

Parenting Stress and Family Environment among Parents of Children with Specific Learning Disability

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Abstract

Specific Learning Disability (SLD) manifest as persistent difficulties in learning to efficiently read, write or perform mathematical operations despite normal intelligence, conventional schooling, intact sensory system, adequate motivation and learning opportunity. SLD not only affects child's academic skills but also leads to emotional turmoil. Raising a child with disability is not so easy. It becomes difficult for parents to accept the disability (SLD) which is invisible in nature. Parents of children with SLD experience significant stress family environment. The present study was aimed at assessing parental stress among parents of children with SLD. For this purpose, family environment and parenting stress of parents of SLD was compared with control group. Sample consisted of 30 parents in both group. Parents in the clinical group were selected from OPD of Child Guidance Clinic (IHBAS), Delhi. The control group comprised of parents of normal children without any disability. Measures included – Parents Stress Index (PSI), and Family Environment Scale. Results of the study indicated that parents of children with SLD experienced greater stress in comparison to parents of normal children. Significant difference was observed on the domains of family environment. Parenting stress was found to be negatively correlated with family environment. Findings of the present study suggest that learning disability of the child may have negative impact on parental well being and family environment.

Keywords: Specific Learning Disability (SLD), Intelligence, Parenting stress, Family environment.