



The lived experiences of special education teachers raising a child with intellectual disability

Yna Grace A Pilapil ^{1*}, Dianne A Pominto ², Army Celine M Rada ³, Anabelle B Uribe ⁴, Cristine Lae C Erasga ⁵

¹⁻⁴ College of Arts and Sciences City of Cabuyao, Laguna, Philippines

⁵ Rpm, CHRA, MSP, RPsy, College of Arts and Sciences City of Cabuyao, Laguna, Philippines

* Corresponding Author: Yna Grace A Pilapil

Article Info

ISSN (online): 2582-7138

Volume: 05

Issue: 04

July-August 2024

Received: 12-05-2024;

Accepted: 18-06-2024

Page No: 505-513

Abstract

An individual who is diagnosed with an intellectual disability typically has an IQ or mental capability that is below average, as well as a limited set of daily life skills. Parents of children with intellectual disabilities play a crucial role as they serve as their primary and life-long caregivers (Chauke *et al.*, 2021). This qualitative study explored the lived experiences of special education teachers who are simultaneously parents of children with intellectual disability, with five participants in the selected cities of Laguna. For the data collection, the Descriptive Phenomenological Approach was employed through semi-structured interviews and thematic analysis. The results revealed that special education teachers who are simultaneously parents of children with intellectual disability faced challenging situations. Parents have also claimed that their experience as special education teachers has greatly influenced their strategies to raise their children and that having a child with special needs has significantly influenced family dynamics.

Keywords: intellectual disability, SPED, lived experiences, special education, challenging, strategies, family dynamics, teachers, parents

1. Introduction

Being a parent of a child with an intellectual disability is something that only a few people would understand; with how heavy the demand of raising a child is until they become a parent themselves. As stated by Acharya and Sharma's (2020) study, parenting a child with an intellectual disability is more stressful and challenging than parenting children with typical development with immense challenges that can affect the physical, emotional, social, and economic well-being of parents.

In the Philippines, the Philippine Statistics Authority (PSA) reports that there are currently more than 1.4 million individuals with disabilities residing in the country. It is anticipated that this number will increase in the coming years. Despite the existence of legislation and policies aimed at promoting inclusion and protecting the rights of those with disabilities, they continue to face persistent barriers such as discrimination, exclusion, and limited access to critical services, which hinder their full participation in society (Amido, 2023) ^[1].

Moreover, parenting a child with intellectual disabilities can be challenging and can have a profound impact on family dynamics. Research by Chauke *et al.* (2021) ^[5] highlights that parents often serve as the primary caregivers for these children, with their involvement extending throughout their lives. This responsibility can lead to strains on family relationships, but it can also strengthen familial bonds. Collaborating as a family is crucial in overcoming these challenges, requiring parents to adjust their approach to caregiving. Oladeni-Sakirudeen (2018) ^[10] emphasizes the importance of the family unit in society, where individuals acquire essential life skills and beliefs. The family serves as the primary setting for socialization, shaping children's attitudes and behaviors. The love and care children receive within their family influence their development and prepare them for interactions outside the family unit.

Therefore, this study explored the experiences of special education teachers who are parents of children with intellectual disability to understand and appreciate how they experience their role as parents. The recurrent thread woven throughout was that the experience and knowledge gained by teachers who have children with disabilities is an essential part of who they are as parents. This involvement affects their parenthood, communication, and positive relationships with their child, as parenting is difficult, especially when parents discover their child is experiencing some disability that causes them much distress.

Furthermore, this study filled a research gap by examining the experiences of special education teachers who are parents of children with intellectual disability. It explored how these experiences and challenges impact the overall well-being of the teachers and their families.

2. Methodology

A. Research Design

The researchers used a qualitative research design for this investigation, which comprises gathering, and analyzing non-numerical data to understand concepts, opinions, or experiences better. Qualitative research is undertaken to discover more about people's lives and worldviews.

In this study, the researchers employed a descriptive phenomenological approach to understand the lived experiences of special education teachers raising a child with intellectual disability. In this approach, the researcher investigates the meaning and concept of a phenomenon from the participants' perspective. A recent study successfully used descriptive phenomenology as it is particularly well-suited for studies lacking existing research. Additionally defined descriptive phenomenology as focusing on the understanding of the essence of experiences and is best suited to situations that need to describe the lived phenomenon. Moreover, qualitative descriptive research generates data that describe the 'who, what, and where of events or experiences' from a subjective perspective). The researcher opted for descriptive phenomenology to provide a comprehensive description of experiences that have not been previously documented.

This study employed a qualitative approach to discover the lived experiences of special education teachers who are also parents of a child with intellectual disability to gain knowledge and understanding of their experiences and how they overcome the problems and challenges of a child with intellectual disability.

B. Research Locale

To narrow the scope, the researcher chose to study the experiences of special education (SPED) teachers who were involved in raising children with intellectual disabilities in Laguna. Possible cities for this study were Cabuyao, Santa Rosa, Biñan, and Sta. Cruz. The locations were chosen for their diverse socio-economic backgrounds, providing a comprehensive perspective on the challenges and successes encountered by SPED teachers in different contexts.

Therefore, with the significant number of cities in Laguna with schools and SPED centers, researchers were able to locate five participants who were special education teachers raising a child with intellectual disability. The focus was on understanding parents' experiences and challenges and how it affected their family dynamics. This was the chosen place for the study since the researchers resided near the said cities.

C. Population and Sampling

The participants in this study were selected using non-probability sampling, specifically the snowball sampling technique, a characteristic of the referral system and a purposive sampling technique, a system of criteria to ensure who can be included in the study (Campbell *et al.*, 2020) ^[4]. Qualitative research used sampling techniques to find participants who could provide detailed information about the phenomenon under investigation. The subjectivity was high, as the qualitative research determined the qualifying criteria that each participant had to meet to be considered for the research study. The researcher made sure to observe and eliminate sampling bias.

D. Research Participants

The study focused on special education teachers in Laguna aged 35 to 50, with at least five years of teaching experience, who are parents raising a child with intellectual disability. When it comes to selecting participants, it has been suggested by Moser and Korstjens (2018) ^[9] that a study involving individuals who have experienced a common phenomenon can get by with at most ten interviews. On the other hand, recommends a minimum of five participants. However, according to Vasileiou *et al.* (2018) ^[13], qualitative research typically involves a smaller sample size. This approach allows for a more in-depth and comprehensive investigation of the gathered information, as it allows sufficient time to conduct the study. Obtaining more precise and complete data from the participants' lived experiences considers what was essential to the study. Consequently, the researchers set out to conduct interviews with a range of five to ten participants.

E. Research Instrumentation

This study focused on the experiences, challenges, and family dynamics of special education teachers who are raising a child with intellectual disability. Data collection was addressed through a semi-structured qualitative interview consisting of open-ended questions that allowed participants to answer freely without constraints and enabled researchers to delve deeper into the participants' experiences (Ruslin *et al.*, 2022) ^[11].

The interview focused on the following topics: their experiences as special education teachers raising a child with intellectual disability, techniques/support special education teachers exhibited when helping with the development of their child with intellectual disability, difficulties special education teachers encountered, and how they responded to the challenges of having a child with intellectual disability.

In addition to the main questions, probe questions are connected to the interview questions to clarify, expand, and elicit more relevant information from participants' responses to understand their perceptions and experiences. Experts and professionals in the respective fields reviewed the interview guide to ensure its validity and reliability.

F. Data Gathering Procedure

The data gathering procedure began with the researchers preparing a letter requesting permission and endorsement from the City School Division to interview special education (SPED) teachers from public schools. Following the approval, the researchers visited the schools and looked for possible participants. Furthermore, the researcher would inquire about the participants' availability before an interview. In addition, researchers submitted a permission

form before the interview. This included permission to conduct an interview in which they were asked personal questions about their experiences as a special education teacher with their child with intellectual disability. This also preserved the privacy of the participant's personal information.

H. Ethical Consideration

To guarantee the rights, dignity, and privacy of participants, researchers must protect them, build trust, promote research integrity, and guard against misconduct and improper

behavior. All of the participants' personal and identifying information, as well as their responses to the questionnaire, were taken extremely confidential.

Disclosing any identifiable information was also done with ethics in consideration.

3. Results and Discussions

This chapter discusses the findings, presentation, analysis, and interpretation of the lived experiences of parents raising a child with intellectual disability using descriptive phenomenological analysis.

Table 1: Superordinate Themes and Subordinate Themes

<i>Superordinate Themes</i>	<i>Subordinate Themes</i>
<i>Complexities of Raising a Child with ID</i>	<ul style="list-style-type: none"> - Child-Rearing Difficulties - Financial Difficulties
<i>Facilitating Strategies</i>	<ul style="list-style-type: none"> - Seeking Knowledge for Personal Application - Utilizing Prior Knowledge - Individualized Approaches to Learning - Practicing Techniques from Professionals - Professional Speakers and Collaborative Learning
<i>Factors that Influence Family Dynamics</i>	<ul style="list-style-type: none"> - Sibling Connectedness - Adjustment in Household Roles - Patterns of Interactions in the Family - Fostering Familial Development

The table presents superordinate themes related to raising a child with intellectual disabilities (ID), along with subordinate themes that further elaborate on each superordinate theme. The first superordinate theme highlights the challenges and complexities parents face in raising a child with ID. Subordinate themes like Child-Rearing Difficulties and Financial Difficulties underscore the various hardships families encounter in caring for a child with ID. The second superordinate theme focuses on the strategies and approaches parents use to facilitate their child's development and well-being. Subordinate themes include Seeking Knowledge for Personal Application, Utilizing Prior

Knowledge, Individualized Approaches to Learning, Practicing Techniques from Professionals, and Professional Speakers and Collaborative Learning. These themes illustrate the proactive steps parents take to support their child's growth. Moreover, the third superordinate theme explores how raising a child with ID impacts family dynamics. Subordinate themes such as Sibling Connectedness, Adjustment in Household Roles, Patterns of Interactions in the Family, and Fostering Familial Development delve into the changes and adjustments families make to accommodate the needs of their child with ID.

Table 2: Descriptions for Complexities of Raising a Child with ID

Subordinate Themes	Emerging Concept	Superordinate Themes
Child-Rearing Difficulties	<p>"As a parent it is really a challenging one to have a mentally challenged child"</p> <p>"... syempre hindi madali...ang behavior niya is very hard to manage"</p> <p>"syempre mahirap..."</p> <p>"Mahirap kasi I have two children with intellectual disabilities"</p>	Complexities of Raising a Child with ID
Financial Difficulties	<p>"because you're going to provide everything for him - medicine, food, therapist which I cannot give him all"</p> <p>"maraming therapy, marami talagang needs ang anak ko...so, hindi ko sya ganon kadali na-afford yung lahat ng needs nya"</p>	

The first (1) superordinate theme entails the complexities of raising a child with intellectual disability, this highlights the intricate nature of their experiences and showcases the diverse challenges that accompany their roles as parents. The researchers were able to identify two (2) subordinate themes that arise from the lived experiences of participants, such as Child Rearing Difficulties and Financial Difficulty.

Handling behavioral episodes can be quite demanding when it comes to raising a child with special needs. The unpredictability and intensity of these episodes can test their patience and emotional resilience. However, it also affects how they interact inside and outside their homes. Addressing and managing these complicated behavioral episodes is vital to caregiving, requiring tailored approaches and strategies that meet the child's unique needs. Even with their expertise in working with children who have special needs, special education teachers still find it challenging to parent their children with intellectual disabilities.

The participants not only recounted their experiences pertaining to the precise conditions their children had but also deliberated on their children's associated reactions, and behaviors. As educators in the field of special education tasked with the care and instruction of children with diverse conditions, they collectively acknowledged that the difficulties and requirements of their positions were substantial and demanding. They explained that the effects were not limited to the kids but also affected those close to them.

The experiences of special education teachers raising a child with intellectual disability revolve around the impact of attachment on their parenting. According to Sadik and Kardas (2018) ^[7], individuals with intellectual disability often struggle with adaptive behavior, which includes skills like living independently, effective communication, and personal responsibility. This study examined the difficulties that children with intellectual disabilities may face, which can affect their ability to perform everyday tasks on their own (Jayanti *et al.*, 2020) ^[6]. It is important to remember that children with intellectual disability, like all children, have fundamental needs for love, belongingness, support, and the essentials for survival (Sadik and Kardas, 2018) ^[7]. The attachment theory of offers a useful framework for comprehending the difficulties encountered by these parents. As per Bowlby's theory, the relationship with the primary caregiver has a significant impact on the development of an internal working model, shaping one's perception of oneself, others, and the world. The participants' discussion focused on the challenges that arise when raising a child with intellectual disabilities. They highlighted the significance of a secure and supportive caregiver-child relationship in navigating these complexities. The participants discussed their child's challenges in communication and socialization, which were in line with the attachment theory's focus on how special education teachers, as parents, support their child's exploration of the world.

Table 3. Descriptions for Facilitating Strategies

Subordinate Themes	Emerging Concepts	Superordinate Themes
Practicing Techniques from Professionals	"ini-rerecommend ni developmental pediatrician , kung ano dapat gawin."	FACILITATING STRATEGIES
	"Sa recent seminar na inattendan ko ah it's very important to them to have a physical activity to improve the brain function."	
Professional Speakers and Collaborative Learning	"Kung ano yung tinuturo sa seminars yun din ang ginagawa ko."	
	" Meron ako (training) sa parenting techniques at the same time as a teacher din "	
	"Kung paano i-handle ang bata...kung ano yung mga techniques . Nag-invite kami ng speakers , na occupational therapy."	
Utilizing Prior Knowledge	"I am into research, I attended sa World Disability Conference sa Sri Lanka so I was thinking of doing collaborations with	
	"Yung high level of patience and tolerance ...sa ganitong field so it's somehow helped me." "I can relate to that kasi nga I have my own...syempre as a mother diba, so, nakakarelate ako roon."	
Seeking Knowledge for Personal Application	"That is why I became a special education teacher because of my son. I want to know what are the techniques to raise my son to teach him what are the strategies." "Malaking bagay... Nag-18 units ako para maaral ko lang kung paano ko hawakan yung anak ko.. "	
Individualized Approaches to Learning	"As a special education (teacher) meron siyang way of learning.. Then may strategy ka...before he can follow your instructions in academics or in skills..."	
	"Ang ginagawa ko talaga kung ano yung nakaka ano sa anak ko, parang eskwela ko rin, nakiki join ako like sya mahilig sa music..." "O yun na nga, syempre ay nakita ko yung bata ganito ang behavior niya... minsan yung technique ganyan ay gagawin ko rin sa anak ko mga ganun. "	

This second (2) main theme explores the facilitating strategies that a special education teacher who is also a parent applies to raise their child with ID. The researchers identified the five superordinate themes: Practicing Techniques from Professionals, Professional Speakers and Collaborative Learning, Seeking Knowledge for Personal Application, Utilizing Prior Knowledge, and Individualized Approaches to Learning. In special education, adopting an appropriate mindset, employing effective methods, and cultivating positive qualities are key factors in students' learning potential. Special education teachers who are also parents play an important role in ensuring that both their students and children receive the quality of education and intervention that they deserve. According to the study of Koenen *et al.* (2018)^[8], student performance and behavior depend on teacher-student connections. The teacher-student relationship has been found to affect the progress of children with special needs, such as those who have problems bonding or controlling their behavior. According to attachment theory, a

sensitive teacher can make students feel safe and comfortable at school. Compassionate teachers can help students feel safe exploring their environment and meeting their educational responsibilities, which can affect their learning and growth. Moreover, Bonnel's (2021)^[3] stated that students in secure attachment-style classrooms had higher levels of control and significance, indicating a better understanding of coursework expectations and assignment completion. Attachment theory presents a theoretical framework for comprehending and fostering healthy emotional growth, which can be utilized by special education teachers who are also parents to strengthen their approaches in both their personal and professional responsibilities. The concept of Attachment theory is beneficial in the development of inclusive, supportive, and personalized learning settings for children with intellectual disabilities, just like how the participants shared the strategies and techniques that they use to provide the quality of education that their children and students with special needs deserve.

Table 4: Descriptions for Factors that Influence Family Dynamics

Subordinate Themes	Emerging Concept	Superordinate Themes
Sibling Connectedness	"yung panganay ko nag seselos dati.. tsaka ko sya kinausap. Ngayon, recently, sobra naman ang pagmamahal "	
	"Yung pangalawa ko is very sensitive sa kapatid niyang panganay (child with ID) ...Na mold ko siya. As, elder brother. Siya yung naging kuya..."	
	"Actually yung kapatid niyang babae ay mas mature, mas nabibilinan ko. Naiintindihan niya yung behavior ng kuya niya. So, parang meron na siyang maturity as early as her age."	
	" Super close naman sila. Tapos yung bunso naman tanggap niya na sila ate at kuya.."	
	"ang problema hindi nagagawa. Pagdating kasi sa kapatid, natatamad sila... "	

<p>Adjustment in Household Roles</p>	<p><i>"lahat kasi, nag-a-adjust para sa kanya... sa tulong ng parents ko yon tinawag ko yung father ko dun ko muna pinauwi sa mga grandparents."</i></p> <p><i>"Sa kuya nya mas nasunod siya (child with ID) roon..."</i></p> <p><i>"Ang asawa ko ang nag-aalaga, kasi ngayon lang niya makakasama yung mga bata... ang laking ano, adjustment pero kinaya naman."</i></p>	<p>Factors that Influence Family Dynamics</p>
<p>Patterns of Interaction in the Family</p>	<p><i>"sa tulong ng parents ko yon tinawag ko yung father ko dun ko muna pinauwi sa mga grandparents."</i></p> <p><i>"Ang asawa ko ang nag-aalaga"</i></p>	
<p>Fostering Familial Development</p>	<p><i>"Walang ibang technique diyan kundi yung love"</i></p> <p><i>"Unang una yung acceptance nung kasama ko sa bahay"</i></p> <p><i>"I communicate with them, lalo na yung anak ko na may autism, sa tingin ko, kailangan niya lagi ng assurance and validation. And kailangan niya ng sense of security."</i></p>	
<p><i>"Sharing positivity..."</i></p> <p><i>"Ipinaliwanag ko lang sa bunso ko, dinala ko siya dito sa school. Tapos nun wala na siyang tanong "oh just like ate and kuya" naintindihan niya na."</i></p>		

This third (3) main theme explores the factors that influence family dynamics of having a child with an intellectual disability. Sibling Connectedness emerged as a first (3.1) subordinate theme, highlighting the maturity and understanding exhibited by the participants' children in navigating the complexities of having a sibling with an intellectual disability. This maturity significantly influenced family dynamics, impacting communication and relationship quality, as emphasized by Bowen's Family Systems Theory. The second (3.2) subordinate theme explored was the Adjustment in Household Roles, reflecting the participants' experiences in adapting roles and responsibilities to accommodate their child's needs with an intellectual disability. In the context of children with intellectual disabilities, paternal caregiving entails a process of adaptation (Uribe-Morales, 2021) ^[13]. This adjustment often led to restructuring family dynamics, with family members' caregiving as an opportunity to strengthen familial bonds. Additionally, Patterns of Interaction in the Family appeared

as the third (3.3) subordinate theme, emphasizing the role of family members' personalities in shaping family dynamics. Understanding these interactions and promoting collaboration and empathy among family members are vital for supporting families caring for a child with an intellectual disability. Lastly, the role of parents in Fostering Familial Development was highlighted as the fourth (3.4) subordinate theme, stressing the importance of creating a nurturing and supportive environment within the family. Recognizing and addressing the needs of these families can facilitate better caregiving, stronger family bonds, and a more fulfilling family life.

4. Discussion

After analyzing the results of this study, the following emerging concepts have been designed to illustrate the lived experiences of special education teachers raising a child with intellectual disability.

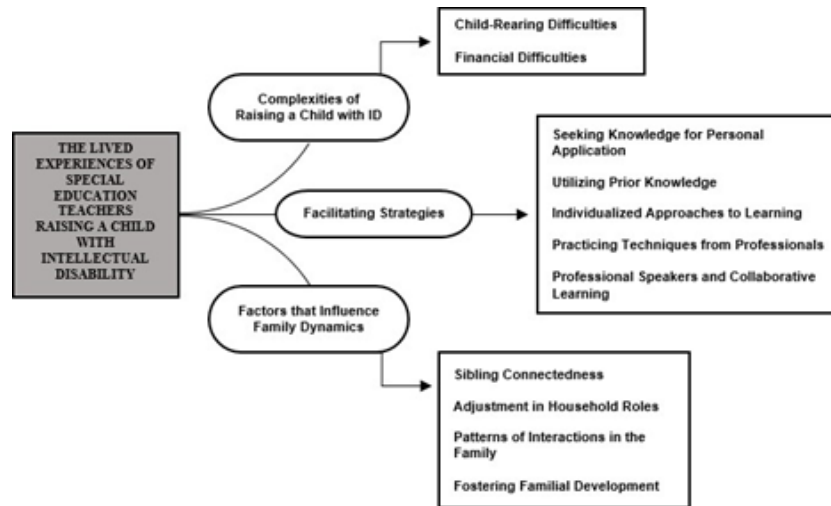


Fig 1: Thematic Map of Superordinate and Sub-themes

The research discussion demonstrates the emerging themes derived from the participants' responses and experiences. The researchers were able to generate emerging themes through verbatim transcription, re-readings of their responses, and coding, including: (1) Complexities of Raising a Child with ID; (2) Facilitating Strategies; and (3) Factors that Influence Family Dynamics. Subordinate themes were identified and utilized to further support the study as a result of this: for Complexities of Raising a Child with ID, (a) Child-Rearing Difficulties (b) Financial Difficulties; for Facilitating Strategies, (a) Seeking Knowledge for Personal Application (b) Utilizing Prior Knowledge (c) Individualized Approaches to Learning (d) Practicing Techniques from Professionals, and (e) Professional Speakers and Collaborative Learning; for Factors that Influence Family Dynamics (a) Sibling Connectedness (b) Adjustment in Household Roles (c) Patterns of Interactions in the Family, and (d) Fostering Familial Development.

Complexities of Raising a Child with ID

This research found that raising a child with intellectual disabilities is complex and challenging, presenting diverse difficulties for parents. The superordinate theme highlights the intricate nature of their experiences, with two subordinate themes emerging: Child Rearing Difficulties and Financial Difficulty. Participants expressed struggles in handling behavioral episodes, which can be demanding and affect their interactions both inside and outside their homes. Despite their expertise in special education, teachers found it challenging to parent their children with intellectual disabilities. Additionally, participants emphasized the importance of attachment in parenting, recognizing the significant impact of secure caregiver-child relationships on their children's development and well-being. Overall, the research underscores the multifaceted challenges parents face in raising children with intellectual disabilities, highlighting the need for tailored approaches and strategies to support their children effectively.

Facilitating Strategies

This research identified that special education teachers who are also parents of children with intellectual disabilities employ various facilitating strategies to support their child's development. The superordinate themes of Practicing Techniques from Professionals, Professional Speakers and

Collaborative Learning, Seeking Knowledge for Personal Application, Utilizing Prior Knowledge, and Individualized Approaches to Learning highlight the importance of specialized knowledge and techniques in providing quality education and intervention. The study also found that teachers who apply these strategies not only benefit their own children but also enhance their professional practices, contributing to inclusive and supportive learning environments for all students. Furthermore, the application of Attachment theory in understanding and fostering healthy emotional growth was noted, emphasizing the importance of secure attachment in classroom settings. Overall, the research suggests that special education teachers who are also parents play a crucial role in advocating for and implementing effective strategies for their children and students with special needs.

Factors that Influence Family Dynamics

This research found that raising a child with intellectual disability significantly impacts family dynamics, leading to various adjustments and changes within the household. The theme of Sibling Connectedness highlighted how having a sibling with intellectual disabilities can foster warmth and understanding among siblings, as they navigate the challenges together. Participants also adjusted their roles and responsibilities, with mothers often taking on the primary caregiving role, leading to a redefinition of family roles and routines. Additionally, the patterns of interaction within the family were influenced, with a focus on promoting collaboration, understanding, and empathy among family members. Overall, the research suggests that families of children with intellectual disabilities undergo significant changes, requiring adaptation and support to foster familial development and well-being.

5. References

1. Acharya S, Sharma K. Lived Experiences of Mothers Raising Children with Amido, J. (2023, April 9). Recognizing the Potential of People with Intellectual Disabilities for a More Inclusive Philippines; 2021. <https://www.linkedin.com/pulse/recognizing-potential-people-intellectual-more-jan-amido-rfp-pmp/>
2. Autism in Chitwan District, Nepal. Autism Research and Treatment; 2021:1-12. <https://doi.org/10.1155/2021/6614490>

3. Bonnell Susan. The Association Between Teacher Attachment Style and Student Engagement. Walden Dissertations and Doctoral Studies; 2021:11258. <https://scholarworks.waldenu.edu/dissertations/11258>
4. Campbell S, Greenwood M, Prior S, Shearer T, Walkem K, Young S, *et al.* Purposive sampling: complex or simple? Research case examples. *Journal of research in nursing: JRN.* 2020;25(8):652-661. <https://doi.org/10.1177/1744987120927206>
5. Chauke T, Poggenpoel M, Myburgh C, Ntshingila N. Experiences of Parents of An Adolescent With Intellectual Disability In Giyani, Limpopo Province, South Africa; 2021. Doi: 10.4102/Hsag.V26i0.1538
6. Jayanti D, Lestari R, Riskayanti N. Relationship Between Parents' Parenting And Independence Level Of Activity Daily Living (Adl) In Soft Mental Retardation Children; 2020. [Http://Dx.Doi.Org/10.21927/Jnki.2020.8\(2\).87-94](Http://Dx.Doi.Org/10.21927/Jnki.2020.8(2).87-94)
7. Kardas N, Sadik R. The Analysis of University Students' Views On Mentally Challenged People's Participation To Sports Events; 2018. <Https://Doi.Org/10.5430/Wje.V8n5p123>
8. Koenen AK, Vervoort E, Verschuere K, Spilt JL. Teacher-Student Relationships in Special Education: The Value of the Teacher Relationship Interview. *Journal of Psychoeducational Assessment.* 2018;37(7):874-886. <https://doi.org/10.1177/0734282918803033>
9. Moser A, Korstjens I. Series: Practical Guidance To Qualitative Research. Part 3: Sampling, Data Collection And Analysis. *The European Journal Of General Practice.* 2018;24(1):9-18. <https://Doi.Org/10.1080/13814788.2017.1375091>
10. Oladeni-Sakirudeen A. Family Dynamics And Parenting Problems Of Secondary School Students In Uyo Metropolis Of Akwa Ibom State. *Istrazivanja U Pedagogiji.* 2018;8(2):84-93. <https://Doi.Org/10.17810/2015.73>
11. Ruslin R, Mashuri S, Rasak MSA, Alhabsyi F, Syam H. Semi-structured Interview: A methodological reflection on the development of a qualitative research instrument in educational studies. *IOSR Journal of Research & Method in Education (IOSR-JRME);* 2022;12(1):22-29.
12. Uribe-Morales BM, Cantero-Garrito PA, Cipriano-Crespo C. Fathers in the Care of Children with Disabilities: An Exploratory Qualitative Study. *Healthcare (Basel, Switzerland).* 2021;10(1):14. <https://doi.org/10.3390/healthcare10010014>
13. Vasileiou K, Barnett J, Thorpe S, Young T. Characterizing And Justifying Sample Size Sufficiency In Interview-Based Studies: Systematic Analysis Of Qualitative Health Research Over A 15-Year Period. *Bmc Med Res Methodol.* 2018;18:148. <Https://Doi.Org/10.1186/S12874-018-0594-7>