

UNIVERSITI TEKNOLOGI MARA

**“TEARS AND PERSEVERANCE”:
AN INTERPRETATIVE
PHENOMENOLOGICAL ANALYSIS
OF MOTHERS IN RAISING
CHILDREN WITH DYSLEXIA**

NOOR AMIERA BINTI ALIAS

Thesis submitted in fulfillment
of the requirements for the degree of
Master of Sciences


Faculty of Health Sciences

January 2016

AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name of Student : Noor Amiera Binti Alias
Student I.D. No. : 2013282144
Programme : Master of Sciences
Faculty : Faculty of Health Sciences
Thesis : "Tears and perseverance": An Interpretative
Phenomenological Analysis of mothers in raising
children with dyslexia
Signature of Student : 

Date : January 2016

ABSTRACT

It is estimated that the number of children is 5 in every 100 pupils in primary school are potentially dyslexics in Malaysia. Dyslexia is a one types of Learning Disability which affects abilities in reading, spelling and writing. These issues increase motherhood experiences which subsequently give negative effects to mothers' life such as physical health, psychological health and social relationship. However, those experiences are often found in literature from Western countries with other various conditions. To date, there is lack of literature regarding Malaysian mothers experience in raising children with dyslexia. The aims of this qualitative study are to illuminate the challenges, coping strategies and hopes of mothers' experiences in raising the children with dyslexia using a phenomenological approach. Data were collected from twenty mothers who have children with Dyslexia located at Dyslexia Association Malaysia (DAM) centre. Semi structured interview were conducted. The verbatim transcripts were analysed by using six steps Interpretative Phenomenological Analysis (IPA). Five super-ordinate themes emerged that describes the mothers' experiences. The super-ordinate themes are, i.e., "*Difficulty yet enduring*" and "*Self-perseverance*" relating to challenges "*Never mind, I will finds my ways*" relating to coping strategies, "*There is always improvement*" and "*I wish ...*" relating to hopes emerged in this study. The present study has revealed experiences and knowledge that should be addressed by health professionals such as occupational therapy to construct an effective intervention to mothers raising a child with Dyslexia. The findings provide a deeper understanding to the occupational therapy to support mothers or families effectively.

ACKNOWLEDGEMENT

In the name of Allah SWT Most Gracious, Most Beneficent

Alhamdulillah, all praises to Allah for the strengths and His blessing in completing this thesis. I would like to express my deepest gratitude to my supervisor, Dr. Akehsan Bin Haji Dahlan, for his excellent guidance, constant support, patience, caring, and providing me with an excellent atmosphere for doing research. Not forgotten, my co – supervisor, Mr. Syamsul Anwar Bin Sultan Ibrahim for his invaluable help of constructive comments and suggestions throughout the thesis works as well as giving inspiration have contributed to the success of this study. I would like to thank the Dean of Faculty of Health Sciences, Dr. Hamzah Fansuri Bin Hassan for his support and help towards my postgraduate affairs.

I would like to acknowledge President, Ms. Sariah Bin Amirin and staffs gratefully at the Dyslexia Association Malaysia, Ampang, Selangor, for their cooperation, understanding and allowing me to do data collection for this study. Sincere thanks to all mothers who have participated and shared their beautiful experiences in this study. I would like also thanks to all my friends especially Zamir, Zara, Asri, Erna, Zaidin, Azwan, Ain and others for their kindness and moral support during my study which contributed in this study direct and indirectly.

Last but not least, my appreciation also goes to my beloved parents; Mr. Alias Said and Ms. Ramlah Abd Manap also to my parents in law Mr. Abdulah md Isa and Ms. Hasma Ahmad as well as whole family. They were always keep supporting and encouraging me in their best wishes.

Also special thanks to my husband, Anwar Bin Abdullah and my son, Muhammad Zahin Arfan Bin Anwar who were always there cheering me up and stood by me through the good times and bad. Thank you very much.

CHAPTER ONE: INTRODUCTION

1.1 INTRODUCTION

This chapter presents the background of the study, problem statement, aims, specific aim, research questions, conceptual framework, significance of the study and definition of terms. The background of the study explains some review from previous studies, the details of which will be explained in the literature review in chapter 2. However, the background of the study is able to give an idea and overview about this study. Problem statement explains the issues concerned and the gap of this study. This is followed by aims, specific aims and research questions which need to be answered in this present study. The adapted KAWA model (Iwama, Thomson, and Macdonald, 2009) was used as a conceptual framework in designing the interview guide. The details of how the KAWA model is appropriate to this study are also explained. Meanwhile, the significance of this study also explains the current needs of this study. It is also supported by previous studies to provide the rationale for conducting this study. Last but not least, definition of terms is also provided for terminologies used in this study.

1.2 BACKGROUND OF STUDY

1.2.1 Dyslexia Definition

Dyslexia is one of the types of Learning Disability and has been classified under Individuals with Disabilities Education Act (IDEA) (Friend, 2005). It comes from an ancient Greek word which the word 'dyslexia' has been separated with 'dys' which refers to 'difficulty with', while 'lexis' refers to 'word'. The attributes of people who have dyslexia are having difficulties in reading, speaking, listening, and writing (Rosana, 2009; Lemperou, Chostelidou, and Griva, 2011). Those difficulties usually affect children in their learning process, for example having poor handwriting, imprecise oral reading, and