

GENDER DIFFERENCES IN SATISFACTION OF PARENTS OF CHILDREN WITH SPECIAL NEEDS WITH THE TEACHING PROCESS

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ABSTRACT

This study investigated the gender differences of parents of children with special needs in satisfaction regarding the indicators of teaching process. The sample consisted of 53 subjects/parents (18 or 34 % mothers and 35 or 66% fathers). The Chi-square test showed differences of statistical significance among them. To evaluate parent's perceptions of teaching process satisfaction indicators, a structured questionnaire was developed, piloted and validated. The questionnaire included one part of questions related to some demographic data, such as gender and the type of child's impairment, and 13 multiple choice questions with answers from 1 (not satisfied at all) to 5 (very satisfied). Croanbach Alpha was used to measure the questionnaire reliability. The value we obtained was .834 (.783-fathers and .844-mothers). In order to find the differences between mothers and fathers we used the T-test for independent groups. The results of our research showed a relatively moderate to high value in most of the variables that reflect the parent's satisfaction with the teaching process. In some of them our results showed that fathers were more satisfied than mothers, while in some others there were no differences of statistical significance. The practices of child care in our country are seen as closely associated with mothers, who are assumed to have higher expectations from the services provided to their children. Nevertheless, such results indicate a need for further, thorough research that will include additional variables, in order to understand more clearly the impact of additional indicators on parents' perspectives.

Keywords: Special needs student, parents, satisfaction, teaching, differences.