

Narrative inquiry of fathers of young children with disabilities about Parenting experience

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Abstract

The purpose of this study is to find out the meaning of father 's role in the education of children with disabilities and the meaning of fathers' raising children with disabilities. Qualitative data were gathered with interviews and researchers journals. In-depth interviews were implemented 35times and focus group interviews were implemented five times totally. As a result, three big categories were identified and 6 sub-themes. : narrative about environments, narrative about teachers, narrative about friends and narrative about time. In this study, we did not reveal the relationship between the type of disability of the child and the perception of the role of the father according to the severity of the disability. In the future, I would like to study the father 's experience and role perception according to the age of the child.

Keywords: *Narrative inquiry, fathers of young children with disabilities, Parenting experience, young children with disabilities*

1. Introduction

The family is the most effective and one organizational unit that promotes the child's growth¹ and development and Active participation of family members plays a decisive role in the growth of the child. Recently, special education has assumed the participation of the family in order to achieve the educational purpose, and recognizes the parents as the subject of cooperation and expert [1] [2]. Parents with disabilities may experience feelings of psychological, social, and economic burden due to additional parenting burden, treatment, and education in their daily lives, so as the child experiences many difficulties while experiencing various problems in the process of growth of the child, family-centered support and approach are needed to strengthen the competence of parents. Parental involvement in early childhood education can have shared values and beliefs with professionals and can stimulate cooperation and develop positive relationships.

In the field of special education, many parents have been aware of the importance of family care for early childhood care, and special schools and institutions are providing counseling and training based on family needs [1] [2] [3]. This support is perceived to be effective because it

¹ Article history:

Received (January 9, 2019), Review Result (February 13, 2019), Accepted (March 15, 2019)

doubles the role and function of the parent. Early research on parental roles was largely mother-centered and recognized mothers as crucial roles. In recent years, however, there has been a growing interest in the role of the father of the handicapped and the interest in the care of the child, and a social need to escape from the perception of the past, which has been regarded only as the role of the mother.

The change of role expectation for father can be deduced from various social phenomena. This is an example of a paternity leave system for men who can actively participate in child rearing and an independent father's group. In recent years, lack of father role in the family has led to a lack of dialogue and consensus formation with the children, and there is a growing voice in general education to reinforce the role of father as well as the family, school violence and crime [2] [4] [5].

Participation in parenting of infants and toddlers is increasingly taken for granted, emphasizing its importance and already proving to have a positive impact on many studies. Fathers' parenting behaviors have an important influence on social maturity, social competence, academic performance, and developmental problems and problem behaviors of children with disabilities. In addition, the extent to which the father recognizes and understands the characteristics of the child's disability can have a significant impact on the treatment and education, and the father's attitude has a significant impact on the child's overall development [3] [6] [7]. Also, the participation of the father has a great influence on the psychological well-being of the mother as well as the children, and also positively affects the mother's parenting efficacy. This affects family behavior and affects family resilience and improves the overall functioning of the family, ultimately becoming an important factor in family adjustment [4] [8].

However, teacher studies on parental involvement in disadvantaged father have been focused on the involvement of father in rearing only as ancillary variables affecting mother's stress, depression, parenting efficacy [9], and interest in father's own attitude or perception Rather than focusing on environmental factors or family variables. The role of the father and the importance of parenting have been relatively underdeveloped, and research on the relationship between the father and the child has not been much compared to the study of the relationship with the mother.

The purpose of this study is to find out the meaning of father's role in the education of children with disabilities and the meaning of fathers' raising children with disabilities. For this purpose, I would like to know what kind of father's experience of father's parenting experience, what kind of perception is his father's role and what his meaning is. In order to investigate his father's experiences and perceptions more deeply, he tried to investigate through narrative inquiry. The reason for this is that the father's experience of nurturing is not a fixed, static state but a dynamic process that changes continuously, so a new method of inquiry is needed. The following is the research question for achieving this objective.

How does a father with a disability experience child care? And what is the meaning of the parenting experience?

2. Research Method

2.1. Participants

Participants in this study are five fathers who raise children with disabilities at c, while disabled children are currently attending child care centers or kindergartens. Nursery schools and kindergartens in which children with disabilities go to school are

kindergarten institutions that integrate children with disabilities and do not have special teachers. The background information of the participants is shown in Table 1.

Table 1. Background information of the participants

participants	Age of father	Age of child	Disability type of child	Types of Early Childhood Education Institutions
A father	35	7	Intellectual Disability	Day care Center
B father	37	6	Intellectual Disability	Day care Center
C father	36	6	Intellectual Disability	kindergarten
D father	47	7	Autistic disorder	kindergarten
E father	38	5	Autistic disorder	Day care Center

2. 2. Research procedure : Narrative inquiry

This study was conducted from April 1, 2018 to July 30, 2018, and proceeded to the 5th stage of the narrative inquiry procedure of Connelly and Clandinin (2000), but in reality these steps overlap and overlap with each other. The inquiry procedure is shown in <Figure 1>.

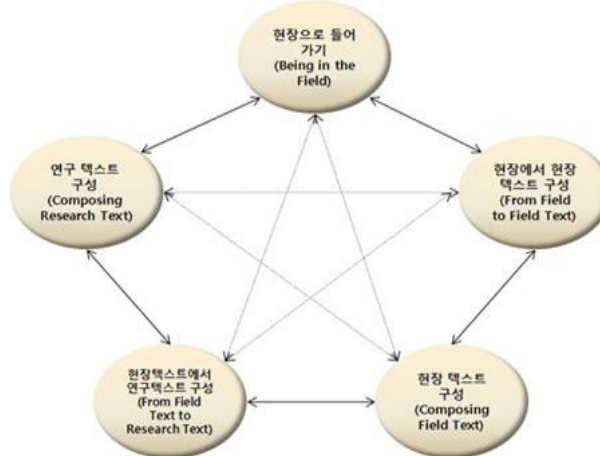


Figure 1. Narrative inquiry procedure

2. 3. Collecting data and data analysis

Data collection of this study was done through interview data and journal of research participants. In - depth interviews were conducted with core group interviews. In - depth interviews were conducted in total of 35 sessions for each participant and 5 sessions for core group interviews. The study journal records the difficulties that the researcher and the research participants felt after the interview or the process of the research, the stories they wanted to

share in the interviews, and the experiences they had during the nursing process of children with disabilities.

The process of data analysis in this study is as follows.

First, from the beginning to the end of the research, the collected data was then output and repeatedly read. Key words were recorded by marking the important sentences or words with a highlighter.

Secondly, in the course of reading and reading the collected data, the key words that were already recorded were tied to similar characteristics.

Third, the field texts extracted by the flow of time are read repeatedly, and the subordinate subordinate items are extracted considering the logical relation of the texts, and narrative patterns and narrative stories are described focusing on the subordinate subordinates.

Fourth, we analyzed the meaning of raising children based on the story of five disabled children 's father.

3. Results

3.1. Narrative about Parenting experience

Table 2 shows the Narrative categories about Parenting experience.

Table 2. Classification of about Parenting experience.

Main Category	classification
A narrative about the environment	Lonely Island - Classroom environment focused on children with disabilities
	Universal Design - Dreaming Environment
Narrative for teachers	I am always a sinner - a presence I must ask
	An ignorant teacher about disability - a tiring parent
Narrative for a friend	Playing alone - it's hard to make new friends.
Narrative about time	5 Minutes Standby - It appears anywhere, anytime.

4. Conclusion

The purpose of this study is to investigate the experience of father 's rearing parents who have children with disabilities and to find out what rearing experiences have on them. The conclusions based on the research are as follows:

First, the types of fathers' fostering through various parenting experiences varied. For fathers with low expectations for their children, it is necessary to support them in order to overcome the difficulties of parenting by positively recognizing the problems and acquiring the skills to solve them [1] [3].

Second, the effects of the children 's disability on the father showed various tendencies. Although she considers that she is less affected by psychological and emotional problems than her mother, her father also had psychological problems such as chronic anxiety. However, I could see that I try to think positively as possible considering the influence of my psychological state on mother and other family [5] [6].

Third, the perception level of father 's role perceived by fathers varied. Although there was a difference in recognition level, they were actively participating in the education of their children, and were spending a lot of time, such as holidays and work hours, with their families. They are interested in education and treatment of their children and participated actively in social activities such as schools related to their children [1] [2]. These results are attributed to changes in the role of child rearing and changes in social awareness. In a recent study, the father's demand for a child with a disability was higher than that for a mother, suggesting that the role of the father and the responsibilities of the father change as the family members change.

Follow-up research is suggested with the limitations of this study based on the above findings.

In this study, we did not reveal the relationship between the type of disability of the child and the perception of the role of the father according to the severity of the disability. In the future, I would like to study the father 's experience and role perception according to the age of the child.

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