thoughts towards the upcoming situation. These emotions were entitled under basic emotions. Parents had multiple emotions about their children and even some had confusion about their thought process too but it is important to understand basic emotions of the parents. Various emotions were reflected while interacting of the parents such as concern, possessiveness, happy, love, confidence, depression, phobia, anger, frustration, guilt, hatred, grief, anxiety, nervousness, fear, irritation, disappointment, doubt, regret, annoyance, sad and pride, etc.... Overall when the emotions were considered, 48.33 percent parents expressed concern as the key emotion. Love inspite of the difficulty that the child is facing was indicated in 37 percent parents. 34 percent parents have conveyed the feeling of confidence and 33.67 percent expressed happiness after improvement in the performance of the child. 20.67 percent expressed fear as emotions, 20.33 percent expressed the feelings of disappointment and 19.33 percent expressed feeling of irritation. 19 percent parents conveyed that they feel guilty about their child's performance, 18.67 percent told that they become possessive about their children and 18 percent gets frustrated when child is not able to perform 17.33 percent told that they become angry when children are unable to perform, 15.33 percent parents has doubt about their child's performance and 15 percent parents expressed sad feelings when their children are unable to perform. Anxiety was seen in 14 percent parents, 13.33 percent parents expressed nervousness and 12 percent articulated the emotion of getting annoyed and phobia in 11 percent. 4.33 percent parents expressed hatred feelings about their children when they are unable to perform and 3.67 conveyed pride emotions when their children perform explicitly well. Overall mixed emotions are notified in the parents. Overall concern was the basic emotion identified in children.

**Table 4.7.2.**  
**Parents Understanding's of Difficulties**

<b>Understanding</b>	<b>Level of Acceptance</b>	<b>Total</b>	<b>Percentage</b>
	Accepted	104	34.67
	Partly Accepted	89	29.66
	Not Accepted	107	35.67

Parents understanding was also tried to find out through interact with them as well as by observation. 34.67 percent parents were having complete understanding as per their way of expression and thoughts that exact areas which are hindering the child and right step to follow it. 29.66 percent parent (respondent) were having partial acceptance about the difficulties that the child is suffering from. 35.67 percent parents (respondent) still do not have complete understanding about the difficulties the child is undergoing. Overall complete understanding needs to be developed in parents about which areas they need to provide help and difficult areas of the child. Once parents understand exact issue of the child then only the resolution of the issue could be stressed out.

**Table 4.7.3.**  
**Parents Frequency to meet the Expert**

<b>Frequency to seek information</b>	<b>Period</b>	<b>Total</b>	<b>Percentage</b>
	Once in weeks	4	1.33
	Once in 15 days	65	21.67
	Once in Month	150	50.00
	Once in Quarter	67	22.33
	Once in Half year	14	4.67

Overall when it was asked to the parents that do they approach relevant specialist or people for understanding about child's concerns. Relevant person could be class teacher, School Authorities at times, School Counselor or Remedial teacher, Psychologist, therapist or Psychiatrist as per requirement of the child. When it asked to the parents 50 percent parents approach once in month, 22.33 percent parents conveyed that they approach once in quarter, 21.67 percent parents conveyed that they approach once in fortnight, 4.67 percent parents conveyed that they meet once in six months

and hardly 1.33 percent parents conveyed the meet the relevant person once in a week.

**Table 4.7.4.**

**Parents Sources to seek information about Learning Difficulties**

<b>Sources to seek information</b>	<b>Source</b>	<b>Total</b>	<b>Percentage</b>
	Remedial Teacher	172	57.33
	School Counselor	96	32.00
	Special School Teacher	115	38.33
	Class Teacher	57	19.00
	Principal / Headmistress	28	9.33
	Internet / book	52	17.33
	Child Psychologist	59	19.67
	Child Psychiatrist	10	3.33
	Play Therapist	2	0.67
	Occupational Therapist	1	0.33
	Speech Therapist	12	4.00

In general when it was to the parents about approaching relevant person and its frequency and it was also asked about whom they approach, 57.33 percent parents approach Remedial Teacher in or outside the school also. 38.33 percent parents (respondent) usually approach the special school teacher. 32 percent approaches the School Counsellor. 19.67 percent parents conveyed that they have approached clinical / child psychologist too. 19 percent also goes and approach the class teacher or 17.33 percent parents conveyed that they also refer books or surf from internet. 9.33 percent parents to meet the School Principal frequently. 0 to 5 percent parents who hardly or on need based approach the 4.00 percent have also approached the Speech Therapist and 3.33 percent have met the Child Psychiatrist too. Hardly 0.67 percent told that they have met the Play Therapist and 0.33 percent approached Occupational Therapist. Overall majority of the parents had an approach the Remedial Teacher, School Counsellor or Special School Teacher.

**Table 4.7.5.**

**Children engaged in extracurricular activities**

<b>Extracurricular Qualities</b>	<b>Yes/ No</b>	<b>Total</b>	<b>Percentage</b>
	Yes	196	65.33
	No	104	34.67
If “Yes”	Sports	61	20.33
	Performance Arts & Music	95	31.67
	Art & CREATIVE	40	13.33

When it was considered that do parents (respondent) feels that it is important to understand the specific skills of the children inspite of their concerns. It is important to understand that children have specific abilities or positive qualities in children inspite of academic concerns. Mostly parents perceive academics as important aspect and at times overlook their special qualities. When it was asked to parents of the children who are already taking remediation it was understood that slowly the perspective of parents is changing and they are focusing on especially positive qualities of the children. When it was asked to the parents (respondent) about the same, 65.33 percent parents feels that they focus on positive qualities of children and identified their special skills set. 34.67 percent parents still have dual thinking or doubt about the same whether to focus on academics or extracurricular activities also. Out of those who focus on the children’s extracurricular activities, 20.33 percent children are participating in sports, 31.67 percent of parents focus on performing arts and music and 13.33 percent focus on their creative and art skills.

**Table 4.7.6.**

**Parents become emotional on others comment**

<b>Becomes emotional on others comment</b>	<b>Yes/ No</b>	<b>Total</b>	<b>Percentage</b>
	Yes	162	54.00
	No	138	46.00
If “No”	Confidently Convey	78	26.00
	Ignore	60	20.00



Confidently conveying the relatives, neighbours in short to the society is important when it was asked to the parents (respondent) whether others emotions affects their thoughts or they can confidently convey about their views to others. Usually others comment unnecessarily on the children inspite of their knowledge about the issues that is hindering their children while learning. It becomes difficult situation for the parents to react for such situations. In that place, role of the family especially parents is very important and essential. When it was asked to the parents about the same, 54 percent parents conveyed that others comment affect them and they are unable to convey others about the same. 46 percent parents told that others comment do not affect their thought process in that 26 percent parents conveyed that they can confidently convey others about not to comment on their children and 20 percent parents ignore other peoples comment as they feel that it is not much important to focus on it. In general, still there are majority of parents who find it difficult to convey people and face their comment but those who convey it confidently to others for them situation becomes easier to handle their comments.

**Table 4.7.7.**

**Parents feeling the need of change in classroom**

<b>Change in classroom</b>	<b>Yes/ No</b>	<b>Total</b>	<b>Percentage</b>
	Yes	32	10.67
	No	252	84.00
	Sometimes	16	5.33
If “Yes”	Individual Attention	32	10.67

Overall when it was asked to parents that whether they feel that classroom set should be changed as their children are not able to cope up or do they feel more specified individual attention teacher should give to the children with learning difficulties. 84 percent parents feel that individual attention is helping them out so it is not required to have change in classroom set up. 10.67 percent parents expressed that there is need to change classroom set up especially children with learning difficulties needs special attention and should sit in front. 5.33 percent parents conveyed that sometimes they feel changed is required but at times they are fine with present classroom environment. Majority of the parent’s feels that classroom set up is difficult to change not required unless until child studies changes cannot be observed.

**Table 4.7.8.**

**Parents feeling the need of change in curriculum**

<b>Changes in Curriculum</b>	<b>Areas</b>	<b>Total</b>	<b>Percentage</b>
	Yes	42	14.00
	No	237	79.00
	Sometime	21	7.00
If yes	Difficult to understand	6	2.00
	Difficult to cope up	36	12.00

Curriculum is another integral part of discussion when learning difficulties are considered. While considering the curriculum and present adjustment level of children in coping up with it is big question. When it was asked to the parents, 14 percent parents (respondent) expressed that there is need to have change in the curriculum, 79 percent expressed that there is no need to have a change in it and 7 percent were not sure about whether there should be changed in curriculum or not. 2 percent expressed that children are not able to understand certain concept so it is difficult to cope up with present curriculum whereas 12 percent have thought they are not able to cope up with curriculum. But majority of the parents responded that there is no need to have change in curriculum with special efforts and individual attention from basics enhances children to improve the curriculum.

**Table 4.7.9.**

**Parents feel child has behaviour issue**

<b>Concern</b>	<b>Yes/ No</b>	<b>Total</b>	<b>Percentage</b>
Behavior issues	Yes	266	88.67
	No	34	11.33

Learning difficulties children may have Behavioural issues in the children such as distraction, inattentiveness, aloofness, timidity, shyness or hyperactive. When it was asked to the parents about whether they have observed any behavioural issues in the children, 88.67 percent agreed to it. 11.33 percent parents do not have thought there are there any behavioural issues hindering their children apart from learning difficulties.

**Table 4.7.10.**

**Parents observe behavioural issue in the area of difficulty**

<b>Behaviour issues</b>	<b>Areas of difficulty</b>	<b>Total</b>	<b>Percentage</b>
If “Yes”	Attention	41	13.67
	Concentration	42	14.00
	Distraction	86	28.67
	Aggressive	65	21.67
	Hyperactive/Impulsivity	36	12.00
	Aloof	55	18.33

Among those parents who have identified behavioural concerns in the children, 28 percent parents had seen distraction in their children, 21.67 percent feels children gets easily aggressive, 18.33 percent expressed that their children have become aloof, 14 percent parents have expressed that children have difficulty in concentration and 13.67 percent has attention difficulty.

**Table 4.7.11.**

**Parents Ways to deal with child having Behavioural issues**

<b>Tackle</b>	<b>Ways to handle</b>	<b>Total</b>	<b>Percentage</b>
	Spare time	60	20.00
	Medication	18	6.00
	Meditation	17	5.67
	Counselling	27	9.00
	Do activities	88	29.33
	Being patient	20	6.67
	Cannot Tackle	85	28.33
	Instruction in appropriate ways	13	4.33

When it was asked to the parents the ways they apply to tackle the situation, 20 percent parents conveyed that they spare special time, 6 percent parents expressed that they motivate their children to do regular meditation. 5.67 percent parents conveyed that their children also are taking medication for behavioural issues. 9 percent parent told that counselling only helps their children in concerned with behavioural issues. 29.33 percent parents conveyed that they regularly do activities with the children. 6.67 percent parents conveyed that they keep themselves patient in

such situation. 4.33 percent parents conveyed that they try to give instructions in an appropriate ways to the children. 28.33 percent parents conveyed that they face difficulty in tackling the situation. Majority of the parents have tried to learn some or the convenient ways to handle the children over the period of time. At initial it was difficult phase of parents as per their expression.

**Table 4.7.12.**

**Parents concern about diet**

<b>Criteria</b>	<b>Health Concern</b>	<b>Total</b>	<b>Percentage</b>
Proper Diet	Yes	145	48.33
	No	155	51.67
Breakfast	Un-healthy	152	50.67
	Healthy	148	49.33
Lunch	Un-healthy	152	50.67
	Healthy	148	49.33
Snacks	Un-healthy	152	50.67
	Healthy	148	49.33
Dinner	Un-healthy	152	50.67
	Healthy	148	49.33

Diet is an important and essential factor in learning of the children. If children take healthy diet it may lead to good health and ultimately good learning. It may not be always a factor that will affect but more over it affects the learning strength and energy level of the children. Overall when it was questioned to parents whether they feel that their children are taking healthy diet, it was been conveyed that 51.67 percent parents feels that their children have issues with diet and do not have appropriate eating habits. 48.33 percent parents (respondent) conveyed that their children have no issues with the healthy diet. When it is considered as healthy diet it means having at least four times meal in a day and that too frequently having food at home. Complete meal for lunch and dinner with rice, dal, chapatti or bhakari and vegetables. For breakfast little bit heavy food or either homemade breakfast items such as poha, upma, dosa, and so on... For snacks light food items such as milk, fruits, ladoos, juices, and so forth at least children having milk twice a day unless and until prohibited from Doctors. Overall when we consider the breakfast, lunch, snacks and

dinner i.e. four times a meal as criteria, 50.67 percent parents feel that their children unhealthy breakfast and 49.33 percent feels that children have healthy breakfast.

**Table 4.7.13.**

**Parents views about future career of the child**

<b>Thoughts on future career</b>	<b>Yes/ No</b>	<b>Total</b>	<b>Percentage</b>
	Yes	99	33.00
	No	201	67.00

When it was asked to the parents that whether they have given a thought about their children’s future career, 67 percent parents conveyed that they have not yet thought about the future career of their children as such reasons were majorly children having poor academic performance therefore not having much expectation from parents, some have a thought that children are small yet to give a thought on the same and few also thought that the decision should be taken by the children themselves. 33 percent parents conveyed that they have given a thought about their children’s future career.

**PART – II**

**QUALITATIVE ANALYSIS**

**4.8 Case studies**

The researcher has mentioned some of the case studies for the reference. The names of the students are purposefully changed to keep the confidentiality. The cases mentioned are depending on the discussion that was done during the data collection. The purpose was to give an add-on effort to the research.

**CASE - 1**

Riya is a 9 years old girl studying in Std 3<sup>rd</sup> in an English Medium School in Pune. She had been an enthusiastic student. Initially Riya was studying in USA with her parents. Recently, they had transferred since last two years in Pune. She was very active in doing her projects and assignments in the school but since they have got transferred she has almost lost the interest in her studies. Her notebooks have become untidy and unfinished. The class teacher had called the parents individually to address

about Riya's issue. Parents were in tears after listening to the conversation done by the teacher. At glance, they became blank and couldn't think what to do.

All sought of negative thoughts came in their mind as explained by the parents during data collection. The class teacher requested the parents meet the School Counsellor. After interaction with the counsellor, the parents got a brief idea about the issues that are been observed in Riya. Counsellor requested them to meet the Remedial teacher for further assessment. Parents were not sure about the process and were having several questions in the mind.

Still the parents made an effort to meet the Remedial Teacher (RT) and she explained about the required the process of the Informal test that needs to be done. She also explained simultaneously the purpose of the test. Finally with dual mindset the parents agreed to undergo for the test. After the test, the Remedial teacher along with School Counsellor explained the report in detail. It was been told to them that sudden change in the school, study pattern, teaching methods has affected her overall performance. Earlier there was a variety of visual, kinesthetic and auditory teaching methods in the school to develop the cognitive skills. The students were encouraged to explore various topics using hand-on experience. Classrooms were smaller, with only few students in per class. Teachers used variety of teaching aids and paid attention to each student. The teaching in present school also has variety but mostly blackboard is followed. Riya found it difficult to adjust with present classroom and teaching methodology. Her set of friends have got changed suddenly that also somewhere have given an impact on her learning process.

The Remedial teacher conveyed the parents that Riya is an exceptionally intelligent girl with **Learning Differences**. They taught her learning strategies and skills that helped her to adjust with present school environment.

## **CASE – 2**

Arnav is 11 years old student studying in Std 4<sup>th</sup> English Medium School. He has been showing the symptoms of day dreaming since couple of years. He seems to live in his own world, where he is either immersed in computer games, or stares at others. "He is so absorbed that he can't even hear when others are calling him" says his mother. He is always fascinated in his dream world and at times ignores the talk done by others.

In the School, the usual complaints were noticed that in completion of work. So the parents met the Remedial Teacher at school to understand areas where he is lagging. The Remedial Teacher after assessment explained the report to the parents and explained that he is good at his reading age and can comprehend the passage quickly. There is no issue in his writing skills or mathematical skills. Parents were surprised by this thought and confused that then in issues hindering him. Remedial Teacher along with the School Counsellor explained about the family issues that are hindering in his mind.

Parents were initially trying to hide about the family issues but slowly when they gained confidence and started sharing the family issues. He had been developed the Habit of shutting out the sounds of verbal abuse that goes on in the family and sought refuge in the world of her own. Since both the parents were absorbed in their own world, they had overlooked the issue that is hindering him. By not completing his homework and class work, Arnav compelled his parents to focus on his needs, even if for brief period.

After hearing, this conversation parents were numbed about their mistakes and started giving thought about his behaviour. They got the realisation that it has affects his emotional and school performance simultaneously. Since then parents took a deep efforts to change environment at home and slowly with remedial help things were back to normal. The parents also got an understanding about the reasons of his **Learning Concerns.**

### **CASE – 3**

Radha is 13years old student studying Std 3<sup>rd</sup> in Special School. Her mother that, “She was initially going to normal school but she was not able to cope up”. She use to find major difficulty in Language. She was not able to differentiate between the letters, words and use to usually write the reversals. It was difficult for the parents to teach the basic spellings as well as pronunciation of that spelling. She shows same reversal difficulty in maths also especially for 6 and 9. She always uses to be alone and would be different from other children in the class.

Her teacher finds her difficult to understand. Teacher feels that she is able to understand whatever is taught and otherwise a bright child. But when reading as a task is given it becomes difficult for him to read anything. She gets jumbled up with the words; she yawns and rub her eyes or complains that her eyes hurt or that she is in

able to read the font. It was been told to her parents to do her eye check up but her vision doesn't have any issue. She doesn't copy her homework and her books are incomplete. She doesn't carry her proper books to so if mother tells her to pack the books. At times it is felt that she is unable to understand proper instruction but seems to be quite intelligent at times. Many of them feel that he is lazy and doesn't want to complete her tasks.

She is good at her dancing skills and does Bharatnatyam dance excellently. She loves playing with puppies, and often spends time with them. She is very much keen in contributing in creative and art work. Parent usually feels that she lazy and doesn't want to do the task. Her IQ is average.

She always helps her younger sister in her project work. She is passionate about her creative skills. She has made lot of thing out of waste. When parents approach the psychologist for the same she was identified with **Dyslexia** with average IQ. The earlier school suggested her to put in special school as she was not able to cope up. But since when she is been placed in special school she has shown drastic improvement. She also got an opportunity and motivation to develop her creative skills.

Parents are continuously taking follow up with the Clinical Psychologist as well as School teachers. Appreciation in the recent school has motivated her to do things positively. There was large discrepancy seen in her potential and actual achievement.

#### **CASE – 4**

Ridan is 7years old child studying in Std 1<sup>st</sup> in an English Medium School. “His hand writing is very poor and unreadable” teacher always complains about him. Parents are frustrated with these usual complaints. Class teacher had shown his notebooks to the parents. The mother told that she use to feel very bad to hear this complaint about him. When parents were addressed this issue on Open Day, they felt guilty to hear a complaint about him. Parents were told to meet the School Counsellor for the same. The parents were referred outside for the assessments.

The parents were initially not ready for doing the test but slowly after some days finally the parents took the child for the assessment. After assessment during report explanation the clinical psychologist conveyed that he is having **Dysgraphia** with above average IQ. Parents were surprised to hear the conversation and they were



speechless. Parent started getting a feel that we were blaming him and at times beating him also but he is not able to see proper lines and understand that whether he is writing it on proper lines or not. The Psychologist requested him to do his eye check up simultaneously. But his eye check up report was also indicating normal eye sight. Psychologist showed his hand writing which was not at all readable. Parents do agreed with the same as they knew that they also had similar complaint from school and even through their observation.

It was observed that he letters are cramped up with no space at all between them. He is unaware of when to put capital letters sometimes it uses to appear between the words. Then psychologist suggested for remediation. Parents took him to Remedial Teacher. Remedial Teacher told Ridan to write few sentences. It was observed that his writing is slow and letters are difficult identify. There is no space between two letters but where as in his thought process is wonderful. He comes up with very innovative ideas when he shares the story orally. Remedial Teacher's talk developed some hopes in parents for last six months.

Parents have started working along with the remedial help on his writing skills. They have seen slight change in Ridan. School Counsellor and Remedial Teacher continuously motivate the parents to have a positive attitude for him and guided in ways to conduct activities for him. Ridan is still visiting the Remedial Teacher on frequent basis.

### **CASE – 5**

Ujwal is a 13 years old student studying in Std 7<sup>th</sup> in an English Medium School. Ujwal was in Std 1<sup>st</sup> when her class teacher told that she has difficult with mathematics. She is unable identify numbers and signs. She easily gets confused with the concepts. She is very good at language skills and can excellently comprehend orally. When parents were called to address the issue they were blaming her instead of understanding her issue. They also had an argument with the class teacher also. But still after six months also when they did not saw considerable changes then they approach the School Counsellor for the same.

The School Counsellor narrated her observation told parents. She conveyed that she has only difficulty in understanding mathematical concept especially the signs, concept of borrowing, carryover. She gets confused in tables and cannot learn the tables. The School Counsellor referred the child for further assessment.

During the assessment, she was been identified with Dyscalculia. Parents were told that she is not doing things purposefully but getting confused with concept. She is not lazy but finds herself in difficulty when it comes to Mathematical concepts. So she has ultimately started facing difficulty in and dislikes that subject too. Parents initially were blaming the child that she is lazy. But after understanding, the issue they started feeling bad that somewhere they are responsible for her academic loss. As initially, they were not ready to accept the truth.

Then from second term of Std 2<sup>nd</sup>, they started focusing on her mathematical skills and simultaneously was undergoing the remediation under the guidance of the remedial teacher. This helped her within two three years, she is able to cope up with basic mathematical concept and now she can cope up with Mathematics. The fear of the subject has got vanished over the period of time. Now parents are also satisfied with her performance.

### **CASE – 6**

Varun is 10 years old student studying in Std 4<sup>th</sup> in an English Medium School. He is an quiet boy and never disturbs the class. He is doesn't trouble at home and even no complaints from school about misbehaviour but the prominent complaint is that he is not attentive. He continuously stares at blackboard outside the class. It looks that at times he is keenly listening to the conversation done by teacher but when teacher ask the questions he is unable to answer the questions.

He is physically present in the class but his minds wander outside somewhere. He is not able to complete his task at all and whatever little he writes is messy. During the reading session, he seems to be attentive but when he is been told to read then he is unable to know which line others are following. He appears to be like a day dreamer and everyone in the class laughs at her especially when he is unable to read on sudden basis. It has made him more reserved and withdrawn child in the class. Only his Art teacher is a little more lenient with him. He is good at his drawing skills and excellent thought process about different concepts in drawing. But he cannot sit too long for drawing too. If the drawing is small picture enjoys it a lot but if prolongs a bit longer he gets tired immediately. He gets distracted easily. His homework and assignments are usually incomplete and untidy. He is unable to remember the given home work. When he sits for homework somebody needs to continuously tell her to

complete her work. He has a habit of fidgeting with things. He has a habit of playing with pencil or pen.

Whenever he studies for his exams, he can remember his answers orally fluently but in her next day test performance most of the answers are either incorrect or left out blank. He very confidently conveys that he has written everything in the test. Parents were very disturbed with his issues. Then they approached the School Counsellor 2 years back. For further assessment they had approached the clinical psychologist. Through the assessment it was identified that He is having **Attention Deficit Hyperactivity Disorder – Predominantly Inattentive (ADHD – PI)** or it can also be said as **Attention Deficit Disorder (ADD)**. Parents became aware about his difficulty and then started with proper remedial process. Within a year, changes were seen in his activities. The clinical psychologist requested to visit the Child Psychiatrist for further medication which is required to develop his concentration. Parents took him to the Child Psychiatrist. Now he is able to cope with his studies and even improved in his concentration skills.

### **CASE - 7**

Manish is a 14 years old student studying Std 8<sup>th</sup> in an English Medium School. Manish is a child was identified with **Attention Deficit Hyperactivity Disorder – Predominantly Hyperactive and Impulsive (ADHD – HI)** in Std 2<sup>nd</sup>. Due to this difficulty, he had started facing learning issues too. Parents very disturbed with his overall behaviour and were unable to predict his behaviour at school, home or in any function. Since he was staying in Joint family, it became more difficult to make others understand about his difficulties and expect positive treatment for him. He uses to trouble his younger brother a lot. Mother was bit frightened to keep his younger brother with him as his behaviour may cause some or the other difficulty to him.

Overall the environment was very much tensed at home. Parents had got use to hear complaints about him constantly. Everyone in the family initially use to blame and speak negative thoughts about him. After hearing lot of complaints, he use to be purposefully be more mischief's. Parents once approached the School Counsellor and she referred him to the Child Psychiatrist after the observation. After approaching the Child Psychiatrist, they got to understand about his difficulty and ways to handle him. It was been suggested that he will need constant remediation and medication

simultaneously. Parents' role became an active to deal with him. They had to work on their own parenting skills to handle the situation more positively.

The Remedial help started along with the medication. His basic phonetic concepts were lagging in the language learning process. He was not write anything in the class and disturbed the complete class. Teachers were frustrated about his behaviour and parents had to hear many complaints about him. Slowly, he started liking the Remedial sessions and even use to interact with the remedial teacher openly. The whole process of situation has slight a bit changed over the period of two years.

Now, there are comparatively less complains about Manish and his academic performance has improved slight a bit. He has started completing his notebooks rarely it happens that he is unable to complete task. But his parents especially mother had taken constant effort to develop his performance and behaviour along with the Remedial Teacher, School Counsellor and Child Psychiatrist.

#### **4.9 Testing of the Hypothesis**

Based on the statistical results from study it confirms the hypothesis. With the reference to the study hypothesis, each hypothesis has its uniqueness in the process of conformation.

#### **HYPOTHESIS: 1 – Greater the awareness among the parents better to minimize the parents perception**

**Table – H 1 - 4.9.1.: Bivariate analysis of better awareness creates better perception**

		<b>Level of Priority- Unaware about the issue</b>				<b>Total</b>
		<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Level of Achievement Unaware about the issue</b>	<b>Not Yet Started</b>	37 (12.33)	20 (6.67)	15 (5.00)	7 (2.33)	79 (26.33)
	<b>Some Progress</b>	47 (15.66)	33 (11.00)	30 (10.00)	8 (2.67)	118 (39.33)
	<b>Considerable Progress</b>	53 (17.67)	29 (9.67)	5 (1.67)	0 (0.00)	87 (29.00)
	<b>Achieved</b>	3 (1.00)	4 (1.33)	0 (0.00)	9 (3.00)	16 (5.33)
	<b>Total</b>	140 (46.66)	86 (28.67)	50 (16.67)	24 (8.00)	300 (100.00)
<b>Chi Square = 304.850</b>		<b>df= 9</b>		<b>P = 0.000 (S)</b>		<b>C=0.710</b>
		<b>Level of Priority- Better awareness</b>				<b>Total</b>

		<b>Better perception</b>				
		<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Level of Achievement Better awareness Better perception</b>	<b>Not Yet Started</b>	2 (0.67)	12 (4.00)	7 (2.33)	2 (0.67)	23 (7.67)
	<b>Some Progress</b>	4 (1.33)	36 (12.00)	72 (24.00)	6 (2.00)	118 (39.33)
	<b>Considerable Progress</b>	5 (1.67)	67 (22.33)	47 (15.67)	11 (3.67)	130 (43.33)
	<b>Achieved</b>	3 (1.00)	5 (1.67)	17 (5.67)	4 (1.33)	29 (9.67)
	<b>Total</b>	14 (4.67)	120 (40.00)	143 (47.67)	23 (7.67)	300 (100.00)
	<b>Chi Square = 283.705</b>		<b>df= 9</b>		<b>P = 0.000 (S)</b>	
		<b>Level of Priority- Accepted child as he/she is</b>				<b>Total</b>
		<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Level of Achievement Accepted child as he/she is</b>	<b>Not Yet Started</b>	7 (2.33)	10 (3.33)	3 (1.00)	4 (1.33)	24 (8.00)
	<b>Some Progress</b>	9 (3.00)	41 (13.67)	60 (20.00)	11 (3.67)	121 (40.33)
	<b>Considerable Progress</b>	2 (0.67)	57 (19.00)	59 (19.67)	15 (5.00)	133 (44.33)
	<b>Achieved</b>	8 (2.67)	3 (1.00)	9 (3.00)	2 (0.67)	22 (7.33)
	<b>Total</b>	26 (8.67)	111 (37.00)	131 (43.67)	32 (10.67)	300 (100.00)
	<b>Chi Square = 283.624</b>		<b>df= 9</b>		<b>P = 0.000 (S)</b>	

*P- value is generated using La-Pearson Chi – Square Test.*

The Bivariate analysis using chi-square test suggests that there is statistically significant association between the parents' perception and their awareness about the learning difficulties of their child. Awareness about the difficulties is essential for the parents to develop their understanding and provide right help to the child.

This Hypothesis is proved; on the basis of bivariate analysis using chi-square test indicate that there is statistically significant association about the priority of the parents and their achievement about the awareness of the issues, their perception and acceptance of the child. At end we can conclude that the achievement of the child is

dependent of level of priorities of the parents. Hence, better awareness would be helpful to create better perception.

**HYPOTHESIS: 2 - Greater recognition of the parents' better performance seen in the children.**

**Table – H 3 – 4.9.2.: Bivariate analysis of Emotional support to the child**

		Level of Priority- Appreciation gives motivation				Total
		NA	Low	Medium	Top	
Level of Achievement Appreciation gives motivation	Not Yet Started	13 (4.33)	5 (1.67)	7 (2.33)	4 (1.33)	29 (9.67)
	Some Progress	15 (5.00)	44 (14.67)	73 (24.33)	3 (1.00)	135 (45.00)
	Considerable Progress	7 (2.33)	57 (19.00)	53 (17.67)	2 (0.67)	119 (39.67)
	Achieved	1 (0.33)	4 (1.33)	7 (2.33)	5 (1.67)	17 (5.67)
	<b>Total</b>	36 (12.00)	110 (36.67)	140 (46.67)	14 (4.67)	300 (100.00)
	<b>Chi Square = 311.377      df= 9      P = 0.000 (S)      C=0.714</b>					
		Level of Priority- Parents emotional support helps to develop their performance				Total
		NA	Low	Medium	Top	
Level of Achievement Parents emotional support helps to develop their performance	Not Yet Started	5 (1.67)	17 (5.67)	13 (4.33)	3 (1.00)	38 (12.67)
	Some Progress	12 (4.00)	24 (8.00)	68 (22.67)	2 (0.67)	106 (35.33)
	Considerable Progress	19 (6.33)	46 (15.33)	72 (24.00)	3 (1.00)	140 (46.67)
	Achieved	4 (1.33)	8 (2.67)	3 (1.00)	1 (0.33)	16 (5.33)
	<b>Total</b>	40 (13.33)	95 (31.67)	156 (52.00)	9 (3.00)	300 (100.00)
	<b>Chi Square = 364.240      df= 9      P = 0.000 (S)      C=0.741</b>					
		Level of Priority- Child Competing to himself				Total
		NA	Low	Medium	Top	
Level of Achievement Child Competing to himself	Not Yet Started	2 (2.00)	19 (6.33)	20 (6.67)	1 (0.33)	46 (15.33)
	Some Progress	10 (3.33)	67 (23.33)	28 (9.33)	2 (0.67)	107 (35.67)
	Considerable Progress	9 (3.00)	47 (15.67)	75 (25.00)	3 (1.00)	134 (44.67)
	Achieved	7 (2.33)	3 (1.00)	2 (0.67)	1 (0.33)	13 (4.33)
	<b>Total</b>	32	136	125	7	300

		(10.67)	(45.33)	(41.67)	(2.33)	(100.00)
<b>Chi Square = 375.657</b>		<b>df= 9</b>		<b>P = 0.002 (S)</b>		<b>C=0.746</b>

*P- value is generated using La-Pearson Chi – Square Test.*

The hypothetical results are drawn by Bivariate analysis using chi-square test reflects that there is significance in the performance of the child and recognition from the parents. Therefore parents' appreciation provides emotional support to the child.

Parents' emotional support is important to the child. Bivariate analysis results improvement in the performance of the child is dependent on the emotional support and appreciation provided by the parents along with the competency of the child. We can conclude that the performance of the child's improvement is dependent of the level of priority of emotional support to the child by parents.

**HYPOTHESIS: 3 - Good efforts by parents and institution well results seen in child's coping**

**Table – H 4 – 4.9.3.: Bivariate analysis of Enhancement of learning capabilities of the children through motivation from parents and school**

		Level of Priority- Enhance learning capabilities				Total
		NA	Low	Medium	Top	
<b>Level of Achievement Enhance learning capabilities</b>	<b>Not Yet Started</b>	0 (0.00)	5 (1.67)	21 (7.00)	0 (0.00)	26 (8.67)
	<b>Some Progress</b>	2 (0.67)	47 (15.67)	63 (21.00)	0 (0.00)	112 (37.33)
	<b>Considerable Progress</b>	3 (1.00)	71 (23.67)	71 (23.67)	2 (0.67)	147 (49.00)
	<b>Achieved</b>	0 (0.00)	4 (1.33)	9 (3.00)	2 (0.67)	15 (5.00)
	<b>Total</b>	5 (1.67)	127 (42.33)	164 (54.67)	4 (1.33)	300 (100.00)
<b>Chi Square = 122.093</b>		<b>df= 9</b>		<b>P = 0.000 (S)</b>		<b>C=0.538</b>
		Level of Priority- Efforts of schools helps to change the views				Total
		NA	Low	Medium	Top	
<b>Level of Achievement Efforts of schools helps to change the views</b>	<b>Not Yet Started</b>	1 (0.33)	6 (2.00)	11 (3.67)	4 (1.33)	22 (7.33)
	<b>Some Progress</b>	3 (1.00)	32 (10.67)	68 (22.67)	7 (2.33)	110 (36.67)
	<b>Considerable Progress</b>	6 (2.00)	61 (20.33)	69 (23.00)	5 (1.67)	141 (47.00)
	<b>Achieved</b>	2 (0.67)	9 (3.00)	7 (2.33)	9 (3.00)	27 (9.00)
	<b>Total</b>	12 (4.00)	108 (36.00)	155 (51.67)	25 (8.33)	300 (100.00)

<b>Chi Square = 267.667      df= 9                      P = 0.001 (S)                      C=0.687</b>						
		<b>Level of Priority- School Helps to change the views</b>				<b>Total</b>
		<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Level of Achievement Motivation School Helps to change the views</b>	<b>Not Yet Started</b>	0 (0.00)	6 (2.00)	11 (3.67)	5 (1.67)	22 (7.33)
	<b>Some Progress</b>	3 (1.00)	57 (19.00)	42 (14.00)	9 (3.00)	111 (37.00)
	<b>Considerable Progress</b>	4 (1.33)	58 (19.33)	53 (17.67)	17 (5.67)	132 (44.00)
	<b>Achieved</b>	1 (0.33)	6 (2.00)	21 (7.00)	7 (2.33)	35 (11.67)
	<b>Total</b>	8 (2.67)	127 (42.33)	127 (42.33)	38 (12.67)	300 (100.00)
<b>Chi Square = 288.629      df= 9                      P = 0.000 (S)                      C=0.700</b>						
		<b>Level of Priority- Cope up with academics</b>				<b>Total</b>
		<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Level of Achievement Cope up with academics</b>	<b>Not Yet Started</b>	1 (0.33)	7 (2.33)	9 (3.00)	2 (0.67)	19 (6.33)
	<b>Some Progress</b>	5 (1.67)	70 (23.33)	56 (18.67)	5 (1.67)	136 (45.33)
	<b>Considerable Progress</b>	2 (0.67)	64 (21.33)	54 (18.00)	4 (1.33)	124 (41.33)
	<b>Achieved</b>	3 (1.00)	12 (4.00)	5 (1.67)	1 (0.33)	21 (7.00)
	<b>Total</b>	11 (3.67)	153 (51.00)	124 (41.33)	12 (4.00)	300 (100.00)
<b>Chi Square = 302.541      df= 9                      P = 0.000 (S)                      C=0.709</b>						
		<b>Level of Priority- Proud feel after efforts good performance</b>				<b>Total</b>
		<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Level of Achievement Proud feel after efforts good performance</b>	<b>Not Yet Started</b>	3 (1.00)	2 (0.67)	3 (1.00)	0 (0.00)	8 (2.67)
	<b>Some Progress</b>	0 (0.00)	36 (12.00)	71 (23.67)	8 (2.67)	115 (38.33)
	<b>Considerable Progress</b>	0 (0.00)	75 (25.00)	53 (17.67)	18 (6.00)	146 (48.67)
	<b>Achieved</b>	0 (0.00)	10 (3.33)	17 (5.67)	4 (1.33)	31 (10.33)
	<b>Total</b>	3 (1.00)	123 (41.00)	144 (48.00)	30 (10.00)	300 (100.00)
<b>Chi Square = 315.693      df= 9                      P = 0.001 (S)                      C=0.715</b>						

*P- value is generated using La-Pearson Chi – Square Test.*

Motivation from the parents helps the children in the enhancement of the child's capabilities. The Bivariate analysis results that the enhancement of the child's capabilities is dependent on the priorities of the kind of efforts given by the parents.



As motivation from the parents is important same way motivation from school is equally essential. School and parents are the pillars for the child. The analysis reflects that the enhancement of the child's capabilities efforts of school, coping strategy, positive changes with the efforts of the parents and school is dependent of the level of priority of efforts of the School and parents along with the capabilities of the child.

**HYPOTHESIS: 4 - Greater acceptance of the parents' better reception by the society.**

**Table – H 2 – 4.9.4.: Bivariate analysis of greater acceptance better reception by the society**

		Level of Priority- Parents accept child also society accept				Total
		NA	Low	Medium	Top	
Level of Achievement Parents accept child also society accept	Not Yet Started	10 (3.33)	8 (2.67)	8 (2.67)	4 (1.33)	30 (10.00)
	Some Progress	9 (3.00)	37 (12.33)	43 (14.33)	3 (1.00)	92 (30.67)
	Considerable Progress	8 (2.67)	41 (13.67)	102 (34.00)	5 (1.67)	156 (52.00)
	Achieved	8 (2.67)	3 (1.00)	4 (1.33)	7 (2.33)	22 (7.33)
	<b>Total</b>	35 (11.67)	89 (29.67)	157 (52.33)	19 (6.33)	300 (100.00)
<b>Chi Square = 363.824</b>		<b>df= 9</b>		<b>P = 0.000 (S)</b>		<b>C=0.740</b>
		Level of Priority- Society pressures difficult to accept				Total
		NA	Low	Medium	Top	
Level of Achievement Society pressures difficult to accept	Not Yet Started	6 (2.00)	22 (7.33)	17 (5.67)	0 (0.00)	45 (15.00)
	Some Progress	13 (4.33)	19 (6.33)	88 (29.33)	1 (0.33)	121 (40.33)
	Considerable Progress	11 (3.67)	87 (29.00)	30 (10.00)	0 (0.00)	128 (42.67)
	Achieved	1 (0.33)	2 (0.67)	3 (1.00)	0 (0.00)	6 (2.00)
	<b>Total</b>	31 (10.33)	130 (43.33)	138 (46.00)	1 (0.33)	300 (100.00)
<b>Chi Square = 238.009</b>		<b>df= 9</b>		<b>P = 0.000 (S)</b>		<b>C=0.665</b>
		Level of Priority- child important than society				Total
		NA	Low	Medium	Top	
Level of Achievement child important than society	Not Yet Started	3 (1.00)	9 (3.00)	3 (1.00)	2 (0.67)	17 (5.67)
	Some Progress	1 (0.33)	32 (10.67)	84 (28.00)	3 (1.00)	120 (40.00)
	Considerable	4	76	72	2	154

	<b>Progress</b>	(1.33)	(25.33)	(24.00)	(0.67)	( 51.33)
	<b>Achieved</b>	1 (0.33)	2 (0.67)	5 (1.67)	1 (0.33)	9 (3.00)
	<b>Total</b>	9 (3.00)	119 (39.67)	164 (54.67)	8 (2.67)	300 (100.00)
<b>Chi Square = 218.034</b>		<b>df= 9</b>		<b>P = 0.000 (S)</b>		<b>C=0.649</b>
		<b>Level of Priority- Societal Comments disturbs the parents</b>				<b>Total</b>
		<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Level of Achievement Societal Comments disturbs the parents</b>	<b>Not Yet Started</b>	22 (7.33)	14 (4.67)	12 (4.00)	0 (0.00)	48 (16.00)
	<b>Some Progress</b>	9 (3.00)	101 (33.67)	43 (14.33)	1 (0.33)	154 (51.33)
	<b>Considerable Progress</b>	6 (2.00)	37 (12.33)	48 (16.00)	0 (0.00)	91 (30.33)
	<b>Achieved</b>	3 (1.00)	3 (1.00)	1 (0.33)	0 (0.00)	7 (2.33)
	<b>Total</b>	40 (13.33)	155 (51.67)	104 (34.67)	1 (0.33)	300 (100.00)
<b>Chi Square = 245.923</b>		<b>df= 9</b>		<b>P = 0.000 (S)</b>		<b>C=0.671</b>
		<b>Level of Priority- Motivation helps to change perspective</b>				<b>Total</b>
		<b>NA</b>	<b>Low</b>	<b>Medium</b>	<b>Top</b>	
<b>Level of Achievement Motivation helps to change perspective</b>	<b>Not Yet Started</b>	1 (0.33)	9 (3.00)	6 (2.00)	0 (0.00)	16 (5.33)
	<b>Some Progress</b>	5 (1.67)	97 (32.33)	40 (13.33)	0 (0.00)	142 (47.33)
	<b>Considerable Progress</b>	1 (0.33)	48 (16.00)	89 (29.67)	1 (0.33)	139 (46.33)
	<b>Achieved</b>	2 (0.67)	1 (0.33)	0 (0.00)	0 (0.00)	3 (1.00)
	<b>Total</b>	9 (3.00)	155 (51.67)	135 (45.00)	1 (0.33)	300 (100.00)
<b>Chi Square = 282.133</b>		<b>df= 9</b>		<b>P = 0.000 (S)</b>		<b>C=0.696</b>

*P- value is generated using La-Pearson Chi – Square Test.*

The Bivariate analysis using chi-square test recommends that there is statistically considerable relationship between the parents' perception and the understanding level of the society.

Parents' perception about the child may differ according to the societal pressures. The bivariate analysis of reception level of the society to the child is dependent on the priority of parents for the acceptance of their child, societal pressures, motivation given to the child. We can draw the conclusion level of reception of the society to the child is dependent on the priority of parents for the acceptance of their child