

OPINIONS OF PARENTS OF STUDENTS WITH MENTAL DISABILITIES ABOUT THE QUALITY OF DISTANCE EDUCATION FOR THEIR CHILDREN

Dr. Nasser Alzahrani

Assistant professor at Al Baha University

Saudi Arabia, College of Education, Department of Special Education

Abstract

This research aims to investigate the opinions of parents of students with mental disabilities about the quality of distance education for their children. The prime obligation of this research is to highlight the exception of online learning for children with mental disabilities. This study has explored the experience of thirty parents of children with mental disabilities. Quantitative approach questionnaire has been utilized to investigate the opinion of parents. Moreover, Sign Learning Theory is used for analysis of 1) Opinion of Parents 2) Distant Education 3) Students with mental disabilities and 4) Learning Outcomes. Finding shows Parents are of the opinion that online learning is not much productive for students with mental disabilities. Moreover, for parents they become more problematic than the physical session. Further research can be done by taking children of one specific mental disability and role of parents to deal in pandemic situation.

2. Introduction

The study aims to analyze the opinions of parents on the quality of distance education for students with mental disabilities. Specifically, this research will explore the presumption that Distance Education is not much efficient for students with learning disabilities compared to students having mental disabilities will be more terrible in results. Moreover, it will highlight the parent's the perspective of both children and they suffer in online learning because physical sessions are way more convenient than an online session or distance learning. As students with certain mental disabilities get more care and attention in class while at home parents have to manage multiple tasks and the facilitation of their students learning (Paulo, 2017). These thus calls for parents to have a combination of knowledge and skillsets i.e. distant learning family participation plays an important role as children only learn with the involvement of their family members (Hornby, & Blackwell, 2018).

Paulo, (2017) noted that passionate control; arranging/association and material association scales are areas of concern for learners with mental issues and pointed out by their parents. Studies locate that, before entering school, socioemotional and conduct abilities should effectively be set up, as they favor scholarly learning's (Paulo, 2017). These abilities are identified with self-guideline aptitudes and empower keeping up enthusiastic, inspirational, and intellectual control in various circumstances. They thus permit understudy to tweak socially proper passionate responses and the outflow of their feelings (directing the rate, structure, power, and span off enthusiastic responses, and restraining unacceptable feelings) (MedlinePlus). To empower reasonable enthusiastic control, an understudy must exercise the aptitude of self-guideline of intellectual and social cycles, which requires a basic instrument or, as such, initiation of the attentional framework. This attentional framework is viewed as a hidden component of passionate control aptitudes and empowers socially sufficient practices, (MedlinePlus)

Mental problems or psychological instabilities are situations that influence your reasoning, feeling, disposition, and conduct. They are dependable and persistent. Your capacity can be influenced by other people's capacity. There are various kinds of mental issues. Some normal ones incorporate Tension issues, including the alarm issue, over the top urgent problem, and fears Gloom, bipolar confusion, and other mind-set problems, Dietary problems, Character issues, the Post-horrible pressure problem, insane issues, including schizophrenia, (MedlinePlus).

There is no single reason for psychological maladjustment. Various variables can add to the chance for psychological instability (qualities and family ancestry) background, stress, or a past filled with misuse, particularly in the event that they occur in youth, natural factors, compound uneven characters in the mind, and horrendous mind

injury. Additionally, having a genuine ailment like disease, having not many companions, and feeling forlorn or detached can be causative factors. Mental issues do not bring about character imperfections. They don't have anything to do with being lethargic or feeble.

There is a wide range of conditions that can be perceived as psychological maladjustments. The most normal sorts are the following; Nervousness issues: People who have nervous issues show their tension or frenzy in specific situations by quick heartbeat and by perspiring. Disposition issues: These problems, additionally called emotional issues, include tenacious sensations of misery or times of feeling excessively cheerful, or variances that can be extraordinary bliss to outrageous pity. The most widely recognized temperament issues are melancholy, bipolar confusion, and cyclothymic problem (WebMD).

Craziness Issues: Psychotic problems include mutilated mindfulness and thinking. The most two well-known manifestations of crazy issues include mental trips - the picture experience and sounds that are not genuine i.e. hearing voices or hallucinations. They can be bogus - fixed conviction for an evil person who acknowledges it as evident as proof in actuality. Schizophrenia is an illustration of a mental issue (WebMD).

Dietary Issues: Food problems include extraordinary feeding, mentalities, and concerns about overweight or eating food. Anorexia Nervosa, Bulimia Nervosa, and the voracious consumption of food are well-known dietary issues. Motivation enslavement issues: People who have driven motivation problems cannot ignore desires, and this enslavement becomes destructive not only for themselves but also for others. The Arsonist tendencies (lighting fires), thievishness (taking), and habitual betting are instances of motivation control problems.

Character Issues: The people who have character issues are obstinate and firm. These characteristics can be upsetting for the patient as well as disconnect him from work, school, or social life. Also, the character issues like bad behavior and excessive reasoning can vary to the expectations of society. The character issues even disturb the patient's unusual matters of life (FutureLeran).

The Fanatical impulsive problem: continue contempt and anger torment the people who deal with the fanatical impulsive problem. These causes lead them to ruin special ceremonies and timings. The upsetting musings is known as limitations and ceremonies are defined as impulsive functions. Post-horrible pressure problem (PTSD): PTSD is a problem that shows following horrendous and potentially alarming situations, for instance, an original or actual occurrence, sudden demise of loved ones, and a catastrophic event. The patients with PTSD cannot endure the alarming musings and remind them of the situations for him will, ingeneral, be sincerely numb.

The Internet has progressed from non-existent to the biggest and the most available data set during the 20 years. The Internet has transformed the manners of individuals mingle, shop, and a covey, working together, contemplate facts and knowledge. Considerably, the latest trends of the internet like distance learning and internet tutoring are transforming the customary study halls and its training programs are available at any time.

For Internet educational training students use their home PCs by connecting to the web. The people who have responsibilities of raising their families, they got qualified through these programs in the last decade. Regular online graduation with advanced methods helps students through web based programs for the entrance in many colleges. Internet instruction is one of the main methods of securing schooling at the post-optional level. The principal point of online schooling is to support students in getting advanced education by using every means. Some critical advantages of online schooling include the low fee, transferable, self-determined study and the time adaptability, (FutureLeran).

The motivation behind schooling has consistently been the equivalent to be more mindful and educated and lead a superior all the more satisfying life. Throughout the long term, its significance has just expanded as the world is getting more serious. You need to have a comprehension of the field you need to be in to dominate in it. An ever-increasing number of degrees in various regions are being offered empowering individuals.

Expanded Flexibility: The greatest preferred position to considering on the web is the expansion for adaptability. You can consider when you need to, how you need to, where you need to. Simple entry: All you need to consider online is a PC with web access. More Affordable: Studying on the web evades numerous monetary shots that standard understudies need to endure the unpolished of. The understudy who considers online needs to pay a set yearly charge, and that is it.

Notoriety: Many firms and organizations rush to excuse online training. The absence of Social Interaction: One of the greatest drawbacks in considering the web is the absence of social association. Fewer Courses: The web is an arising wonder; it is as yet in the newborn child phase of its turn of events thus it should be of nothing unexpected that there are a few weaknesses to online schooling, (MedlinePlus).

Distant learning has overwhelmed both conventional and non-customary understudies. Internet learning is famous in both state frameworks, for example, the junior college framework and online understudy framework. Junior colleges think that it's a superior method to get to their nontraditional understudies who can't go to universities consistently because of their few duties, (Daniels, 2018).

Online innovation has become valuable; there is the requirement for generic communication. The proficient and receptive execution from mentors with the assistance of mechanical devices would build up their understudies. Web-based learning instruction guarantees incredible advancement yet the leftover improvement is important to make it a full-time study. Online personnel can make it productive for understudies by making exhaustive enhancements. The point of educators to connect with the online understudies and increment their exhibition through talks, schoolwork tasks, conversation board, live visit meetings, and lab exercises, (Daniels, 2018). The IDEA requires that children with special needs get individualized study programs that lay emphasis on the specific needs of the child (Lipkin,& Okamoto, 2015)

2.1 A Statement of the problem

This research deals with the opinions of parents of students with mental disabilities about the quality of distance education for their children from the perspective of parents. The current research tries to discuss the importance of previous studies and portrays a picture comparatively here so that a layman gets understands and determines the values of the current study. A previous study describes that the purpose of special education. Conversely, this research lends hand to enhance the sense and wisdom in order to cope down with the current circumstances of Covid-19 (online education. Moreover, the previous study highlights the importance of online education for disabled students. On the contrary, the current project is the cause and effect on the thinking of parents of children with mental disabilities to focus on the quality of education on the online forum. Furthermore, the previous study overlaps implementation of quality of online education; it seems this research will overpower the thought by examining the perspective of parents. Conversely, this project describes the parent's opinion, quality of online education, and children with mental disabilities in the dilemma of nature and environment.

2.2 A Significance of the study

This Research project endeavors to demonstrate the opinions of parents of students with mental disabilities about the quality of distance education for their children. Broadly speaking, this exploration conveys the idea to improve the quality of education. Based on the opinions, parents determine their values and boundaries for their children. Moreover, it provides a comprehensive overview for the betterment online educational module. Specifically, a survey about mentally disable children shows that parents need evolution. It also preaches online education can impenetrable but in mentally disable children it needs more attention and advancement. In this regard, essence depends on the opinion of parents who can choose and decide for their children that rather online education is productive or not for present and future.

Subsequent to combining the writing with respect to multicultural points of view and inability, I gathered various connected ideas that impact families' viewpoints of having the parents with their children, and their choices with respect to their kids' schooling. This theoretical system gave me a premise and bearing for seeking after a beneficial survey of writing, breaking down also, deciphering the discoveries of this request, and more extensive comprehension of the marvel being contemplated.

3. Literature Review

This research is going to investigate parents' perceptions and take on online learning method for their children with learning disabilities. Special children are given special treatment in every aspect similarly in educational matters they require more of concern and attention. Previous research works describe many of concerning questions i. e. problems faced by special children and teachers' perception about online training of mentally disabled children the research gap aims at the less addressed point that is the parent's perspective in this whole scenario.

According to Mehmet Emin, in that research by the collaboration of teachers and parents, he scrutinized the information about family modules and objectives of teachers how they deliver knowledge to special children. The

pre-service teachers stress the need for collaboration with families to understand their involvement in special education. The understanding of knowledge and skills to involve family in the course and experiences by undergraduate special education teacher is called a preparation program. Special education teachers are very essential for the learning of special students about different skills. In US schools, special students belong to different migrant cultures and they need qualified teachers who can collaborate with their families to understand them better by background. The skills about multicultural issues are taught in the teacher's education program. (Ozturk, 2017)

Sometimes preservice teachers are unable to collaborate with student's families and the environment of their schools. Some courses about collaborative study with families are taught in universities to increase teacher's dynamics about teaching special students. Some teachers are equipped with theoretical knowledge but they lack the ability to practice it in family involvement. Preservice teachers should be taught about how to handle the disturbing behavior of some parents in the field experience. Because some parent's involvement in the classroom distresses the school environment. Teachers should interact with parents with the perception of their own childhood. (Ozturk, 2017)

The special educational success depends on family involvement. The collaborative approach of parents and schools about disabled students give a boost to positive progress in special education. Families and specifically parents are aware of their child's intense needs therefore they are appropriate to help teachers about the education of students. Parents know about their children's function, approach and strength and teachers know the levels of education related to disabled. That is why they both parents and teachers need each other to learn about their child's expertise. (Ozturk, 2017)

The preservice teachers' understanding about families, importance of collaboration between parents and teachers and the family school collaborative practices are three crucial sections for special student's education. Preservice teachers learn about the family's complexities in their child's education. Teachers design such programs as open ended questions to involve parents in the educational process. This makes their knowledge from good to excellent. The experience of involving parents is more profitable for preservice teachers to guide and understand their students.

The teachers need more skills and experience to teach disabled students than general students. Teachers and preservice teachers can collaborate by sharing individual experiences, teaching techniques, and strategies with each other for getting better results. Some practices like small group instruction and focused or intensive instruction of preservice education teachers are beneficial for general teachers too. In the same way, the general teachers experience specialized knowledge and skills. The inclusion of both educators unifies their courses and field experiences.

Mere parent's involvement in academic process of disabled students is not enough. For better outcome, schools collaborate parents and teachers about students' performance. If parents are not indulged in making decisions, students may not acquire enough modification in the learning process. Culturally relevant practices enable teachers to develop understanding about traditionally and linguistically different students. Culture plays an important role in preparing teachers to guide students better. (Alsayyari, 2017)

Communication skills are necessary for school and family relationship. Sometimes parents lack to understand education meetings, classification of notes and test results due to inadequate communication. School professionals should refer to involvement, parenting, communicating, volunteering, learning, decision making, and collaborating. A balanced conversation between school and family increases students' wellbeing. Sometimes teachers as in US do not get the interest of parents because their first language is not English. So they show lack interest in attending events and volunteer activities. Parents want to improve their children's education likewise schools want to get great outcome. (Alsayyari, 2017)

Some practices are needed for better collaboration of family and schools such as culturally relevant practices, clinical rich experiences, wraparound services and communication skills. Teacher preparation programs are necessary to prepare teachers for collaboration. General teachers cannot understand disabled children's requirements and cannot guide them properly. Therefore, pre-service Teachers' programs are needed for fulfilling the requirements of disabled students and their parents.

In the previous research, issue is addressed, intensification of professional development on online platform of apprentice itinerant. Mainly is talks about teacher, teaching students having Visual impairments: Capability for

evaluating media literacy for students of Visual Impairments. While the investigation suggested TVIs performance ratio and efficiency of media interaction is low of the completion of training sessions. A constantly evolving atmosphere can modify the low efficiency to better. (Alsayyari, 2017)

Researcher has utilized four online working modules for the delivery of group interference. Data analysis has been done by using two dependent and independent samples. The indication of results is; no improvement can be seen in pre-submission and post-submission. Moreover, in online modules' performance, states showed significant improvement in pre and post-submission clusters. Although this research cannot be generalized as data is collected from a small sample and the results stats are a depiction of the feasibility of intervention group's acceptance comparable to the average answered in strongly agree.

Kristi Lauraine has explored her research perspective on the fact of developmental delays among children that leads towards the issue of administrative functioning and educational challenges. Surveys have analyzed that, identification of such children is quite obvious and their developmental delays are on-screen of observation for common people. Moreover, Laurine has reconnoitered referrals outcomes of EI with complex medical histories cause a high risk of developmental delays evaluated by enrolled programs. These informative successive blended strategies study incorporated a quantitative stage portraying the EI reference result and a subjective stage comprising of meetings with families to investigate the parent/guardian's experience of the EI reference measure. Information examination included distinct measurements to describe the example and Pearson Chi-Square and autonomous examples t-tests to research kid qualities related to productive referrals. Interviews were conducted quantitatively to transcribe codes for topics in an iterative and recurrent style. key topics incorporated the need to respect a wide range of requests put on the parental figures of these high danger youngsters, just as the need of giving away from of the reason for both the visit to the high danger baby follow up program and the EI reference. The Chronic Care Model is utilized as a structure for examining suggestions for training.

Donna Marie Borrow has explored in the course of recent many years detailed paces of mental imbalance (autism) have consistently risen. The current rate is 1 of every 68 kids. While chemical imbalance can be dependably analyzed at year and a half in most youngsters with the condition, specific chemical imbalance treatment seldom starts before a kid's third or fourth birthday celebration. As screening and analysis methodology improves so does the requirement for viable early mediations for mental imbalance. Specialists and experts have communicated a developing worry over the requirement for powerful early intercessions for babies and little children with mental imbalance.(Alsayyari, 2017)

Simultaneously, there is a lack of subjective examination investigating the necessities and encounters of guardians with an extremely small kid with mental imbalance. Utilizing a phenomenological system, the reason for this examination was to research the lived encounters of guardians of a little youngster with chemical imbalance getting early custom curriculum administrations. Unstructured meetings and photograph elicitation were utilized to produce rich, nitty-gritty depictions of the wonder. Six various themes are illuminated from narrative dialogs, images, and photographs. 1) parents are the presenters for imitation to form families in future. 2) create an expedition as a family 3) navigated uncultivated and unexplored service system. 4) overwhelming obstacles and challenges 5) flexibility, elasticity and inventiveness and hope. 6) upcoming three years are reflections. This examination is one of the first to explore the lived encounters of guardians as they look for and secure mental imbalance administrations for their kid under five with autism.(Alsayyari, 2017)

Autism spectrum disorder is dealt with differently by Arab American mothers. The rapid increase of Arabs migration to the US about 72% from 2000 to 2010 is the cause of it. 19 % of the US population was consisted of disable people. The students with ASD increased to 1 in 88 in 2012 while with the 30 % increase it has reached 1 in 68 in 2016. The effects of ASD are the same in every child but its perception differs according to culture, education, religion, and socio-economic status. For example, an African American mother considers low negativity in having child with ASD. The native American mother relates ASD with genetic and environmental elements. The Asian mothers regard ASD as shame for the family. Similarly, the Korean mothers get afraid by having ASD Child due to social negative behavior about disability. The Arabs consider ASD as a symbol of insanity or weakness. Even the professional services are variable due to the cultural background of every nation, (Alsayyari, 2017)

The health care services are available to everyone in the US. But its implication can be different due to cultural background and ethnic and liquid diversity. The migrant families like Arab American parents of the US has to tolerate the lack of access to health insurance, professional care, enough clinic time, and health coordination.

Arab Americans are considered white in the US by law but it does not protect the Arabs from discrimination and racial prejudice. Because Arabs as Muslims are considered negatively. This stereotype involves the difference in education, jobs, housing, immigration, and police behavior. The main reasons for disability in Arab American community are consanguineous marriages, big families, higher parental age and terrorism. They also attribute disability to a test from God, supernatural evils such as the evil eye, witchcraft and demon possession. While this disability of ASD spreads 66.7% due to genetic factors and 78.2% due to adverse situation of society.

The attitudes towards disability are different due to the severity of disability. Blindness and deafness rise sympathy for the patient and empathy for his family. While other physical and mental disability results in family isolation in Arab families. It gets worse if disable is female and she is considered unmarriageable and incapable in childbearing. Arabs react shock, disbelief, guilt, anger, stress, and shame on the diagnosis of disability in the child. The Arab mothers are attached to such stereotypes as previous abortion, eating a peculiar food, carrying heavy loads and wrongdoings of mother during or before pregnancy. In Arab culture, mothers are intended to be the reason for child disability. Many mothers hide their child disability to even their husbands due to the fear of second marriage or divorce. Disability is not only a problem for individuals but also for families. The society also contributes to the family's concerns by providing a lack of interest in disabled children, (MedlinePlus).

However, the image of disability has modernized over the years. The parents start focusing on the needs and behavior of disabled children. They provide specific education to their disable child. The new immigrants in the US are educated and well aware of their children's needs. Recent Arab American mothers hold high school diplomas; they are satisfied with the services of schools. Furthermore, their religion Islam also enlightens the significance of having a disabled child. To excel in US society, the language is the main barrier that prevents parents from interacting with school administration effectively.

In Arab American community, some parents behave positively towards their disabled child and their learning process. While in some others they have negative relationships with their husbands due to disabling children and therefore neglect their children's elementary education process. The socio economic status also plays a vital role in diagnosis, intervention, specific training, and expensive services for disabled children. On the contrary, low-income families have to experience difficulties like lack of health insurance and unaffordable services to boost their disabled child's energy. The families with stable income take more interest in their child's school activities than low income parents, (MedlinePlus).

Acculturation is the result of mixing two different cultures in order to attain a modern environment. It affects identity, behavior, values and beliefs. Some parents consider it as adaption of new trends to involve his disable child while other relate acculturation to negative reception, maltreatment, stress and economic struggle. Arab American mothers have to face the problem of learning English language to understand their children's disability and to deal with getting good chances of progress for disabled children.

Notwithstanding this quick development in online training, little is thought about the viability of on the web courses for junior college understudies. In the course of recent years, CCRC has tried to fill this hole in information by leading investigations of online course result at two enormous statewide network school frameworks, one of a southern state and one out of a western state.

Almost 50% of the understudies in these statewide frameworks took in any event one online course during their initial four or five years of enlistment. In any case, hardly any understudies took every one of their courses on the web. Less than 5 percent of understudies took the entirety of their courses online in their first semester; generally, "on the web" understudies taken on a blend of on the web and up close and personal courses all through their school professions.

Students clarified that the adaptability of internet learning assisted them with dealing with their bustling timetables. A small bunch of understudies likewise revealed that they could utilize their time all the more proficiently with online courses and that internet learning fit their individual learning style. Most understudies, in any case, shown that they might not want to take all of their courses on the web, (Alghayth, 2019)

Online learning has overpowered both traditional and non-traditional students. Online learning is popular in both state systems such as community colleges system and online student's system. Community colleges find it a better way to access their nontraditional students who cannot attend colleges regularly due to their several responsibilities. More than 29% of new students have joined the Online higher education courses since 2010. But

recently, 6.7 million students which is almost one third of all regular college students have enrolled in online learning education. While online students are already more prepared due to their high budget and complete access on the English language, (Alghayth, 2019)

But students need to learn technical skills to excel in online courses. Colleges should train their students not only technically but also ethically related to their behavior and responsibilities before online courses. Time management, organization and reading strategies are the basic skills for students to perform in online learning. Colleges consider online learning as privilege not as right of a student. For instance, many students with strong educational backgrounds withdraw from online courses due to insufficient comprehensive readiness. Online tutoring should provide their help beside of traditional business hours and on weekends to support nontraditional students. Sufficient training is required for online instructors such as readiness activities, screening, early warning systems, technical support and tutoring to prepare the students.

The online learning attracts many students but a few complete and perform well in these courses. In online courses, the failure rate is higher than in traditional courses. Even the completer of traditional courses performs worse in online courses due to lack of technical proficiency. Online learning does not provide the range and intensity of a teacher that a student requires to excel. Students need to access some skills like time management organization and recognition about asking for help from a tutor, (Daniels, 2018)

Students consider that their relationship with the teacher is personal, immediate, and detailed in traditional learning. While in online learning, the instructor is not available most of the time. The students also feel lack in connection with their fellow students and teachers in online process. The online courses cannot cover some subjects like languages, public speaking and laboratory science. The students expect more progress from online than traditional learning. But it leads them to frustration due to inadequate techniques and time consumption. The online students describe that lack of instructors' interest, lack of their caring and lack of effective integration to technologies are the reasons for the withdrawal of students.

To make online technology useful, there is the need for impersonal interaction with knowledgeable and approachable performance from tutors with the help of technological tools to develop their students. Online learning education promises a great progress but the remaining development is necessary to make it as full time study. Online faculty can make it profitable for students by making comprehensive improvement that aim of instructors to engage the online students and increase their performance by lectures, homework assignments, discussion board, live chat sessions, and lab activities, (Daniels, 2018).

3.1 Framework

Definition of Special education:

The *Sign Learning Theory* initially evolved by Tolman who created the hypothesis; "an individual learns by following signs that lead to explicit objectives." Tolman says, learning is consistently intentional and revolved around an essential objective. The Sign Learning Theory established the behaviors, however, Tolman averted that customary way of proposing a connection between progress highlights and upgrades reaction. He proposed that the boost is connected to the other upgrades that the student as of now finds significant. Sign Learning Theory has 3 key rules for applying in E-learning:

- Online Learning encounters are consistently objective driven and purposed.
- Online Learning cycle for the most part includes natural factors that assist online students with accomplishing the essential objective.
- Online students will consistently pick the most effortless or briefest course to arrive at their objective.

To encourage the E- learning cycle, Tolman 's 3 essential parts should be utilized: (1) "a critical, which can be ideal result, objective, or conduct," (2) "the sign, alluding well boosts the prompts students to make a move," and (3) "implies objectivity, alluding well student's inward perspective or connections." According to Tolman, these "sign gestalts" were on the whole structure as "intellectual guide". This intellectual guide affects climate factors that impacts the student's conduct and prompts them to pick explicit gestalts.

As far as E-learning course plan, the above segments can be meant: significant sign and Means-End relations. There are 6 Sign Learning Theory Elements to Include in E-learning Course Design. The hypothesis of Sign Learning Theory furnishes 6 types for discovering whether people will use to accomplish the objectives or

extend the comprehension about their topic. E-learning experts will utilize the types of figuring out how E-learning courses will become powerful and drive reason.

1. Cathexis

Students can connect explicit articles or thoughts towards a specific motivation. The motivation can be either harmful or effective. Keeping away from working environment clashes and getting late will become a type for harmful Cathexis and these two activities neutralize an essential objective. The reason of imperative is investigation of the crowd about recognition of their motivators and sparks.

2. Field Expectancies

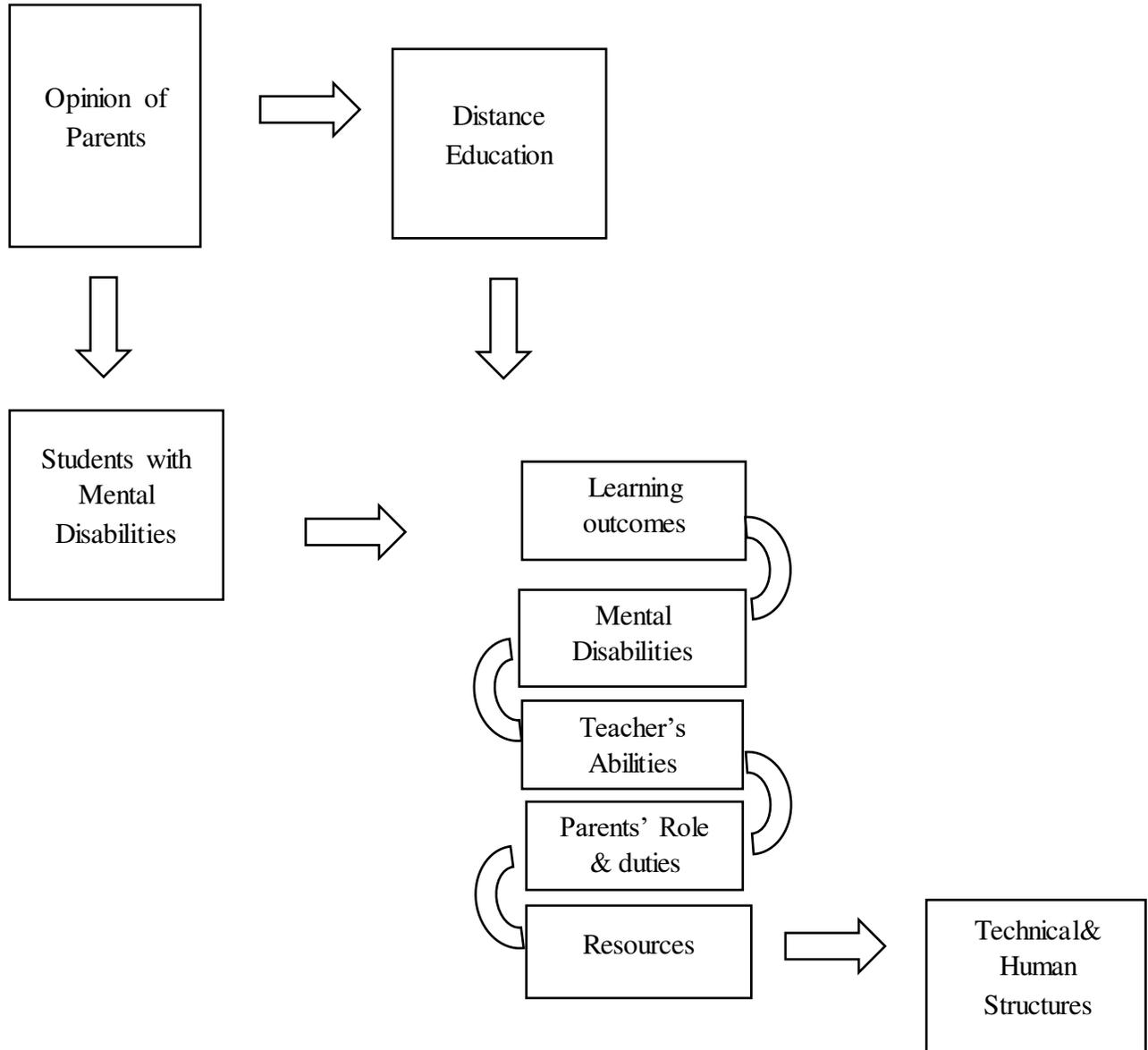
Students find it as specific activity prompts a particular result. Its application in E-learning is through giving genuine models, expanding situations, and E-learning re-enactment that investigate distinctive choice ways. These E-learning exercises additionally investigate the advantages and uses of the topic. Consequently, online students can figure out which instruments and critical thinking approaches will assist them with accomplishing their objectives ahead of time. **3. Identicalness Beliefs** an online student feels that an optional or "sub-objective" conveys a similar load as an essential objective.

4. Field Cognition Modes: an online student's point of view and inductions assume a significant part of E-learning cycle. Identify the suspicions through posing inquiries or urging the workforce to gather. Communicating to the companions offers a chance for observing from an alternate perspective, which frees all to move to new E-learning prospects. **5. Engine Aptitudes:** There is a connection among upgrades or actual development. The development additionally relates to engine aptitudes. Material E-learning exercises permit online students to associate with the topic straightforwardly while refining their tangible abilities.

6. Segregation Capacity

The E-learning is straightforwardly identified with Cathexis. Truth be told, it contributes to a considerable lot of similar attributes. It happens when a student should segregate between specific drives to accomplish their objective. Sometimes, the specific drives might felt contending that specific driver is the most powerful of all others. Fanning situations are such incredible method to develop drive segregation capacities in E-learning, as online students should pick the way that drives them to the ideal result utilizing their scientific aptitudes.

3.2 Framework



4. Methodology

The design of the study is quantitative, research base analyses and explorative in nature. The topic has been analyzed via an in-depth result of questionnaire and conceptual study. The researcher aims to bring in the limelight the sensitive points and issues of the online learning for students having mental disabilities. Along with, it interprets the take and perceptions of parents minutely, so the reader may develop the sense and understanding of problems faced by parents of students with mental disabilities. Moreover, in this study, I have investigated situation of parents having children with mental disabilities. The purpose of this study was to analyze perception of parents. Data will be collected from 30 parents of children having mental disabilities: In order to address research question, 1) Parents perception, 2) effectiveness of online learning, 3) productivity and outcomes of online learning.

4.1 Sampling

In Quantitative Research Parents of disable students are selected to collect data by fulfilling questionnaire. I have closed specifically parents to analyzed their perception. Questionnaire is developed to attain in-depth analysis of outcome of online education for children having mental disabilities.

4.2 Research Questions

Grounded upon the statement of the problem, the present research focuses on opinions of parents of students with mental disabilities about the quality of distance education for their children. Particularly, the study seems to exhibit the perception of parents of children with mental disabilities on the quality of online education.

- 1) Are online learning platforms productive for learners with disabilities?
- 2) Can online platform viably replace face to face learning platforms for special children?
- 3) Is the facilitation of online learning for disabled students burdensome to their parents?

Data Analysis

Data collected from the conducted research and previous research work indicates parents are of the opinion that distant education is not much productive for children with mental disabilities. As in this pandemic situation everything is shift to online forum, so educational matters are also transferred to online platform but is not more fecund, dynamic and creative for excellent students and while we'll look upon it for that case of special children it will completely become destructive because not only it will be less progressive but problematic for parents to deal with. Parents believe physical sessions are true means of education. Because these sessions tend to give special children special care, attention and diversified culture.

Parents suggests that knowledge is combination of skills and leaning, to attain these things institute is mandatory and it cannot be replaced with distant learning. Additionally, parents claim that in online education they have to play an important and dual role of parent and teacher. Guardians consent to take that students facing learning issues have problem in the enthusiastic mechanism, orchestrating/affiliation and measureable affiliation balances. Revisions investigate, proceeding to towards institute, socioemotional and direct capacities ought to adequately be set up, as they favor insightful learning's.

In physical session or classrooms teacher can use multiple theories i.e. classical conditioning, operant conditioning, behaviorism and social learning theory. But in online session it is very difficult to apply such theories as these are not productive in such educational environment. Normal student tends to understand all the complexities in online education but in the case of special student's expectation of teacher or parents wrapped into small box, because these students cannot understand and perceive the exact content in physical class where they are having great care and seeking understanding.

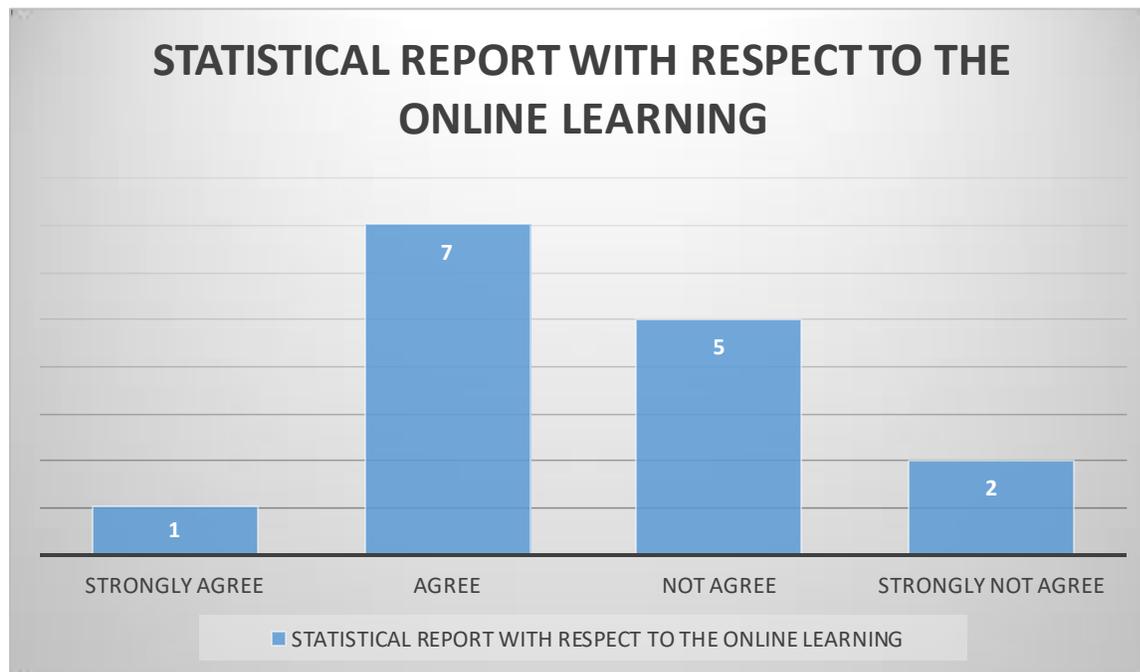
Acculturation is the result of fraternization two different cultures in order to attain modern environment. It affects identity, behavior, values and beliefs. Some parents consider it as adaption of new trends to involve his disable child while other relate acculturation to negative reception, maltreatment, stress and economic struggle. Mothers have to face the problem of learning English language to understand their children's disability and to deal with getting good chances of progress for disabled children.

Online learning has overpowered both traditional and non-traditional students but students having mental disabilities face unbearable situation specially parents believe their duties as parent for children become tough. Online learning is popular in both state systems such as community colleges system and online student's system.

The online learning attracts many students but a few complete and perform well in these courses. In online courses, the failure rate is higher than traditional courses. Even the completer of traditional courses performs worse in online courses due to lack of technical proficiency. Online learning does not provide the range and intensity of a teacher which a student requires to excel. Students need to access some skills like time management organization and recognition about asking for help from tutor.

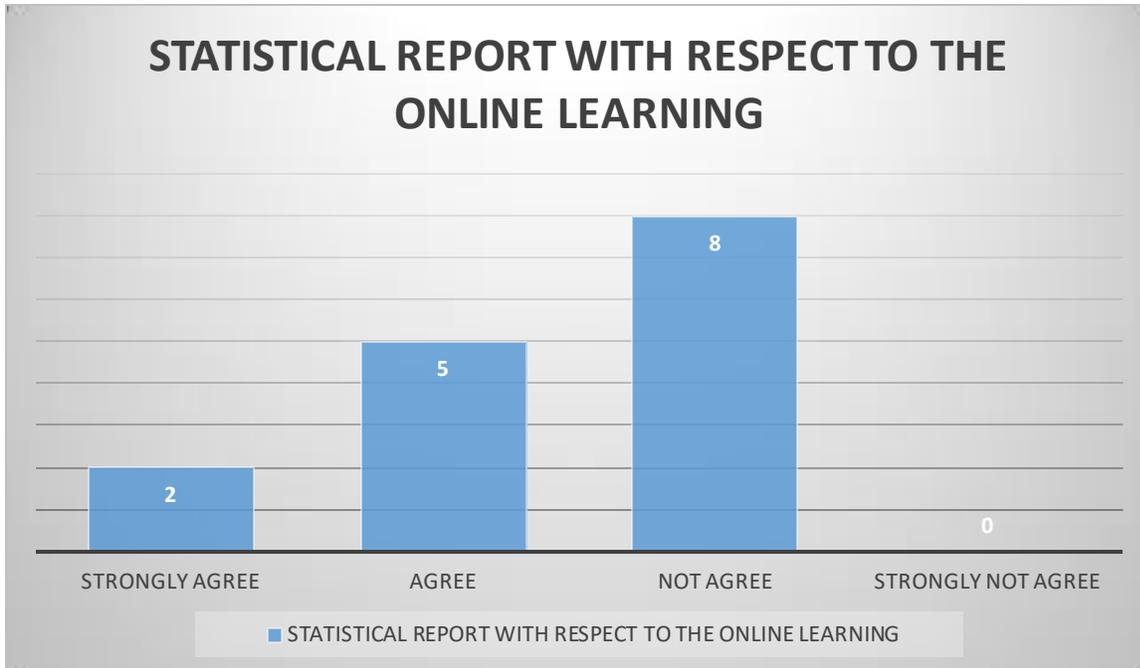
Parents believe that their children’s relationship with instructor is close to home, prompt and point by point in customary learning. While in online learning, the teacher isn’t accessible more often than not. The parents additionally feel their children need association with their corresponding understudies and educators in online cycle. The online courses can’t cover some subjects like dialects, public talking and research facility science. The understudies anticipate more advancement from online than customary learning. In any case, it drives them to disappointment because of lacking methods and time utilization. The online understudies portray that absence of educators' advantage, absence of their mindful and absence of powerful coordination to advancements are the reasons of withdrawal of understudies.

Parent want to make online innovation helpful, there is the need of indifferent collaboration. The proficient and receptive execution, from coaches with the assistance of innovative apparatuses builds up their understudies. Internet learning schooling guarantees an extraordinary advancement yet the excess improvement is important to make it as full time study. Online workforce can make it productive for understudies by making extensive improvement. The point of teachers to draw in the online understudies and increment their exhibition by addresses, schoolwork tasks, conversation board, live talk meetings and lab exercises.

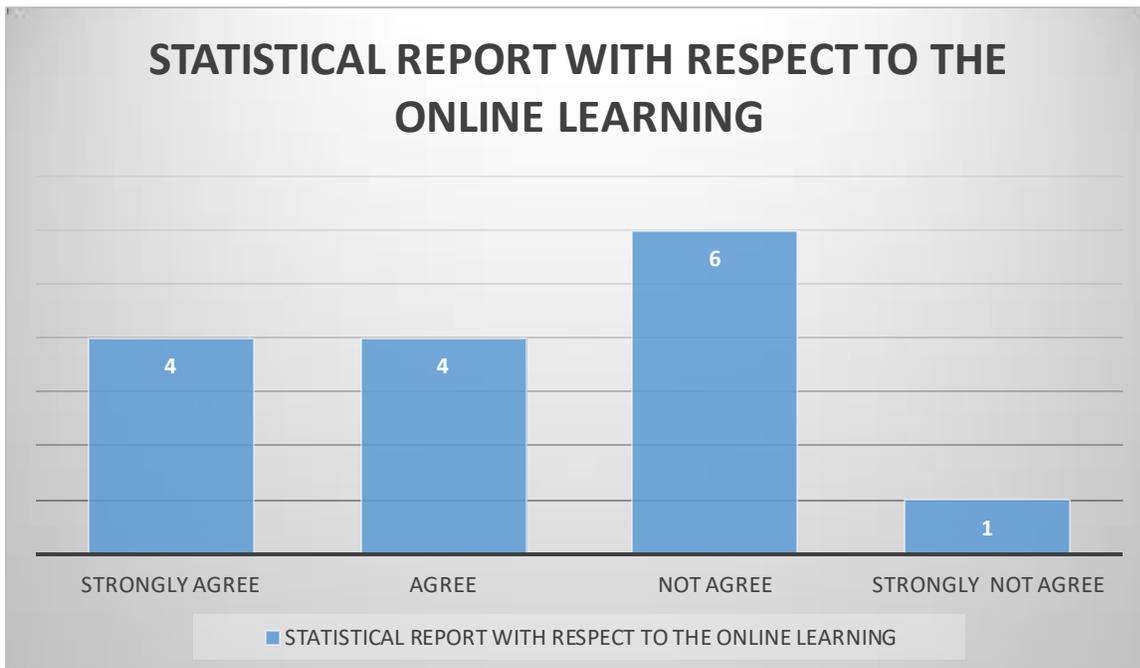


Results:

According to the survey of the online learning, there are five numbers of children parent answer according to this above mentioned scenario. The five numbers of parents marked 5 points as strongly agree that online learning is the problem and it need more to the disabled students. The parents of disable parent marked as agree on 7 points and analyzed that online learning is not very productive way. They also think that it is the better source of education and there are more advantages than disadvantages. The parents also marked 02 points as not agree from which conclude that online learning is not creative way and there is not any drawback. One point marked as strongly not agree in which the parents strongly not agree with better going to institute than online learning.



According to the survey of the online learning, there are ten numbers of children parent answer according to this above mentioned scenario. The ten numbers of parents marked 2 points as strongly agree in which the parent suggested that disabled student need more attention than physical class and secondly, it also in the learning terms. The parents of the students marked as agree on 6points and analyzed that online learning is not a good platform for normal students and also for the disable students. They think online classes are the replacement of the face to face classes. They also perceived that online classes also on children mental health. The parents also marked 08 points as not agree from which they conclude that online learning is the most suitable options for the disabled student than the face to face classes. There is no any parent marked as strongly not agree.



According to the survey of the online learning, there are ten numbers of children parent answer according to this above mentioned scenario. The ten numbers of parents marked 4 points as strongly agree in which the parents believe that online learning is not suitable for the children and effect on their mental health. The parents of disable parent marked as agree on 4 points and analyzed that online learning is not paying full attention on disable students and there are very few course in the online sessions. The parents also marked 06 points as not agree from which conclude that online learning is suitable for the children. One point marked as strongly not agree in which the parents strongly not agree with related earning more profit on online learning.

Discussion

The outcome of this research are crystal clear in the data analysis as the fig.1 shows that online learning, parents think that disabled students need more attention in online learning. The parents of disabled children analyzed that online learning zoom is good applications for the online session but they also think that online classes effect on children mental health and it is also the toughest job for the parents. The parents not agree from which conclude that online learning is not creative for disabled student and it is also not the replacement of physical classes. Two points marked as strongly not agree in which the parents strongly not agree that it is not the better way than physical classes and also not easy learning in the online session.

According to fig.2 parents believe that online learning is the problem and it need more to the disabled students. The parents of disable children evaluated that online learning is not very productive way. They also think that it is not the better source of education for children with mental disabilities and there are more disadvantages than advantages in case of special education. The parents conclude that online learning is not creative way and there are drawbacks of online education. One point marked as strongly not agree in which the parents strongly not agree with better going to institute than online learning.

According fig.3 parents take online education, not much productive and suggested that disabled student need more attention than physical class online sessions could not help in creation develop understanding and recognize the clarity, and secondly, it also in the learning terms. The parents of the students with mental disabilities considered that online learning is not a good platform for normal students and also for the disable students. They think online classes is not the replacement of the face to face classes. They also perceived that online classes also on children mental health. The parents also accomplish that online learning is the most suitable options for the disabled student than the face to face classes. There is no any parent marked as strongly not agree.

In accordance of fig.4 the parents believe that online learning is not suitable for the children and effect on their mental health. The parents of disable children scrutinized that online learning is not paying full attention on disable students and there are very few course in the online sessions. The parents not agree to conclude that online learning is suitable for the children. One point marked as strongly not agree in which the parents strongly not agree with related earning more profit on online learning.

Conclusion

Conclusion of the research work demonstrates that parents are of the assessment that online schooling isn't a lot of gainful for children with mental inabilities. As in this pandemic circumstance everything is move to online gathering, so instructive issues are additionally moved to online stage however isn't more successful, dynamic and imaginative for phenomenal and keeping in mind that we'll view it for that instance of special children it will totally become damaging on the grounds that it will be less reformist as well as risky for parents to manage. Parents' consent physical learning are genuine methods for training. Since these meetings will in general give exceptional children uncommon consideration, consideration and enhanced culture.

Guardians propose that information is a mix of aptitudes and inclining, to achieve these things organization is obligatory and it can't be supplanted with inaccessible learning. Furthermore, guardians guarantee that in online schooling they need to play a significant and double part of parent and educator. Parents come to an agreement to take that children with learning problems have disputes in the eager control, organizing/alliance and substantial connection measures.

In parents' opinion mental instabilities put great influence on thinking and conduct of children. These mental instabilities involve Nervousness issues, disposition issues, craziness issues, dietary issues and character issues, having an authentic affliction like sickness, having relatively few friends, and feeling desolate or isolates. Mental issues don't achieve the character blemishes. They don't have anything to do with being torpid or weak.

Data is collected from 30 parents by questionnaire, their concerned questions are asked related to their opinion about their duties in distant learning, mental states of children, effectiveness and outcome of online education. Few parents gave their stance that online learning for mentally disabled children is not much productive. Moreover, it increases the duty of parents they have to play dual part as teacher and as parent. While few parents considered online learning a challenging situation because they believe what an institute can do cannot be done by a single person or pair of two parents.

Physical sessions are meant to provide vast variety of choice to deliver education. These sessions tend to help educator can utilize numerous hypotheses for example traditional molding, operant molding, behaviorism and social learning hypothesis. Be that as it may, in online meeting it is exceptionally hard to apply such hypotheses as these are not gainful in such instructive climate. Ordinary understudy will in general see all the complexities in online training yet on account of extraordinary understudy's desire for instructor or guardians wrapped into little box, in light of the fact that these understudies can't comprehend and see the specific substance in actual class where they are having incredible consideration and looking for comprehension.

This quantitative research has been conducted by taking sampling of 30 parents of children with mental disabilities. Parents gave their opinion as they are not much satisfied with distant learning for mentally disabled children and they are not in the favor of online education. The statistical results show that mostly parents agreed to the point that online education of not much productive and productive in the case of special children. Additionally, distant learning omits all the facilities of an institute and restricts learning environment. Moreover, this research suggests further fields of research in domain of special education i.e. effects of pandemic on learning of special children and children of one specific mental disability and role of parents to deal in pandemic situation.

References

- Alghayth, K. M. A. (2019). The Use of Assistive Technology with Students with Severe Intellectual and Developmental Disabilities in Saudi Arabia: Teachers' Perspectives. Retrieved from <https://scholarcommons.usf.edu/etd/7719/>
- Alsayyari, H. (2017). Perceptions of Arab American Mothers of Children with Autism Spectrum Disorder: An Exploratory Study. Retrieved from <https://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=8318&context=etd>
- Daniels, J. A. D. (2018). The Impact of Online Professional Development on the Assessment Efficacy of Novice Itinerant Teachers of Students with Multiple Disabilities Including Visual Impairments. Retrieved from https://pdxscholar.library.pdx.edu/open_access_etds/4400/
- FutureLern. Integrated Healthcare for Children with Developmental Disabilities. Retrieved from <https://www.futurelearn.com/courses/children-with-developmental-disabilities>
- Goodall, J. (2021). Parental engagement and deficit discourses: Absolving the system and solving parents. *Educational Review*, 73(1), 98-110.
- Hornby, G., & Blackwell, I. (2018). Barriers to parental involvement in education: an update. *Educational review*, 70(1), 109-119.
- Lipkin, P. H., & Okamoto, J. (2015). The Individuals with Disabilities Education Act (IDEA) for children with special educational needs. *Pediatrics*, 136(6), e1650-e1662.
- MedlinePlus. Child Mental Health. Retrieved from <https://medlineplus.gov/childmentalhealth.html>
- MedlinePlus. Delirium. Retrieved from <https://medlineplus.gov/delirium.html>
- MedlinePlus. Mental Disorders. Retrieved from <https://medlineplus.gov/mentaldisorders.html>
- Ozturk, M. E. (2017). Collaboration with Families: Perceptions of Special Education Preservice Teachers and Teacher Preparation. Retrieved from <https://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=8268&context=etd>
- Palvia, S., Aeron, P., Gupta, P., Mahapatra, D., Parida, R., Rosner, R., & Sindhi, S. (2018). Online education: Worldwide status, challenges, trends, and implications.
- Paulo, S. (2017). The opinion of parents and teachers of students with learning disorders regarding executive function skills. Retrieved from https://www.scielo.br/scielo.php?script=sci_arttext&pid=S1516-18462017000500674

WebMD. Types of Mental Illness. Retrieved from <https://www.webmd.com/mental-health/mental-health-types-illness#1>