



THE FACTORS INFLUENCING ON COMMUNICATIONS BETWEEN PARENTS OF STUDENTS WITH LEARNING DISABILITIES AND SPECIAL TEACHERS

Maryam Najafi Moghadamnejhad*

Rahmatollah Kharazmi Rahimabadi**

Fatemeh Khoshnavay Fomani***

Abstract: *Students with learning disorders display weaker capability than their mental and dynamic ability. If these problems are not corrected, they produce lifelong effect on individuals that it seems to be more than disability in reading, writing, and arithmetic skills, and then learning disabilities can influence on mental health and mental status. The cooperation of student, teacher and parent is needed to treat a learning disturbance. Therefore, establishing an effective communication will guarantee the success of reformative process. This study was done to determine parents' view of students with learning disabilities about the factors influencing on communication between the students' parents and their teachers.*

Methods- *This cross-sectional study has been implemented in 2010 among 81 of persons who refer to the center of learning disabilities Dehkhoda. Samples were selected by the method of availability. Data were collected by the questionnaire included two types of questions related to individual characteristic and the factors affecting on communication. Descriptive information was adjusted and reported in the way of percentage and ranking. The analytical examination of the chi-square test and multi-way analysis of variance were used to analyze data. All statistical analyses were performed with the SPSS (Version 19) software package.*
Conclusion*The parents believe that timely and appropriate openness, modesty, confidentiality, professional integrity, are some factors effective on communication.*

Keywords: *communication skills, students, learning disabilities, training, special teachers*

*Department of Educational Sciences- *Iranshahr Branch- Islamic Azad University - Iranshahr -Sistan & Baluchestan-Iran*

***Researcher & Clinical Guide in CCLD Dehkhoda "Correction Center For Learning Disorders" –Guilan-Iran*

****PhD Student, School of Nursing and Midwifery, Tehran University of Medical Sciences, Tehran- IRAN*



INTRODUCTION

Learning disabilities are some issues that individuals cannot learn special cases, despite having the intellectually, physically, neurologically balanced status, these problems make longtime effects much more than reading, writing, and arithmetic skills and finally cause negative effect on mental health if the problems do not be eliminated (Raghavan *et al.*, 2004)

In the present study, Practitioners who improve learning disorders are called special teachers. In the process of reformation of learning disabilities, the students and their parents and teachers had to cooperate together, thus presence of an effective communication will guarantee success of reform processes.

Like most of skills, some persons are more talented than others (Ghadiri Lshkajany *et al.*, 1999) The Remedial classes of learning disabilities usually consist of a few students and effective training in the restrictedly educational setting is more than thing related to special teachers' communicative skills (Spencer 2003).

Communication in the training process has been defined as exchange of information or ideas between training bodies (human, content, tools) (Espeland 2001). Plenty of elements and variables such as trainer, learner, message, and environmental factors play important role in the process of training communication (Koohestani 1996). Effective training depends on the proper use of communication skills.

Teachers can facilitate the process of training and also they can compensate deficiency of text book and lack of education, or contrariwise, the best situation and teaching subject will be changed into inactivated and unattractive environment due to inability of teachers to make a good communication (Shabani 1992) The reformative process of learning disabilities is an training process that its efficacy is vitally influenced on by a good relationship between human pillars.

Ability to communicate effectively is one of the special teachers' dominant traits (Zoohor & Eslaminejad 1994), which increase self-confidence and learning stimulus (Paterson & Crawford 1994) and is regarded as one of the most important indicators of effective teaching .

Capability of communication skill introduce as a function of professional competence, academic ability, mastery of the subject, teachers' personality traits, and ethical



characteristics (Esfandiari 2001 & Ashraf 2002) Openness, energetic and positive attitude, willingness to lead, teachers' communicative style and their gender, . eloquence, power of expression, clarity of content, individual and ethical characteristics (Nasrabadi & Parsa 2000), students and their parents' contribution in the training issues (Mazloomi et al., 2000). Therefore, in order to improve the quality of teaching-learning process, teachers need to be acquainted with effective factors in communication [Spencer 2003]. You should consider the fact that students' personality and individual traits should be regard as a key factor. The special teachers' main stimulus is the reformation and treatment of learning disabilities, but it should be paid attention that all of students and parents do not have the same capacity. Therefore we could not anticipate that all of students and parents have had the same concept to the special teachers' activity (Shadpoor 1992).

The present study was performed to investigate effective reason quality of communication between students with learning disabilities and their parents and special teachers.

METHOD

This cross-sectional study in 2011 has been done in the center of reformation and treatment of learning disabilities located in Rasht. The case study in this research consists of 81 parents of students with learning disabilities that were selected by the method of availability. At the first, parents had been aware of the topic and target of research, and also was clarified confidentiality of personal identification, and independency of research project of treating process, and eventually only some parents contributed, took part in the research.

The main tool of research was questionnaire which composed of demographic and main body part. The main body was the effective factors of communication between parents and special teachers, this part of inquiry composed of 30 questions about four main topics (personal character, scholarship, teaching methodology, teaching methods and the ability of teachers particularly in communication skills) and the responses were set according to the scale of as "very effective" (4), "effective" (3), "low impact" (2) and "no impact" (1). Types of validity, has been evaluated by Delphi method, and then reliability of the experimental method modified by Cronbach's alpha ($\alpha = 0.89$).

Data was used to analyzed by descriptive statistics (frequency distribution, mean and SD) and independent t-test was used to compare groups. SPPSS (version19) software analyzed data to reduce computational mistake, and increase statistical capability.



FINDINGS

In the parents' view, teachers' openness, modesty, confidentiality, played effective role, while age, gender, appearance state, and teaching methodology were less important (tab. 2).

In contrast to the views of different groups of parents, efficacy of openness ($p < 0.02$) and the communication skills of teachers' experience ($p < 0.03$) did not identify significant differences.

On the basis of parents' ranking scores which consist of total score, and dimension scores, was not identified significant difference between individual personality ($p < 0.68$), openness ($p > 0.97$), teaching methodology ($p > 0.98$), and communication skills of special teachers ($p > 0.36$), and also between courses, levels, and different entrances.

Tab. 1) distribution of the parents' view of Students with learning disorders basis on individual characteristic

Frequency (%)	Variable	
25/4	Male	Gender
74/6	Female	
46/4	Native	Residency status
53/6	Non-native	

Tab. 2) distribution and average score of parents' view on the basis of communication skills between parents and special teachers in order to promote learning level

The number of responders to every option					
mean	No impact	low effective	Effective	Very effective	Teachers' characteristics
0/33 ± 3/91	(%0/6)	(%0)	(%7/2)	(%92/2)	Timely and appropriate openness
0/83 ± 3/25	(%5)	(%10)	(%40)	(%45)	Appearance
0/77 ± 3/44	(%2/2)	(%10/5)	(%27/6)	(%59/7)	Adhering to ethical and religious beliefs
0/64 ± 3/66	(%1/1)	(%6/1)	(%18/2)	(%74/6)	Confidentiality and integrity
0/47 ± 3/83	(%1/1)	(%1/1)	(%11)	(%86/7)	Fairness in dealing with parents
0/64 ± 3/59	(%1/7)	(%3/4)	(%28/7)	(%66/3)	Parents' contribution to solve problems
0/50 ± 3/74	(%0/6)	(%1/7)	(%20/7)	(%77/1)	Patience and empathy with the parents
0/51 ± 3/76	(%0/6)	(%2/2)	(%17/8)	(%79/4)	Experience
0/51 ± 3/76	(%0/6)	(%2/8)	(%16/1)	(%80/6)	Mastery and updating of scientific concepts , lessons and
0/56 ± 3/71	(%0/6)	(%3/9)	(%19/3)	(%76/2)	Mastery and updating of science
0/62 ± 3/53	(%1/1)	(%3/4)	(%36)	(%59/6)	Practical experience related to the topic of lessons
0/67 ± 3/44	(%1/1)	(%7/2)	(%37/8)	(%53/9)	Paying attention to Continuity of lessons



DISCUSSION

In the present study factors influencing on the mount of levels which parents of students with learning disorders contributed in the reformative process was reviewed and evaluated. Training communication Researches related to the way of teacher's communication skill with students. Therefore in this study some effective reasons on the level of parents of students with learning disabilities in the reformative process have been assessed. Therefore in this assessment, all of findings were compared with previous research to confirm the present estimation of the study. The parents' view, educational and moral qualities such as fair behavior with parents, teachers' scientific concepts and being mastery of course, experience, timely and appropriate openness, humility and modesty, confidentiality and integrity, patience and knowledge to be Master in the course were the important factors and then, the age and gender, appearance, and having expertise in communication were put in the second priority. The study resulted in Arak showed that the technique of expression, and observing teaching skills, academic level, experience, ethics and the dignity and respect to the audience by the teacher, were the most important factors to promote learning from the perspective of the audience (Fulda 2000)

In another study in Ahvaz, teachers' the professional, practical, personal and moral features were respectively identified as the most important factors (Shabani 1992). Another study, also professors' scholarship, trustiness, confidence and mutual respect to enhance communication has been emphasized (Ghadami et al., 2007). In another study in Yazd, science and experience as the second most important characteristics of ideal professors determined (Mazloomi & Ihram poosh 1999) that these results are consistent with the current study.

The study shows that parents among the four traits of good teachers, allocated the first priority to the individual character and then into the areas of scholarship, teaching methods and ability to communicate. The significant difference in the teachers' and parents' view in the areas of openness and teachers' experience establishing communication may be due to emotional and mental problems due to detaching from family and lack of adequate familiarity with the campus and others.

Young parents showed more tendencies to supportive role of professor and professors needed to had more openness and experience that could help them solve the students'



problems. Talking about scientific issues, consulting about essential skills in the field, observing of proper covering and clothing, regarding at terms and standard of training processes, training, organizing workshops on effective communication were proposed strategies that improve teachers' skills to promote better communication with parents.

CONCLUSION

Timely and appropriate openness, modesty, and integrity, secrecy are some important factors that increase parents' and teachers' communication and level of keeping in touch. To improve the quality of teaching-learning process, it is essential for teachers to be familiar with the effective factors of communication on parents, and then effective cooperation of the parents of students would help teachers improve training statement of student with learning disabilities. Upon the findings of the study, according to three times presence of mothers in the reformatory process, we can offer to be considered this case in the future training planning.

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