



PARENTAL STRESS: AN ANALYSIS OF EMPIRICAL EVIDENCE FOR PARENTS OF INTELLECTUALLY DISABLED CHILDREN- A SYSTEMATIC REVIEW

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The study is review based article which focused on the various dimensions of parental stress, such as emotional, financial, and social stressors, and it investigated how these factors interplay with the overall well-being of parents. Raising a child with an intellectual disability is a complex and demanding journey for parents, caregivers, and families. Therefore, there is a compelling necessity to conduct a review of parental stress in the context of children with intellectual disabilities. Intellectual disabilities are relatively common, affecting a significant portion of the population. Understanding the stress experienced by parents of these children is crucial due to the substantial impact it can have on the well-being of both parents and children. The research underscores the significant impact of parental stress on family functioning. Thus, there is a on the overall experience of parents, but there is less understanding of the unique challenges faced by parents of children with specific conditions or at different points on the spectrum of intellectual disability. While there is some research on the short-term stress and challenges faced by parents, there are less information on the long-term impact on parents' mental and physical health, as well as their overall quality of life. None of the research focuses on the experiences of how siblings of children with intellectual disabilities are affected. The stress and unique challenges faced by siblings were not being as well documented.

Keywords: *Intellectual Disability, Caregiver Stress, Family Well-Being, Coping Strategies, Support Services.*



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1. INTRODUCTION

Parenting is a complex and rewarding journey, marked by various challenges and joys. For parents of intellectually disabled children, this journey often

comes with unique and significant stressors that can influence their well-being. Intellectual disabilities encompass a range of conditions that affect a child's cognitive functioning, often-requiring additional care,

support, and resources. The emotional, psychological, and practical demands associated with raising intellectually disabled children can contribute to elevated levels of parental stress, which, in turn, can have profound effects on the overall well-being of parents. The various dimensions of parental stress, such as emotional, financial, and social stressors, and it investigated how these factors interplay with the overall well-being of parents. Parenting is a mechanism that encourages and supports the physical, mental, social, financial and intellectual growth of children from childhood to adulthood. Parents with any type of disabled children have traditionally been considered as prime candidates for emotional disorders. (Cummings et al., 1966). Chronic conditions of disability, both medical and emotional, make extra demand on the parents, resulting in stress (Tew & Laurence, 1975; Breslau et al., 1982). An intellectually disabled child in a family is usually a serious stress factor for the parents. It often requires a reorientation and reevaluation of family goals, responsibilities and relationships. In India, their families have traditionally cared for the majority of persons with intellectual disability. In today's modern society, this home-based care has resulted in many adverse consequences. Factors such as changes in the social system (e.g. breaking up of joint families) and the economic system (e.g. unemployment, inflation, etc.) have contributed to the stress those parents with intellectually disabled children experience. Various characteristics of children with intellectual disability have been found to affect the levels of stress that their parent's experience. The severity of the child's intellectual disability is a strong predictor of parental stress (e.g., Honig & Winger, 1997; Huang, 1997; Majumdar et al., 2005; Minnes, 1988). This systematic review is an in-depth exploration of the empirical evidence surrounding the complex relationship between parental stress and well-being in the context of raising intellectually disabled children. Intellectual disabilities create unique demands, necessitating increased care, attention, and resources. Parents often faced with financial strains, caregiving burnout, and the need to navigate a healthcare and education system that may not always be adequately equipped to support their children's needs. These stressors, in turn, can profoundly influence parents' psychological, emotional, and physical well-being. The primary objective of this systematic review is to critically examine and synthesize existing research on the multifaceted aspects of parental stress and well-being within this specific caregiving context. Researcher will delve into the various dimensions of parental stress, encompassing emotional, financial, and social pressures, and analyze how these stressors intersect with the overall well-being of parents. Parents with

intellectually disabled children are aware of and sensitive to the reactions of neighbours, friends, strangers, these adverse reactions may affect the stress experienced by these families (Boss, 1988). The study examined the correlation between parent socio-demographics, and family environment on parental stress. Parental age, marital status, and education level can also influence perceived stress in relation to raising a child with intellectual disability. Parents who are very old or very young be at a higher risk of experiencing stress (Oh, Rubin, & Mouw, 1994). Family demands are comprised of normative and non-normative stressors, strains, and daily hassles. Family capabilities include tangible and psychosocial resources and coping behaviors. Parenting stress can negatively affect children's development, directly or indirectly. It has directly influenced by the behavioral factors in children. For parents experiencing high level parenting stress may impair their perceptions of the disability and their responses to children, thereby affecting their child's skill development. For example, children with autism exhibit more behavioral problems than children without autism; parents of children with autism experienced a higher level of parenting stress. Yet, research on this subject has suggested varying outcomes for families. In support of the view that disability leads to negative outcomes, a couple of comparative studies have noted greater stress in parents of children with disabilities than parents of children without disabilities (Baker-Ericzen, Brookman-Frazer, & Stahmer, 2005; Dyson, 1997). Likewise, two studies, focusing specifically on mothers, have found that mothers of children with mental retardation experience more depression than those of typically developing children when compared using the Beck Depression Inventory (Olsson & Hwang, 2001) and the Center for Epidemiologic Studies Depression Scales (Blacher, Shapiro, & Fusco, 1997). Although these studies suggest a relationship between childhood disability and parent stress or depression, it is important to note that they did not control for variations related to the diagnosis or care demands associated with the disability.

2. THE RESEARCH OBJECTIVES OF THE STUDY

Identifying various research agendas related to parental stress of the children with intellectual disability. What is the necessity to conduct review parental stress of the children with intellectual disability?

- 1) To identify the unique challenges of stress were faced by the parents of intellectual disability.
- 2) To analyse the negative impacts on the family functioning of parents of intellectual disability.
- 3) To review on the differences in the experiencing the stress of parents with intellectual disability.

3. TO IDENTIFY THE UNIQUE CHALLENGES OF STRESS FACED BY THE PARENTS OF INTELLECTUAL DISABILITY

Children with intellectual disabilities represent a unique and diverse population with a wide range of cognitive and adaptive functioning challenges. Intellectual disabilities are characterized by limitations in intellectual functioning and difficulties in areas such as communication, self-care, and social integration. Raising a child with an intellectual disability can be a complex and demanding journey for parents, caregivers, and families. Therefore, there is a compelling necessity to conduct a review of parental stress in the context of children with intellectual disabilities. Intellectual disabilities are relatively common, affecting a significant portion of the population. Understanding the stress experienced by parents of these children is crucial due to the substantial impact it can have on the well-being of both parents and children. Parents of children with intellectual disabilities often face unique challenges, including navigating the healthcare and education systems, advocating for their child's needs, and managing the emotional and behavioral aspects of their children's conditions. These challenges lead to heightened stress levels. Intellectual disabilities are relatively common, affecting a significant portion of the population. Understanding the stress experienced by parents of these children is crucial due to the substantial impact it can have on the well-being of both parents and children. Parents of children with intellectual disabilities often face unique challenges, including navigating the healthcare and education systems, advocating for their child's needs, and managing the emotional and behavioral aspects of their children's conditions. These challenges can lead to heightened stress levels. Understanding the unique stressors faced by parents of intellectually disabled children provides crucial insights into the types of support services and resources needed for these families. It enables service providers to tailor their offerings to address the specific challenges these parents encounter. [Abbeduto et.al. \(2004\)](#) found that diagnosis-specific differences in parenting stress disappeared when child behavior, parental coping style, maternal education, family income, age of the child, and number of children in the family were controlled. [Kersh, et al. \(2006\)](#) found when controlling for marital quality, neither child functioning nor child behaviors were significant predictors of maternal and paternal depressive symptoms or parenting stress.

4. TO ANALYSE THE NEGATIVE IMPACTS ON THE FAMILY FUNCTIONING OF PARENTS OF INTELLECTUAL DISABILITY

Although several studies have examined the negative impacts of poor family functioning, [Lustig \(1997\)](#) found that most families of children with disabilities do not experience poor functioning. In a study of family typologies, Lustig found that most families of children with disabilities displayed either a coherent or a flexible profile, and that only 7% of families exhibited a vulnerable profile which was characterized by a lack of functioning, coherence, resources, and adaptability. The results of Lustig's research suggest that families of children with a disability may not experience more difficulties with functioning than other families. Thus, practitioners should not equate poor family functioning with childhood disability. While poor family functioning may be a risk factor for stress when it is present, many families function quite well. [Kovshoff, Ward, degli Espinosa, Brown, and Remington \(2005\)](#) noted that spousal depression was a significant predictor of stress in both mothers and fathers. Thus, the literature suggests that practitioners need to pay close attention to how families define their experience of caring for a child with disability. Negative cognitions about the disability may represent risk factors for families. While many studies suggest that intellectual disabilities in children have a negative effect on the parents, some studies have reported no negative effects. For instance, [Indla, Indla, and Singh \(2008\)](#) found that 55.38% of parents felt their children with ID had positively impacted the family. Parents stated they had developed patience, tolerance, empathy, sensitivity, and experienced better spousal relations. In contrast, only 25.26% of respondents stated a negative impact of having a child with an ID. [Mahoney \(1958\)](#) found several positive effects of having a child with an ID on a family. These effects included the child having an integrative effect on the family by concentrating the family's energy in a positive manner, which minimized day-to-day problems. Others parents stated a new appreciation for the ordinary things that they formerly took for granted.

5. TO REVIEW ON THE DIFFERENCES IN THE EXPERIENCING THE STRESS OF PARENTS WITH INTELLECTUAL DISABILITY

Research suggested that mothers and fathers experience different impacts of childhood disability and have different needs related to coping with the disability. In comparison to fathers, mothers of children with disabilities have been found to exhibit increased symptoms of depression. [Oelofsen and Richardson \(2006\)](#) found that mothers with children with DD experienced increased stress, weaker sense of coherence, and poorer health than their husbands

while the comparison group (with children without DD) experienced no mother-father differences. Several studies have shown that parents of children with ID, especially mothers, experienced lower levels of stress when they had informal social support, stress management skills, and interaction with all family members (e.g., [Dunst, Trivette, & Cross, 1986](#); [Dyson, 1997](#); [Kermanshahi et al., 2008](#)). The support from a spouse or partner is extremely important in reducing the stress experienced by parents of children with ID ([Kazak & Marvin, 1984](#); [Upadhyay & Havalappanavar, 2007](#)). An indirect effect of high parental stress is its relationship to poor intervention results for children with ID ([Hastings & Beck, 2004](#)). It has been found that successful intervention of severe problem behaviors in children with ID is most effective when family stress issues are addressed before the intervention begins ([Rhodes, 2003](#)); additionally, the high level of stress that the family experiences may translate into a lower quality of life for the family. In another study it was found family systems theory emphasizes the dynamic and interdependent nature of the family unit, in which the experiences of one member potentially affect the entire system. Mothers, fathers and children are all elements inside this system, with interconnected patterns of actions and relationships. Most of the literature on parenting has been conducted with mothers, but the amount of research including both mothers and fathers, or focusing just on fathers, has increased in recent years.

6. MATERIALS OF THE STUDY

Systematic literature scrutiny was performed using the search words parental stress of intellectually disabled children, in the electronic databases Research gate, Academia, Google Scholar, and Psyc Info. Finally, 12 articles observing the inclusion criteria and with regard to the research questions were found. The data obtained from these articles were summarized, classified, and analyzed. The materials used for investigating unique challenges of stress faced by parents of children with intellectual disabilities adopted mixed-methods approach that allowed for a holistic understanding of the phenomenon. The Kindler's Personal Stress Assessment Inventory was administered to collect data on the risk of stress. To assess the stress, we use Dr Satish Girimaji's schedule, namely "Family Interview for Stress and Coping in Mental Retardation" (FISC – MR). Socio-demographic Data sheet and questionnaire was developed by the researcher to collect the specific socio-demographic and clinical variables such as age, gender, education, occupation of parents, income and level of intellectually disability of children-.

The materials used for investigating for studying the negative impact on parents it was found from the study of [Singh, T. K., Indla, V., & Indla, R. R.](#)

[\(2008\)](#) MR children were administered Vineland Social Maturity Scale (VSMS) and Developmental Screening Test (DST) were used to assess their intelligence to assess their intelligence. Parents of such children fulfilling inclusion and exclusion criteria and consenting for the study were selected for the study [Aldosari, M. S., & Pufpaff, L. A. \(2014\)](#) adopted focus groups were conducted with 40 parent caregivers. Data gathered were coded into themes which were then analyzed through an intentional process of data reduction that resulted in the cross-site validation of four super ordinate themes. [Resch, J. A., Mireles, G., Benz, M. R., Grenwelge, C., Peterson, R., & Zhang, D. \(2010\)](#) adopted one-on-one semi-structured interviews were conducted with purposively recruited parents ($n = 20$) from the second most populous city in Ghana to explore their caregiving experiences and expectations regarding the education of their school-going children with ID. [Meppelder, M., Hodes, M., Kef, S., & Schuengel, C. \(2015\)](#) developed Questionnaires and were administered to the parents to obtain information on parenting stress in the parent and child domain, financial resources and their support network. Teachers and care workers reported on child behaviour problems and parental adaptive functioning, respectively. [Staunton, E., Kehoe, C., & Sharkey, L. \(2023\)](#) collected data from children attending the service from 2014 to 2017, along with clinician and parent-rating scales were collected. [Vilaseca, R., Rivero, M., Ferrer, F., & Bersabé, R. M. \(2020\)](#) reported that Parenting behaviors, divided into four domains (Affection, Responsiveness, Encouragement, and Teaching) were assessed from self-recorded videotapes, in accordance with the validated Spanish version of the PICCOLO (Parenting Interactions with Children: Checklist of Observations Linked to Outcomes). Parents were administered a socio demographic questionnaire. The results revealed strong similarities between mothers and fathers' parental behaviors. [Shetty, L., & Menezes, S. \(2013\)](#) the data collection in the research was primary data. The researcher used interviews with interview schedules. Local languages were utilized to investigate and approximately an hour was utilized to interview samples. [Bristol, M. M., Gallagher, J. J., & Schopler, E. \(1988\)](#) Developmental child assessments, in-home ratings of parenting, and maternal and paternal self-assessments and interviews were included.

7. DATA ANALYSIS OF THE SELECTED STUDIES

From the analysis of the first objective, it was found that the majority of caregivers (49%) were at risk of having medium level of stress as per result table showing percentages of likely high, medium, and low levels of stress. Socio demographic factors that were not significantly associated with the stress among the parents with intellectually disabled children included

age, religion, community, educational qualification, occupation, monthly income, type of family, and area of residence. Analysis of variance – single factor and student's t-test are used to determine for any statistical difference in stress level based on different variables. All tests are carried out at 95% confidence level. The socio demographic characteristic of the parents shows that there was a statistically not significant association between the levels of stress with various socio-economic factors. A qualitative, exploratory, descriptive and contextual design was utilized. The main question was 'How is it to have an adolescent with intellectual disability?' Eight purposively sampled parents participated, and data were collected through in-depth interviews, observations and field notes. Data were analysed by means of thematic coding and an independent coder was consulted.

8. RESULT OF THE STUDY

The study on the unique challenges of parental stress found that emotional stress category includes items like sadness, anxiety, worry, hopelessness, resentment, worthlessness, tension, blame game, evil wish etc., which affect the stress of the parent. Emotional stress score has the mean value of 9.43. The standard deviation value of Emotional stress is 3.41. The worst fear of the parents is regarding the care of their child after they have gone from this world. Majority of 82% of the respondents said feel sad their regarding child disability remaining 18% of the respondents said no feel sad their regarding child disability. Majority of 74% of the respondents they accepted they feel stress to concern their children and 26% of the respondents they did not accept. Majority of 54% of the respondents they did not leave their children's playing with neighbours and 46% of the respondents they left their children to play with neighbours. Majority of 72% of the respondent they did not notice by other peoples didn't play with your baby and 28% of the respondent they agreed they have noticed by other people. Majority of 78% of the respondent they able to handle their child behaviour and 22% of the respondents they couldn't able to handle their child's behaviour. [Ntshingila, N., Myburgh, C. P., Poggenpoel, M., & Chauke, T. \(2021\)](#) reported that parents had emotional responses that were manifested by being sad, distressed, worrying, being fearful of death and the future and feeling that they were neglecting other family members.

[K., Indla, V., & Indla, R. R. \(2008\)](#) had developed more patience, more tolerance, more empathy, more sensitivity, and better relationships among the couple because of having such a child in their family. In the present study negative impact (25.26%) included difficulties in meeting extra demands with physical care of the child, experiencing health-related problems, making career adjustments,

experiencing loss of support from the spouses, etc. Previous studies on similar topics showed that there can be a chance of having negative emotions like 'despair', 'blaming each other', 'comparing child with normal children', 'marked disruption in parental job activities', 'interpersonal relationships', etc. In the present study it was found that parents were having maximum negative impact on the domains like 'physical care and financial areas'. The present study found that in the families of MR children problems come in the shape of 'negative impact on health of caregivers', 'social embarrassment of the family members', 'relationship problems among the siblings', etc. Those problems can magnify the existing problem of having a MR child. [Ntshingila, N., Myburgh, C. P., Poggenpoel, M., & Chauke, T. \(2021\)](#) participants experienced caring challenges as some of the adolescents were aggressive and destructive and some were difficult to manage because of their physical body deformity and behaviour, which was distressing to the parents. These caring challenges ranged from physical frailty, difficulties in managing the adolescent and poverty, as they had financial constraints and inadequate living environments. [Shetty, L., & Menezes, S. \(2013\)](#) found that the social stigma, growing price rate of every commodity and medical expenses of the child, emotional stress and job stress, all these make them feel that the special child sometimes is a burden to the family. They felt that their social status is affected much by taking the child out when compared with a normal child. Many times they find it difficult to go for social gatherings or to have any social interaction with any outsider or friends as they feel that it is awkward or uncomfortable to have a child with disability. In rural set up the 6 respondents comprising of 54.45% say that they feel bad in the company of retarded child to go for social gatherings or get together. In a semi urban set up 17 (60.57%) respondents perceived that they found difficult to go out for social interaction or for family leisure outside having the retarded child and 5 respondents consisting of 45.45% from urban set up felt that they feel going out with a retarded child. They felt that their social status is affected much by taking the child out when compared with a normal child.

[Bristol, M. M., Gallagher, J. J., & Schopler, E. \(1988\)](#) stated that fathers of disabled children assumed less responsibility than comparison fathers for child care, even in mother-employed families. Decreased father involvement in child care was specific to the disabled child, not to siblings, and was related to severity of the child's atypical behaviors. Expressive support from one's spouse was the best predictor of quality of parenting for both mothers and fathers of disabled and nondisabled sons. Disharmony between current and "appropriate" spousal support was a

significant negative predictor of perceived and observed parental adaptation. **Hastings, R. P., Kovshoff, H., Ward, N. J., Espinosa, F. D., Brown, T., & Remington, B. (2005)** found the concept of harmonic responsiveness was proposed to explain how proffered support must be tuned to the perceived needs and expectations of one's spouse. Mothers were found to report both more depression and more positive perceptions than fathers. Regression analyses revealed that paternal stress and positive perceptions were predicted by maternal depression; maternal stress was predicted by their children's behavior problems (not adaptive behavior or autism symptoms) and by their partner's depression.

9. DISCUSSION

The investigator has undertaken the effort to study the parental stress of the intellectual disable children. From the reviews of the number of articles, it was found that parents are responsible for their child's care and support throughout their entire lives. This long-term commitment were emotionally and financially challenging. Parents have concerns about their child's future, including their ability to live independently, access appropriate healthcare, and secure employment. The uncertainty about what the future holds constant source of stress. Children with intellectual disabilities often require more care and support with daily tasks, such as bathing, dressing, feeding, and toileting. This increased caregiving responsibility can be physically and emotionally exhausting for parents. The cost of caring for a child with an intellectual disability can be substantial, including expenses related to therapy, special education, adaptive equipment, and medical care. Many parents may face financial stress as they try to meet these additional needs. Finding reliable and affordable respite care can be challenging for parents, leaving them with limited opportunities for a break from caregiving responsibilities. These lacks of respite lead to burnout and increased stress. Parents of children with intellectual disabilities may experience social isolation as a result of their child's condition. They find it difficult to participate in social activities or form relationships with others who do not understand their unique challenges. Parents often have to advocate for their child's rights and access to services, which can be a complex and frustrating process. Navigating the healthcare, education, and social service systems can be overwhelming and stressful. Some parents of children with intellectual disabilities encounter stigma or judgment from others, which can contribute to feelings of isolation and stress. Negative attitudes and misconceptions about intellectual disabilities can add to the burden parents face. Witnessing the challenges and limitations that their child faces be emotionally difficult for parents. They experience feelings of grief,

guilt, and anxiety about their child's well-being. Many parents of children with intellectual disabilities struggle to balance their caregiving responsibilities with their personal and professional lives. This juggling act lead to stress and exhaustion. The earlier most of the researches often focuses on the overall experience of parents, but there is less understanding of the unique challenges faced by parents of children with specific conditions or at different points on the spectrum of intellectual disability. While there is some research on the short-term stress and challenges faced by parents, there are less information on the long-term impact on parents' mental and physical health, as well as their overall quality of life. None of the research focuses on the experiences of how siblings of children with intellectual disabilities are affected. The stress and unique challenges faced by siblings were not be as well-documented.

The investigator has undertaken the effort to study the negative impact of parental stress of the intellectual disable children. From the reviews of the number of articles, it was found Caring for a child with an intellectual disability can be costly due to medical expenses, therapies, special education, and adaptive equipment. This financial burden strains the family's resources and lead to stress and conflict. The caregiving responsibilities for a child with an intellectual disability is a time-consuming. Parents need to dedicate significant time to therapy sessions, doctor's appointments, and daily caregiving tasks, leaving less time for other family members and activities. The increased stress and demands associated with caring for a child with an intellectual disability can strain marital relationships. Couples may experience decreased communication, less quality time together, and increased conflict. Parents need to reduce their work hours or take time off to care for their child with an intellectual disability. This lead to financial instability and potential career setbacks. The stress and demands of caring for a child with intellectual disabilities take a toll on parents' physical health. They neglect their own healthcare needs or experience chronic health conditions due to ongoing stress. The presence of a child with an intellectual disability disrupted family routines and dynamics. Siblings take on caregiving roles, and the family need to adapt to accommodate the child's unique needs. Parents experience feelings of resentment or guilt, either towards their child with a disability or themselves, for not being able to provide a "normal" life or meet certain expectations. Witnessing a child struggle with intellectual disabilities emotionally challenging for parents. Feelings of grief, guilt, frustration, and anxiety take a toll on their emotional well-being and may lead to mood disturbances or mental health issues. Therefore none of the study while research often

focuses on the child with the intellectual disability, there may be a lack of in-depth exploration of the perspectives and experiences of parents themselves, including their own needs and well-being. While immediate family members are typically the focus of research, the impact on extended family members, such as grandparents, aunts, uncles, and cousins, and their roles in providing support and understanding may not have been extensively studied.

The investigator has undertaken the effort to study the differences in parental stress of the intellectual disabled children. From the reviews of the number of articles, it was found the experience of stress for mothers and fathers with intellectual disabilities differ due to a variety of factors, including societal expectations, traditional gender roles, and individual circumstances. Mothers often face higher societal expectations when it comes to caregiving and parenting responsibilities. There added pressure on mothers with intellectual disabilities to fulfill traditional roles as primary caregivers, which can lead to increased stress. Fathers have different roles and responsibilities within the family dynamic, and this can affect how they experience stress. For example, they are more involved in providing financial support or seen as secondary caregivers, which influenced the types of stress they encounter. Mothers with intellectual disabilities encounter gender bias and additional stigma related to their parenting abilities. They face more scrutiny and judgment due to prevailing societal beliefs about mothers' roles in child-rearing. Both mothers and fathers with intellectual disabilities may experience social isolation, but the reasons for isolation can differ. Mothers remain isolated due to caregiving responsibilities and limited social opportunities, while fathers may experience isolation because they are less likely to participate in traditional parent-child activities. Both mothers and fathers with intellectual disabilities face legal challenges related to child custody and involvement of child protective services. However, gender bias in the legal system may impact fathers differently, potentially affecting their parental rights. The experience of parenthood influence self-identity differently for mothers and fathers. Mothers grapple with the expectations and challenges associated with being a "good mother," while fathers may face their own set of expectations and pressures. While there not be extensive research on this topic, it is well-documented in the broader literature that mothers often face higher societal expectations when it comes to caregiving and parenting responsibilities. These expectations lead to added stress for mothers with intellectual disabilities, who feel pressure to fulfill traditional roles as primary caregivers. None of the study was conducted on the legal challenges related to child custody and the

involvement of child protective services. Gender bias in the legal system impact fathers differently and potentially affect their parental rights.

10. CONCLUSION

Based on the research conducted on parental stress in parents of intellectually disabled children here search consistently indicated that parents of intellectually disabled children experience higher levels of stress compared to parents of typically developing children. This heightened stress is multifaceted and arises from various sources, including the challenges associated with caregiving, financial strains, and emotional factors. The findings reveal a wide range of stressors that impact parents. These stressors encompass not only the child's disability but also external factors such as limited access to support services, societal stigma, and difficulties in navigating complex healthcare and education systems. The research underscores the significant impact of parental stress on family functioning. Family relationships strained, sibling well-being may be affected, and marital conflicts arise as a result of the stress experienced by parents. However, the studies also suggest that strong support networks and effective coping strategies can help mitigate some of these negative effects. Several studies within the research provide insights into effective interventions and support strategies for reducing parental stress. These interventions may include respite care, psycho education, peer support programs, and access to specialized services. Further research is needed to determine the most appropriate and effective interventions for different families and cultural contexts. In conclusion, the research highlights the substantial challenges and stressors that parents in this population face. While it underscores the significant impact of parental stress on family dynamics, it also points to the potential for effective interventions and support systems to enhance family well-being and alleviate parental stress.

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