

# **Which educational path children with learning difficulties / anxiety disorders / hearing or kinetic difficulties follow?**

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## **ABSTRACT**

This part of the dissertation was the research approach of the topic and consists of 3 sections. The first part of the research part presented introductory elements of the subject of the study. This was followed by a report on the methodology used to complete the study, then part of the statistical analysis was prepared and finally the conclusions were recorded.

**KEY WORDS:** special learning difficulties, parents, education.

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## **I. INTRODUCTION**

In recent decades, there has been a strong need for inclusive and equitable education for children with special educational needs in mainstream schools.

All European countries strongly support the inclusion of these students with special educational needs in the context of educational policies related to the educational process and recognize that inclusion or the School for All, as called in the Luxembourg Charter (1996) "A School for All", provides the most important basis for providing equal opportunities for students with different types of special education needs at all stages of their life. (Polychronis, 2011).

Indeed, in accordance with the International Convention on the Rights of Persons with Disabilities (Article 24) and the Optional Protocol to the Convention adopted by the UN General Assembly (2006) and the EU (2009) and Greece recently signed (September 2010), States not only recognize the right to education for people with disabilities but are also obliged to develop a school for all that ensures their co-education and provides them with appropriate learning opportunities. . The purpose of society and the educational process is, moreover, to create a positive attitude towards integration.

The inclusion of children with special educational needs (SEN) in primary and secondary education has become an important topic for debate worldwide in recent decades. In the past, studying children with SEN in regular schools was a less realistic scenario. (Hammill, D.D. (1990).

Over the years, many studies have shown that children with different types of special needs can participate in regular education, which is the case in many countries today (Nakken and Pijl 2002 in De Boer 2011).

## **II. METHODOLOGY**

### **Aim**

The purpose of this study is to investigate the parents' perception regarding the inclusion of children with special educational needs in general education.

### **Sample**

A convenience sample of 130 parents with children with special educational needs was gathered in order to answer the research aims. The sample was gathered during April 2021 and July 2021.

### **Research tool**

A close ended questionnaire was constructed with 43 questions, the first part of the questionnaire concerned the characteristic of the sample, parent gender, age, child gender, type of special educational need e.t.c and the second part concerned the parents' view regarding the inclusion of children with special educational needs in general education. The questionnaire can be seen in the appendix.

### **Statistical Analysis**

The statistical analysis was performed with the use of the statistical software spss22.0. Descriptive and inferential statistics (independent sample t – test) was used.

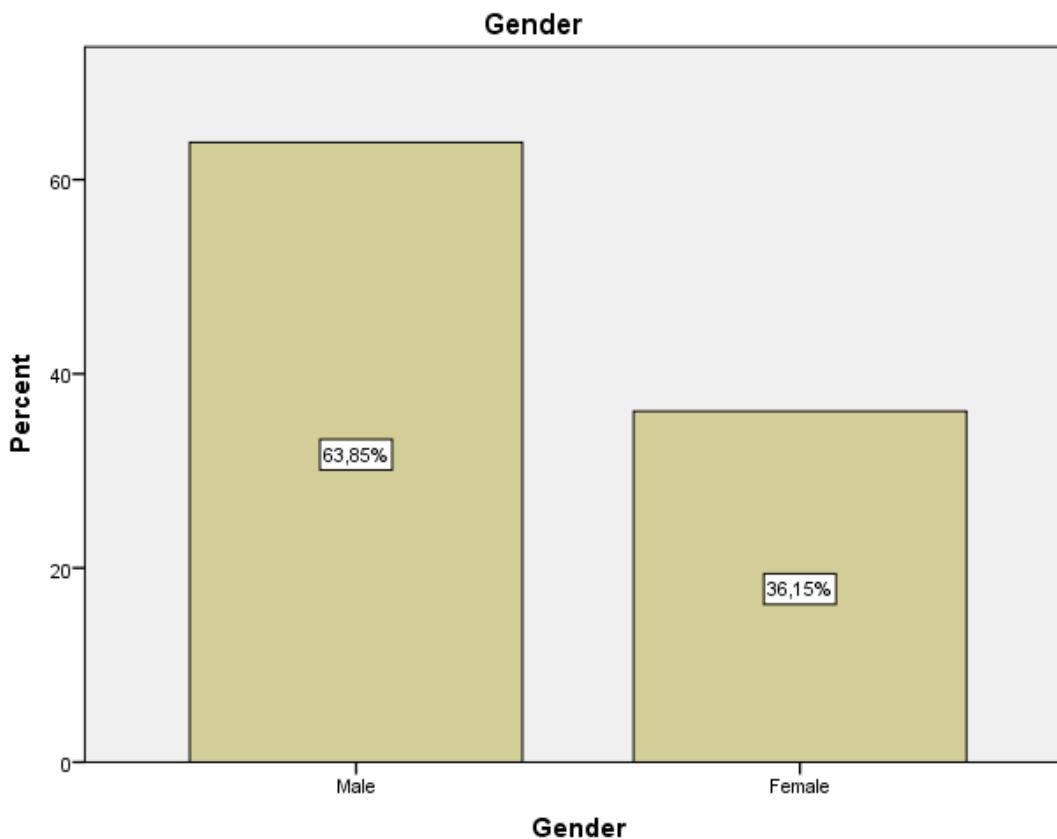
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### III. RESULTS

**Table 1. Gender**

	Frequency	Percent
Male	83	63,8
Female	47	36,2
Total	130	100,0

In table 1 it can be seen that 63.8% of the participants are male and the rest 36.2% of the participants are female.



**Table 2. Age**

	Frequency	Percent
25 - 35	33	25,4
36 -45	63	48,5
46+	34	26,2
Total	130	100,0

In table 2 it can be seen that 48.5% of the participants are 36-45 years old, 26.2% of the participants are above 46 years old and 25.4% of the participants are 25 – 35 years old.

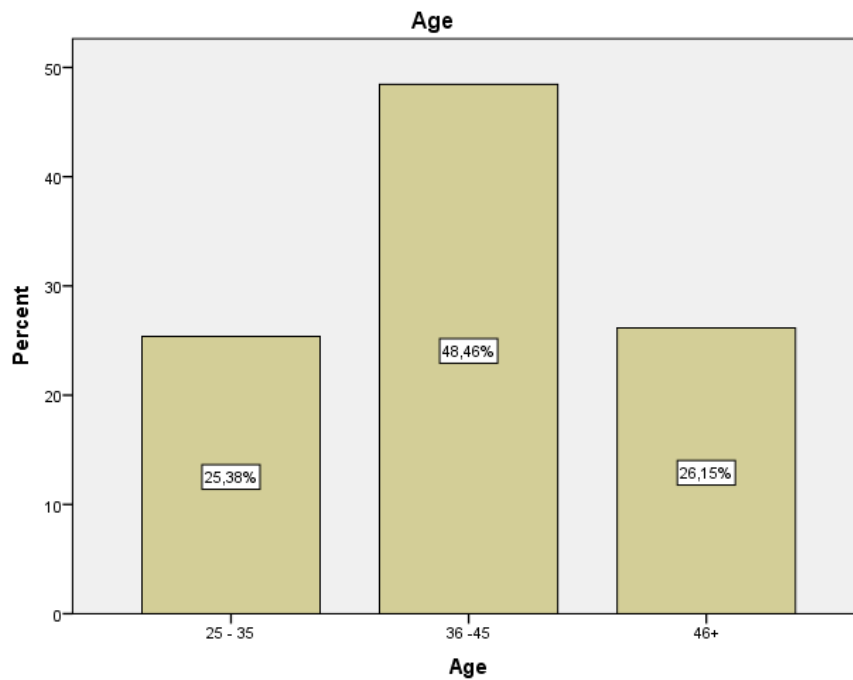


Table 3. Education

	Frequency	Percent
University degree	35	26,9
High school	22	16,9
Master degree	59	45,4
PHD	14	10,8
Total	130	100,0

In table 3 it can be seen that 45.4% of the participants have a master degree, 26.9% of the participants have a university degree, 16.9% of the participants have a high school diploma and the rest 10.8% of the participants have a PHD.

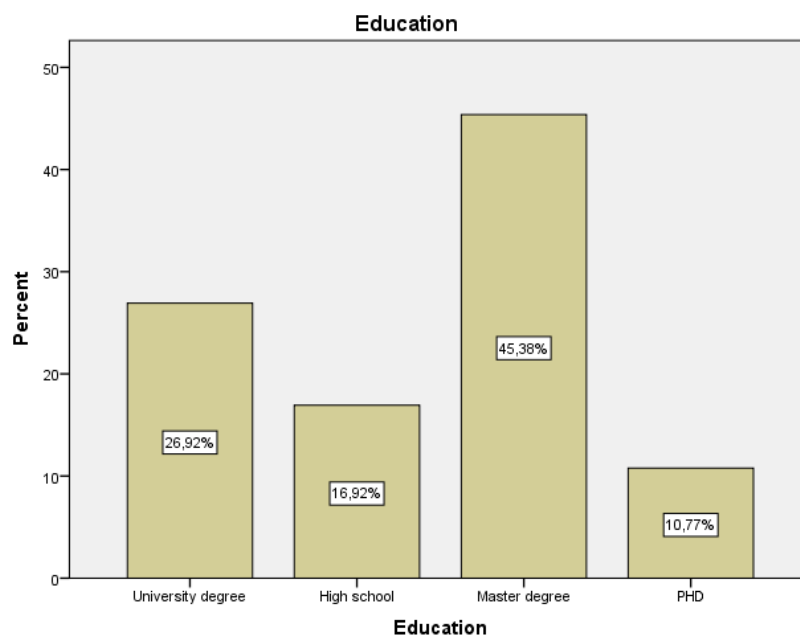


Table 4. Employment

	Frequency	Percent
Student	18	13,8
Private employee	47	36,2
State employee	30	23,1
Freelance	19	14,6
Retired	8	6,2
Unemployed	8	6,2
Total	130	100,0

In table 4 it can be seen that 36.2% of the participants are private employees, 23.1% of the participants are state employees, 14.6% of the participants are freelancers, 13.8% of the participants are students, 6.2% of the participants are unemployed and the rest 6.2% of retired.

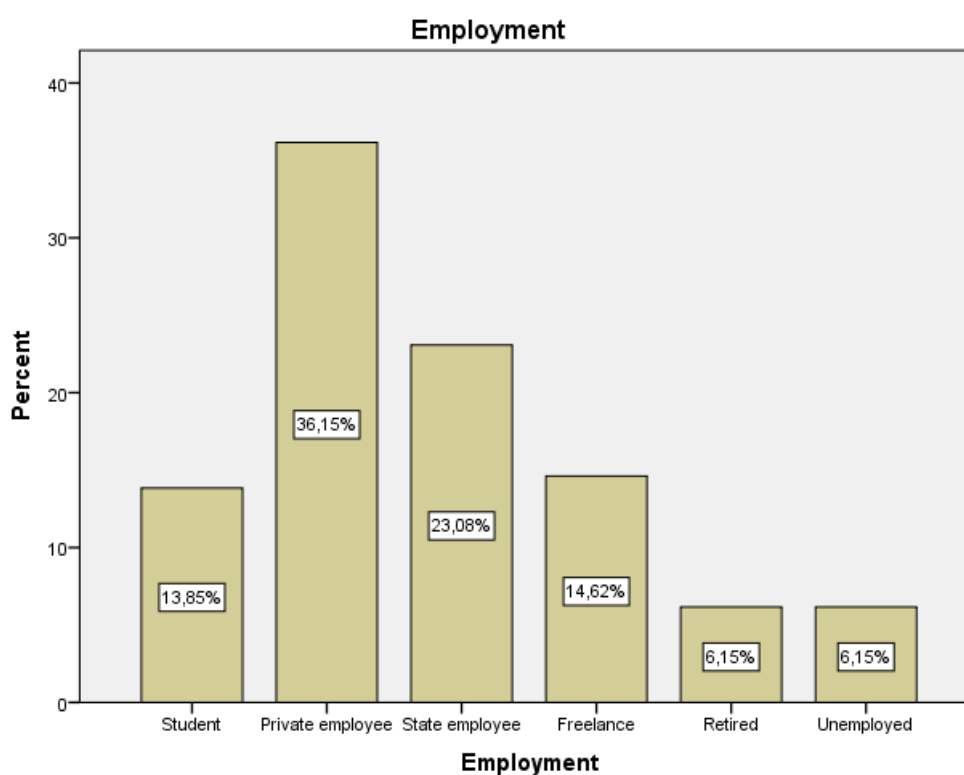
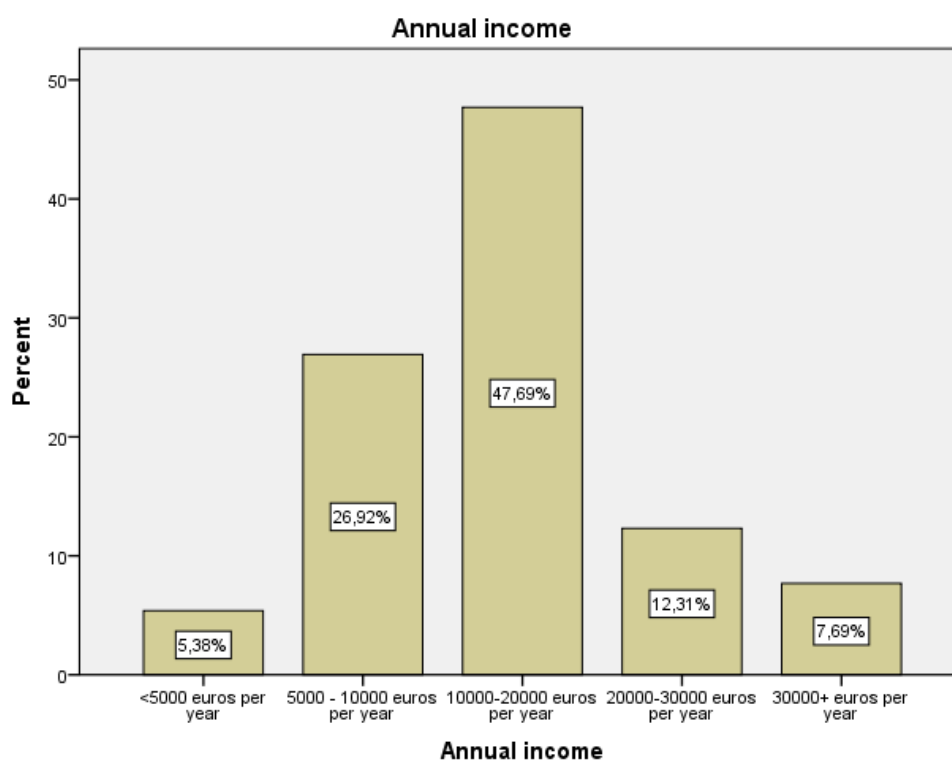


Table 5. Annual income

	Frequency	Percent
<5000 euros per year	7	5,4
5000 - 10000 euros per year	35	26,9
10000-20000 euros per year	62	47,7
20000-30000 euros per year	16	12,3
30000+ euros per year	10	7,7
Total	130	100,0

In table 5 it can be seen that 47.7% of the participants have an annual income of 10000 – 20000 euros per year, 26.9% of the participants have an annual income of 5000 – 10000 euros per year, 12.3% of the participants have an annual income of 20000 – 30000 euros per year, 7.7% of the participants have an annual income more than 30000 euros per year and the rest 5.4% of the participants have an annual income less than 5000 euros per year.



#### IV. CONCLUSION

The statistical analysis resulted that almost half of parents said that their children have special learning difficulties, 1/3 of the children have emotional problems or anxiety disorders, 1/10 of the children have either a hearing disorder or kinetic difficulties or multiple disabilities and a 5% of the children have either behavioral problems or attention problems or development disorders.

In addition, 1/3 of the children was found to follow a Parallel support in general education school or a special school, 1/4 of the children followed an integration department in general education school, 1/5 of the children followed a personalized intervention by a private external partner at school and 1/20 of the children followed the general education curriculum.

Inferential statistics resulted that there is not a statistical difference between male and female parents in relation to the inclusion of children with special educational needs in general education.

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