

**“SOCIAL SUPPORT AND SUBJECTIVE WELL-BEING OF PARENTS
WITH SPECIAL NEEDS CHILDREN: A CORRELATIONAL STUDY”**



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CERTIFICATE

It is certified that the research work contained in the thesis entitled “Social support and Subjective Well-being of parents with special needs children: a correlational study” is original research work that has been reported in this thesis. Furthermore, this thesis has been completed according to the requirements of the Higher Education Commission & the University of Sargodha.

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It is certified that the research work entitled “Social support and Subjective Well-being of parents with special needs children: a correlational study” Pakistan by ABC is original, and nothing been stolen/ copied / plagiarized from any source. The literature of previous studies has been properly cited in this research work.

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DEDICATION

This thesis is dedicated to my deceased Mother (Fatima) a great role models, my Brother and my sweet daughters and all of my friends, and my cousins, and the rest of the family, for always believing and inspiring me, and encouraging me to reach higher in order to achieve my goals.

Upwork Writer

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ABSTRACT

The purpose of the study is looked at subjective well-being (SWB) and social support among parents of children with special needs. This study examined the relation of social support and Subjective well-being of parents with special needs children to perceive the child disability and counsel it as well managing their daily life routine in sense of positive outcome with the help of social support. The research involved 320 parents of Special needs children who were available in Special Institutions located in Sargodha District and they were randomly selected. For the purpose of data collection quantitative method was used as well-structured questionnaire. They answered two surveys that looked at parental SWB and parental social support. Results show a strong relation of social support with subjective well-being of parents with special needs children. According to the findings, feeling that the child's impairment has some negative impact on important elements of the parents' lives, and having a high level of social support with all important factors in boosting parental SWB. Parents of children with special needs may experience a higher quality of life if they are aware of how they can enhance their SWB by utilizing specific features regarding social support to their advantage and as well bring the positive influence on their special needs children. It is suggested to conduct such studies on provincial level for the well-being of parents with special needs children within social support on national level as well for policy approval.

Keywords: Subjective well-being (SWB), social support, special needs children

CHAPTER -1

INTRODUCTION

1.1 Background of Study

Parents find happiness and fulfillment in raising their children. However, once a child is born, parents typically deal with a wide range of difficulties. As a result, having children puts stress on the parents and requires them to take responsibility and make many lifestyle changes (Zelman, 2018). Raising children may be stressful for parents, especially if the kids have special needs. For instance, parents of kids with oppositional behavior issues must provide for them more frequently than parents of kids without such issues (Bogels et al., 2014). Additionally, it has been noted that parents of children with autism spectrum disorder (ASD) or other developmental difficulties face increased parental stress (Falk, 2014). Raising children with superior needs can be challenging for parents and relatives, as evidenced by the findings of earlier studies (Khanlou et al., 2015). The difficulties parents face specifically include financial hardships, lack of parenting skills, issues with their children's jobs, fear about the prospects, and social stigma and discrimination (Ministry of Health and Welfare, 2017; Werner, 2015).

Additionally, the emotional and financial strain endured by the families of special needs children unavoidably grows with time. When such problems go unsolved, the family's tensions and disputes may grow serious and persistent, ultimately breaking the family apart (Choi, 2005). In addition to the finding that families encounter conflict over the responsibility of helpful for children with special desires or a lack of understanding among the family members, 57.8% of families of kids with superior needs reported having intimate disputes. Parents with special needs children endure complex levels of parental pressure than parents of kids without disabilities because they need more psychological, physical, and financial resources than children parents deprived of disabilities (Hsiao, 2018).

Children Parents with special needs may suffer greater levels of parental stress than parents of children deprived of disabilities owed to the wide range of difficulties they must bear. Parents with special requirements children may face parental stress, which

can outcome in marital conflict in addition divorce (Namkung et al., 2015). Parental stress is recognized to be a factor that influences the psychological well-being of the caregiver since it not only weakens the family's functions but may also have an adverse influence on the physical in addition mental health of families of special needs children (Benedetto, 2018). As a result, parental stress has a detrimental impact on the parents' physical and mental health. According to reports, Parents with special needs children are more probable than parents of children deprived of disabilities to experience symptoms of despair and anxiety (Kim, 2017; Rayan, 2018). More specifically, 52% of Parents with special needs children found a diagnosis of probable depression, according to a survey of caregiver of adults with developmental impairments. According to a different learning, 19% of parents of special needs children were determined to be dejected (Resch, 2012). More than any other family member, mothers who have been the children's primary caregivers and have developed close emotional bonds with them are affected by their children's disability (Ziapour, 2020). Mothers with children with special needs showed higher rates of parental stress versus fathers, according to Oelofsen and Richardson's study [20]. Since moms in Pakistan spend three times as much time parenting their children than fathers do, this is particularly true for mothers (Sheikh et al., 2018).

One of the crucial areas that requires attention is indeed the subjective well-being of Parents with special children who are members of different groups in any society (Sigalla et al., 2017). This is mostly because those going through severe life crises are said to benefit from social support, which helps them cope and lessens the impact of stress (Cohen, 2007). The present study concentrated on the accessibility and utilization of common assistance between Pakistani families of school-aged kids with special needs. In a sensitive sense, the term "social support" is considered to mean assistance for those who are facing adversity. A study conducted in Zambia revealed that carrying and lifting their special needs children while engaging in other productive tasks caused physical concerns for the parents of those youngsters (Odongo et al., 2016). Having a kid with special needs is associated with higher somatic symptoms, according to research on the position of social support for parents of kids in African-American with special needs in America. Therefore, when families help parents, there are fewer instances of unfavorable outcomes. Additionally, parents

encounter social isolation due to their worry that the community won't accept their children or hold them accountable for the state of the kids.

Ahmed (2015) sees social support as a person's sense that they are taken care of, loved, respected, and treasured because they are a part of a network of mutually supportive relationships. Another factor that can make it easier for people to deal with life's obstacles is information that makes them feel as though they are appreciated, cherished, and loved.

For instance, the Peoples Special Need Act (PDA) 2010 in Pakistan highlights the significance of how committees at every political level should support families by providing guidance to guardians, relatives, and Parents with special needs children in order to reduce or eliminate anti-social support between them. The volume and caliber of services made available inspire parents to see how beneficial schooling is for their special needs children. Spiritual and customary beliefs, ethnicity, and culture all have significant effects on the macro system setting's variable domain, which may affect how the community views parents and children with special needs and how they use the social support networks that are available to help them with their children's education.

Msangi (2017) adds that social sustenance is a unique type of connection that can manifest in several behaviors; material resources or psychological offered by the communal network, such as consanguine ties, via affinity, and the noble group. In the scenario of parents of special needs children, and social provision is seen as the basic knowledge that paternities must work to maintain psychologically strong to allow them to living a normal lifetime and help them receive the necessary well-being from household duties while be entertained by the interconnection with the surrounding community (Clark, 2000). The primary reason for offering social help is that parents are frequently overburdened by the request of caring for children with unusual needs together with other family obligations (Murphy et al., 2007).

In addition to other social obligations, helpful for children with special needs places a heavy load on parents (Msangi, 2008). Consequently, their understanding of the worth others place on them is crucial in reducing the undesirable features of their existence that would help them obtain themselves favorably around their circumstances, thereby avoiding the progress of despondency, alienation, and anxiety from recurring often.

Various research suggested that social care is an important exploit for parentages of special needs children

In this situation, several actions ought to be taken with the main objective of giving social support to the families and the special needs kids. In order to comply with Debilities Act of 2010 article 20(3), the Ministry of Health and Social Welfare, which contains social wellbeing departments throughout all regions of Pakistan, are required to offer social provision towards the people, such as families of school kids with special needs. Counseling services could have been administered to guardians, parents, relatives, and people with special needs in order to curb or wipe out discrimination. Additionally, a variety of social organizations, including those that cater to people with special needs, society-based and faith-based organizations, non-governmental organizations, and certain international groups, like UNICEF, collaborate with the agency of health in addition social wellbeing to guarantee that those who need social assistance and services receive them of the highest caliber possible.

However, it is not widely known how Pakistani parents of special needs children are helped or informed about the usage of social support among individuals who have special needs (Pradhan et al., 2020). Parents may require precise knowledge regarding their children's requirements in terms of the fundamental abilities necessary to manage the suffering they go through. This study's main goal thus addressed the gap by looking at what is considered significant and how it affects the education of kids with special needs in order to figure out the connection between the use, occurrence, and outcome of social support for kids with special needs.

1.1.1 Subjective Well-Being

Subjective well-being in this research is about how parents experience and assess their lives with special needs children. It is about feeling about life and measuring the appreciating or happiness of life. It comprises on negative, positive affect and as well life satisfaction. It is about awareness, self-confidence, contentment and sense of fit in and it is also unique to individual.

An all-encompassing word for various assessments that individuals make of their exist the actions that occur to them, their bodies and brains, and the environments in which they live, SWB (Diener 2018). SWB is frequently characterized as a mood

state that is largely constant and consistent throughout time. This characteristic led (Cummins et al. 2009a) to argue that a psychological or neurological mechanism of SWB homeostasis ensures that typical levels of wellbeing are maintained despite challenging circumstances. The term "stable SWB" refers to those who have the resources necessary to happen a certain social, psychological, and physical challenge and to stay inside the predetermined range, which for Western populations is between 71 and 90 points on a scale of 100. (Cummins et al. 2014).

In parents who had a higher level of social support, the research originates that parent had a good perspective of their surroundings. Additionally, they said that while assistance from family and friends was not only particularly beneficial, but also suggest a stronger degree of family cohesiveness, support from professional cadres was highly useful. Stress, demands, and support from other charitable organizations are factors that significantly affect how well Parents with special needs children perform their duties. These factors appear to be linked with the features of the child as well as other forms of support, including the physical resources and support material that assistance to reduce their , acute, episodic, and chronic stress.

1.1.2 Social Support

There are several ways to describe social support. Cohen (2020) claims that it is the assistance given by other individuals to a person or group of children who require it. Social support often develops in the study of personal relationships and can be made available to an individual, organizations, and/or the larger civilization. Most parents, especially those with children with special needs, have been touched by the world's present economic, social, and contextual changes (Lourel et al., 2013). He goes on to say that because of the extremely advanced technology and medical care, it is now feasible for children with special needs to grow up, which raises the need for social assistance for their parents.

1.1.3 Types of Social Support for Parents of Children with special needs

According to the definition used in this research, social support is multifaceted and includes material (goods & services), emotional (others' affection, understanding, acceptance, and sympathy), intellectual, and appraisal support from family, neighbors, enlarge family, other Parents with special needs children, professionals, society members, and other social organizations. Reliant on their needs and the impact that

social assistance would have on the children's education, parents of schoolchildren with special needs may utilize one or several kinds of social sustenance.

Four different kinds of social assistance might be made accessible to parents of special needs children: appraisal support, emotional support, instrumental, informational support help. All forms of social assistance are realized to be crucial in easing the difficulties experienced by parents of special needs children.

1.3.1.1 Appraisal Support

Social support that promotes one understands or cognitive scheme by transmitting data in the kind of feedback, affirmation, and social comparison is known as appraisal sustenance or respect of social sustenance. Family, coworkers, friends, or other community members may also have this knowledge, which may be evaluative or communicated as assurance or encouragement. Somebody providing assessment support draws attention to the power that people have to express their belief in other people.

1.3.1.2 Instrumental Support

Parents of special needs children value financial support since they frequently face financial strains related to their children's problems. The most immediate and real type of social assistance, instrumental support consists of specific actions that help others to fulfil their own duties. It comprises items, materials, services, financial aid, travel, and information provided to meet the requirements of parents (Krahn, 1993).

1.3.1.3 Informational Support

When parents seek knowledge on their children's unique needs, they crack to professional social labors, counselors, and extra specialists who offer informative social assistance.

1.3.1.4 Emotional Support

The maximum well-known type of social support from friends, religious, and family institutions is emotional support. This kind of social support is crucial for satiating one's fundamental emotional and social needs, as shown by actions like expressing love, caring, and solidarity and satisfying one's own needs (Cobb, 1976).

1.1.4 Important Social Support for Parents

In order to satisfy the challenges, they face in provision of care, families and Parents with special needs children require several forms of social support, including care and love, financial assistance, knowledge, and esteem requirements. The kind and degree of a child's unique need will, however, determine the necessity and urgency of a particular sort of social assistance. Numerous studies indicate that, as was previously said, various social groups in society may provide crucial social support for Parents with special needs children.

1.1.5 The Consequences of Social Support Among Parents in Educating special need children

Parents must take on activities who do not rely on community support in order to effectively educate school children with special needs. Instead, they must rely on human incomes like teachers, physicians, family members, and groups to assist them fulfill their parental responsibility. As a result, with the assistance of other parents, parents form outcomes about their kids' education depends on their individual experiences. They can expect to study well and advance academically with contentment, good correction, and access to knowledge. Social support can come in a variety of shapes and from a variety of institutional or informal sources. Formal foundations comprise experts through knowledge in the field of assistance, such as doctors, counselors, social workers, teachers, and other specialists. Informal sources comprise people without formal training in the field of assistance providing (Unger & Powell, 1980).

1.2 Historical Overview in Pakistan

Pakistan's general education statistics from 2018 show that there are 50785 primary school students with special needs in the country as a whole. These children's parents require support in order for their children to receive an education. The Ministry of Health and Social Welfare, which is component of the district social welfare departments, has been tasked by the Pakistani government with providing assistance to those going through difficult times, especially Parents with special needs children (Pakistan Special Need Act, 2010). This is due to the fact that having children with special needs is a vocation that requires parents to fore go some of their obligations in

order to care for their offspring. Financial difficulties may arise when raising and providing for children with special needs, and these parents may urgently need support to be able to meet these obligations. This is consistent with the theories put forth by Freedman (2000) & Nielsen (2002) that children's parents with special needs have seemingly taken on additional responsibilities and unanticipated dispute that call for support and knowledge in command to make wise decisions about their way of existence. They must modify themselves in order to meet the nature conflict in the lives of the special desire's children and other family adherents.

1.3 Problem Statement

This research was intended for parents who were in desperate need of social provision for the learning of their kids. The abilities to deal with the difficulties in raising children with special wants have always been a crucial challenge for the parents and society as well. The kind & nature of societal support needed by the paternities of special needs offspring is an important aspect that requires a systematic and thorough research. The understanding of the social support systems that are accessible as well as needed to parents of special needs children will facilitate the parenting process and their subjective well-being.

1.4 Objective of the Study

This learning looked at the social support and Subjective Well-being of parents with special needs offspring.

- To find out the role of counseling in the subjective well-being of parents with special need children
- To explore the role of social and family support services on the parental behavior in rearing disabled children.
- To examine the influence of educational institutions on subjective well-being of parents with special needs children
- To study the relationship among social support systems and subjective well-being of the paternities with special needs children.

1.5 Research Questions

This learning was conducted by the following queries:

1. What is the role of counseling in the subjective well-being of parents with superior needs children?
2. What is the role of social and family support services on the parental behavior in rearing disabled children?
3. How is the influence of educational institutions on subjective well-being of parents with special needs children?
4. What is the relationship among social support systems and subjective well-being of the paternities with special needs children?

1.6 Significance of the Study

This gathering data on the social support systems which will be utilized by the parents of Special needs children. This research will benefit the community by assisting parents in learning about the available social support networks and enable them to interact with and make use of those avenues to combat the challenges they encounter for parenting. The study will also examine how effectively different social support network and educational institutions are assisting to parents of children with special needs. The research will also increase awareness for the communities in general and parents of disabled offspring in particular. The learning's results are anticipated to donate to the body of familiarity on social support and spark additional research in Pakistan and beyond.

This research will bring the positive outcome in life of parents with special needs children and will enhance their understanding to live a better life with positivity regarding their special needs children. Parents of Special needs children will be able to take care of their mental health, practice to manage their stress with the help of social support and by modeling these behaviors in daily routine so it has positive outcome for their special needs children.

CHAPTER -2

LITERATURE REVIEW

The literature review in this part is about an overview knowledge of parents with special requirements children and examines the utilization of social support, which gives the researcher a deep insight and understanding of previous research and theories related to this topic. The theory directing this research is the ecological system theory proposed by Bronfenbrenner in 1979. The idea was presented under the presumption that readers would be familiar with the influences of and relationships among social support networks outside of the home and families of special needs children. The idea was also thought to provide insight into the kinds of social sustenance that seem to be obtainable and are utilized in connection to the circumstances and expertise of parents of special needs children. Societal support is examined in relation to the possessions accessible to paternities of school-aged kids with special needs and the significance of those resources for their children's education as well subjective well-being of the parents.

2.1 Subjective Well-Being

SWB is frequently characterized as a mood state that is largely constant and consistent throughout time. This characteristic led (Cummins et al. 2009a) to argue that a psychological or neurological mechanism of SWB homeostasis ensures that typical levels of wellbeing are maintained despite challenging circumstances. The term "stable SWB" refers to those who have the resources necessary to happen a certain social, psychological, and physical challenge and to stay inside the predetermined range, which for Western populations is between 71 and 90 points on a scale of 100. (Cummins et al. 2014).

An all-encompassing word for various assessments that individuals make of their exists the actions that occur to them, their bodies and brains, and the environments in which they live, SWB (Diener 2018).

SWB falls below the set-point range when people have more obstacles than resources, and the positive attitude is lost (Dodge et al. 2012). As a result, the standard compensating and buffering mechanism will be incompetent to protect the

SWB set-point level (Cummins et al. 2014). When this situation is persistent, such in the situation of parents parenting children, depression may develop.

According to studies that looked at factors predicting SWB, receiving social support from friends, family, and especially one's spouse can boost one's perception of SWB (Garcia & Sison 2012; Lyubomirsky et al. 2005). This kind of social assistance gives parents of special needs children a sense of switch over their lifetime and a source of spiritual security (Resch et al. 2012). Additionally, a parent's perceived level of operative across a variety of domains, including family, leisure, and employment, corresponds with his or her SWB. (In 2000, Myers et al).

Raising a kid with special needs can result in extremely high levels of parental stress (Feldman et al. 2007). In detail, research that concentrated on paternities of special-needs children have found that these parents utilize continual managing techniques that are exhibited in low levels of individual well-being (SWB), increased sentiments of cynicism about the future, and other symptoms, and an increased risk of depression (Lee 2013). (Cantwell et al. 2014). When contrasted to parents of normal children of the same mental age, these behaviors may impair family harmony (Fleischmann, 2004; Peer, 2014) and jeopardize parents' physical and mental health (Gallagher, 2014).

Other studies have shown the benefits that raising a special needs kid may really have on the family, in addition to research that concentrated on the challenges of parenting children. Families who successfully adjust are described by Green (2007), Peer, (2014) indicate effective management results, and Scorgie (2000) note improved parental cooperation.

2.2 Subjective well-Being: parenting a special need child

Continuous coping is required when raising a special needs kid, and it can have a detrimental impact on a variety of facets of one's life (Gallagher, 2013; Peer, 2014). The expense of therapy and therapies, in addition to absence from work when lead the kid to treatment, are some of the financial barriers (Resch et al. 2012). Informally, there is a chance of losing friends and other social contacts due to people's propensity to avoid individuals who are "different" and the difficulty of spending time away from a kid.

Decisions involving a kid may cause feelings of humiliation, remorse, and conflict, which may strain the connection between the parents. A result of this circumstance is a greater rate of divorce and unhappiness in marriage among such parents (Hartley et al. 2010). However, according to certain research studies, parenting a special needs kid which can frequently have a favorable effect on the family assembly and the connection between the parents by encouraging more cooperation (Green, 2007).

These families feel that raising an extraordinary child requires ongoing learning, which strengthens their devotion to their entire family and sustains their marriage. Parents may feel as though they are a team that fights for the child's advancement and stands together in the pursuit of community services; this sense of collaboration undoubtedly helps the marriage (Hoffman, 2017). The fact that different families have different coping mechanisms and may aim their coping in either a good, beneficial direction or a negative direction may assist to explain why certain families of special needs children have unfavorable adaption outcomes while others benefit. In a bad situation, the disabled kid and his or her family experience mutual maladaptation, which has a detrimental effect on the family's functional coherence, the well-being of its members, in addition their independence. Another significant finding was that some marriages failed due to inadequate spousal support and thus inadequate coping methods, as well as deficiency of obtaining of the humiliation and children, particularly by male relations (Odongo et al., 2016).

Another research conducted in Kenya found that regardless of their religion or cultural background, parents of kids with special needs face difficulties including embarrassment, inadequate care, financial burdens, and caring responsibilities. Parents used a variety of techniques, including as faith in paranormal forces, spiritual and prayers healing to treat children's special needs (Gona et al., 2015) children's parentages with special needs in Pakistan, like other parents elsewhere, struggle to care for their special needs children. This is due to a member of the family having a unique need or a chronic state that affects the entire family as a cohesive unit (Reynolds, 2007).

However, parents of special needs children find themselves dealing with a coping process characterized with worries about their child's uncertain future from the

start of their parenting experience (Cantwell et al. 2014). The persistent exhaustion and disregard of the spouse and some other family members that result from this ongoing coping strategy can all lead to an unbalanced homeostasis in the family system and a drop in SWB.

All parents have social supports and aspirations for the well-being of their children, but those who have special needs children with find it more difficult to achieve these objectives (Morinaka, 2012; Reio & Fornes, 2011). While raising, parents are responsible for a number of tasks, a special needs child such as meeting the child's physical necessities because of a infirmity, helping the teenager form and maintain relations, and helping the child find a place to belong in the community (Hanvey, 2002). Families with superior needs typically experience higher stages of stress than those without disabilities (Gottfried & McGene, 2013).

The several elements that have an impact on a special needs household contribute to these elevated stress levels. Due to the necessity of one parent taking on the role of the child's primary caretaker, families with special desires children are frequently in a lower income category (Moriwaka, 2012). The circumstance might lead to even more stress for the family when factor is combined with the high fiscal requirements for a child with special desires (Hanvey, 2002). The family unit breaks down more frequently in families with superior wants children, leading to divorce and solo parenting (Hanvey, 2014; Daire, 2014).

These numerous causes raise anxiety levels, leading to a scenario where many families of children with special needs statement feeling defeated, and worn out (Gottfried, 2011). This affects the health and happiness of every family member and has a cascading impact on the family as a whole. The welfare of the entire home is necessary for the family's health (Orfus, 2008).

Definitions have been defined for this study in directive to produce a unified understanding of the study areas examined. All pupils who need specific software design or assistance to advantage from elementary as well as secondary school are considered to have special needs (VanWallegghem, 2013). Families with at least one special needs kid included in the family are referred to as special needs families. Stress defined as being connected to the effects of a child with superior needs, the

lasting, chronic nature of the anxiety, and how the stress impacts further elements of domestic life or relatives in possibly harmful conducts (Beck, 2004).

Helping families take charge of their lives' events and giving them skills to assist them achieve what need and want to elevation a special needs kid results in empowerment, according to one theory (Van Haren, 2008). "Providing parentages with specialized information and organized actions with the purpose of boosting the growth and capability of their kids" is the definition of parent education (Reio & Fornes, 2011). This essay recognizes the significance of all stressors on families with children who have special requirements. Families with special desires need assistance and knowledge to manage these challenges. The special needs domestic unit values it when these ranges of need are attended to and support is provided.

This research also aims to improve knowledge of the ways in which the educational process stresses out families with special needs children. With a greater knowledge of how educational institutions could cause stress, researchers can look into how schools might support parents with special needs and what doable measures can be put in dwelling to help special wants families cope with their fears. An introduction paper was originally shaped to start the study study for this learning and offer an outline of this professional study. This study revealed a desire to help superior needs families throughout the school system (Ott, 2015).

Utilizing Brandon University's entrée to the ERIC database and Google Scholar, searches were conducted online using the concepts in the article as a starting point to find information that related to the subject. As the research was honed, particular categories were developed for inquiry, including looking at potential bases of stress for families with special requirements and also how institutes might be able to support these parents. Key relations including "special wants families and stress," "families of special-needs children," "school influence on special needs families' stress," and "superior needs children and the effects on siblings" were used in the searches. In an effort to keep the papers as chronologically current as feasible, the research was restricted to those that were discovered during the previous 15 years. Explore was also restricted to research that took place in North America notably Great Britain and and Europe, as these regions share the most educational systems with Canada. The data was analyzed at this time, and the scope of the Internet exploration

was extended to include terms like "perceptions of special needs families," "authorizing special needs families," and "supportive special needs families in school" as of that moment. The articles that top matched the requirements of the beginning location paper were discovered to be thirteen.

Additionally, standards for what constituted trustworthy and legitimate research sources were developed using data gathered from the course book, *Interpretation Education Research: An Introduction for Customers of Research* (4th ed.), by Hittleman (2006). To have a improved knowledge of the study described in the trainings, weekly article evaluations were prepared, and the chapters from the book were read and analyzed. In direction to have a deeper knowledge of the study data and findings, the publications were evaluated and reevaluated. Multiple readings of the articles were done before grouping them according to similar topics. The questions posed at the start of the study process were meant to be addressed by the categories that were formed. To ensure that the investigate articles were placed in the appropriate classes, sections were read again and analyzed. Since it more closely matched the concept of empowerment, one artefact was transferred from the class on empowering parentages to the section on enablement.

The fact that it did touch on a few topics relating to outfitting as well suggests that it could eventually return there. It was discovered that two papers did not fall under any of the primary research categories. Since the content in these two articles was worthwhile, despite the fact that they were identical to one another, they were each given their own unique section on siblings. The publications under study did have a few flaws. Only three of the research publications analyzed used random sampling conducted using students as study subjects; the majority of articles relied on volunteers (Gottfried, 2013; Moriwaka, 2012). The majority of the participants in these research activities were middle-class ladies who were either parents or school personnel. Only two studies provided a decent representation of men and women from different socioeconomic classes (Ollison-Ford, 2009).

It is important to do a more thorough analysis of the effects of stress and the availability of resources that can empower lower-class families. Since men may manage stress differently than women, further study on the impact of stress on men is necessary to see whether there are more effective strategies to empower and prepare

men to manage with children with special needs. The possessions of special needs children on siblings without superior needs are another topic that need further study. This focus can help educators understand what stresses siblings without special needs. Finding research projects that took place in Canada or that were built on its instructive system proved challenging (Janus et al., 2007).

The majority of the research included in this publication was done in the US. As a result, the findings might not be as general as those of a review in which more Canadian research articles were included. Although the study articles under consideration did not specifically address the aforementioned problems, they did provide important information that might help educators better comprehend how stress affects the special needs family unit. The three significant features of stress that these papers address are analyzed in this overview of the literature. The first idea presented is that special needs family's involvement significant stages of stress as a result of the instructive process. This paper addresses the different ways that schools may support families with special wants as they traverse the educational organization after analyzing the stress brought on by the educational process. The study articles are then examined to find useful strategies educators may use to assist special needs parents feel less stressed. The affects that special desires children have on their siblings are also covered in a separate section.

Parents with special wants children often have access to emotional, evaluative, and contributory support, informational, around of which can be given by a collection of people since informal bases. If the information anticipated or wanted is vague, though, parents may find it stressful (Most and Zaidman-Zait, 2001). This is as a result of the support providers' inability to relate to the parents' sentiments or comprehend their viewpoints, which caused them to seek assistance from other sources. While it is well acknowledged that social assistance is a crucial component in reducing burden on special need children's parents with, these parents have less access to social support compared parents of children who are categorically increasing (Dunst et al., 1986). Children who exhibit traits that differ from society standards are allegedly stigmatised, which makes parents less inclined to ask for assistance or makes others less likely to be ready to assist. Dishonor has been linked to lack of or unwelcoming family interaction, as well as support from family members (Mickelson, 2001).

Research of the American support system for Parents with special needs children was done in 1991 by Beckman and Bristol. They were related about how frequently schemes that were intended to help families did not do so. In this research, it was found that factors affecting the presence of social support for parents were poverty attain to resources, and cultural values. The report also pointed out that there was a significant gap in the assistance that was provided to parents since it was primarily tailored for middle-class, non-minority families. In addition, parental help was only offered sometimes rather than constantly, and some of the support workers were rude, had bad attitudes, or had become indifferent to the difficulties of the parents.

The sustenance networks in Greek parents by pre-school or school-age special needs childrens were investigated by Tsibidaki and Tsamparli in 2007. The study's sample consisted of 60 families of medium socioeconomic level, including 30 families with special needs children and 30 families with naturally developing children. There were also thirty kids with special needs (fifteen girls and fifteen boys). Genograms, family encompass, social support questionnaires, in addition semi-structured interviews were used as data gathering tools. SPSS 12 was used to evaluate the quantitative data, while content investigation was used to assess the qualitative facts. The study found that social assistance is used by families of children with special desires in the same way that it is by families of kids without impairments. Additionally, it was shown that special needs families use two networks that their peers do not. These are professionals and additional parents of kids with special needs.

The sample included 104 parents who chose themselves and were now caring for autistic children below the age of five. Open-ended and closed-ended interview questions were mixed together in a planned interview schedule. Scales like the Vineland Adaptive Behavior Scale are employed (Sparrow, 2005) Both the Questionnaire on Stress and Resources (Friedrich, 1993) and the Gilliam Autism Rating Scale (Gullium, 2001) were utilized.

Additionally, family support was examined in the context of developmental disorders by Freedman and Capobianco-Boyer (2000). Focus group talks were employed in their exploratory study to gather data on mothers' caregiving for people

with growing impairments in the setting of the private. Social support was defined in their study as any services, materials, or other forms of help that allow anybody with developmental impairments to be recognized in their communities and families. According to the research, parents used case management, family counseling, support groups, family education and training, respite services, and home health care. The research findings also demonstrated that the indicated social support benefited parents and kids in terms of their financial, emotional, and educational well-being.

In addition, Skinner et al. (2001) investigated the part of religion in families with children who have developmental delays. 250 parents of Mexican descent who resided in the USA and had kids with developmental delays made up the study's sample. The influence of religion on parents' lives was assessed quantitatively. The findings showed that parents identified as religious, and that their church religion excelled at supporting them. The use of religious institutions by parents to help them comprehend and accept their children's impairments and successfully deal with the day-to-day events and situations related to the state of the kid was also made clear. All in all, a wide range of social support organizations, including governmental organizations, local and international ones, were mentioned as potential places where Parents with special needs children may get social help. Although help may be found in a variety of venues, a society's cultural and spiritual values may have an impact on how that support is used. Children with special needs are stigmatized in certain communities as a disgrace to the family, which prevents parents from participating fully when social help is provided.

Boyd (2002) cited family and spouse support among the utmost crucial causes of assistance available to Parents with special needs children and as the most effective means of lowering stress compared to other sources. As relatives may be ready and able to offer parents of special needs children practical and financial aid, family help is one of the utmost critical kinds of societal support. The majority of the literature emphasized how critical social support is for paternities of special needs kids.

According to Jones et al. (1998), parents regarded spouses, other professionals, and members of the school staff as major sources of social support. This is in stripe with the findings of Elliot et al. (2002), who originate that despite parents' need to meet other demands, schools were crucial.

The association between social support, child features, and family well-being among Parents with special needs children in the US was examined by Dunst et al. in 1990. The research included 47 moms of special needs kids from middle-class to lower socioeconomic backgrounds. To gauge their access to resources and social support, participants filled out the Maternal Social Support Index and Family Support Scale. The integrations of family, time demands, and health/mood The questionnaire's resource and stress subscales were also applied. Each kid received the Carolina record of individual conduct in adding to self-report assessments. The term of embeddedness was employed by the study's authors to define the connection between a child's wellbeing in the home and the interaction among the family and other, bigger social groups including schools, secular as well as non-secular societies, and religious communities.

Russell said that if evidence around their children's educational demands does not inspire social supportful prospects, parents' inspiration may not increase. Despite the poor assistance they receive in the classroom, teachers are the finest resource for educating children with special needs. When students' demands are unmet, teachers should be able to enlist the assistance of other experts. For example, they might provide Braille teaching using computers or pocket frames and styles (UNICEF, 2013). Although there is a shortage of these professionals, particularly in low-income parts of Sub-Saharan Africa, it the responsibility of those who offer financial and technical assistance to the lower class to provide the necessary support. Teachers may be a good social network for parents, but there will inevitably be conflicts among parents and schools. According to Lake (2000), the primary source of conflict is the discrepancy among the demands of the kid and their specific worldviews. Children's requirements are typically related to their unique demands rather than their abilities. The social model of special needs urges that the problem be solved by emphasizing the child's strengths, the goals, and possibilities of the parents, which will need parents and some extra cadres to share information around what they want and anticipate. In order to guarantee that children receive an effective education, this would lead to the development of a healthy connection between stakeholders and the parents of special needs children. Similar to how school-age children's parents are customers of the educational schemes, it is crucial for parents as well as teachers to have strong relationships with one another for the benefit of the kids (Solity, 1992). In

White River, (2008) conducted research on the support provided to children parents with learning difficulties. Ten parents were purposefully chosen for the study from a list of paternities whose kids had been given a learning disability diagnosis. Mothers needed greater communiqué from the instructors and support collection to assistance them deal with a situation regard as demeaning, according to the data collected through interviews.

2.3 Social Support

Social support is portrayed by White, (2004) as a multifaceted construct that comprises instrumental and physical support, the transfer of attitudes, the sharing of resources and knowledge, and emotional and psychological support. It has a wide range of size and characteristics. These characteristics include assistance from partners, members of the friends and extended family, engagement from society programs, expert assistance, and any facility programs that are available to those in need (Siklos, 2006). Social support is the aid and support that someone obtains from others. It also involves interpersonal interactions among people that involve emotional review, practical assistance, environmental knowledge, and/or self-evaluation-related knowledge (House, 1981).

Cobbs (1976) and Schaefer (2002) see social support as a reserve for those going through a trying time. It is seen as a personal conviction that one is looked after and loved, appreciated and treasured, and that one is a part of a system of mutual duty and communication.

It is once more defined as knowledge and social environmental circumstances that make someone feel precious and cared for, recognized, or that they belong to a particular group of people with similar goals and ideologies (White & Hastings, 2004). The way that a person perceives social support is regarded to be a trait that is connected to both the actual provision of support and the standard that people use to determine whether an action is helpful or not (Schaefer, 2002). According to the family systems concept, which has been used in certain cases to explain social support, the family's social network is critical for supplying the resources desirable for everyday survival, for carrying out parental duties, and for promoting children's

learning and development. This implies that friends, family, and community groups offer social support, which has an impact on how a kid behaves as well as the behaviour of the entire family over time (Dunst et al., 2000).

By increasing sentiments of going to a particular social group, the capacity to participate in that group, and the development of new abilities that are essential in supporting children with special needs, social support often helps parents. In general, social support refers to knowledge or physical surroundings that give people a sense of belonging to a community of people who share similar values. This information or setting might provide emotional support, information, guidance, or evaluation (White, 2004). In this study, "social support" relates to the support or assistance that children's parents with special needs receive from relatives, family, professionals, the community, local, and international organisations and how it affects them on the teaching of their kids with special needs. It can take the form of psychological support, tangible items, professional advice, or feedback and information.

According to earlier research, children parents with special needs may feel parental stress, which causes them to have depressive symptoms (Ahn, 2015), which interfere with their everyday lives and lower their quality of life (Tanaka et al., 2015). Depression has a detrimental impact on people's behaviour, cognition, and emotions, especially on their quality of life. Depression can cause suicide thoughts in addition to having an impact on a person's everyday functioning, such as altering their weight and sleep habits, feeling down, and losing interest or enjoyment (Lester, 2014).

Additionally, it makes family disputes about duties, emotional reactions, problem-solving skills, and communication among family members worse. As a outcome, moms of special needs children who experience significant levels of depression may find it difficult to raise their children (Wang, 2013). In order to enhance their quality of existence, it is necessary to lessen the sadness that moms of special needs children face as a result of parental stress. Additionally, through enhancing family member quality of life and bolstering the frail family system, the function of the family must be improved.

The stress model developed by Folkman and Lazarus postulates that people feel stress as a function of their interactions with their environment. It suggests that people who are placed in environments that are lacking in some things or that can't

meet their basic requirements could suffer stress. People's mental health may be at danger if there aren't enough psychosocial resources to assist them cope with stressful situations. This is because people's psychological vulnerability is correlated with the accessibility of psychosocial properties (Burn, 2013). On the other hand, sufficient psychological resources assist people in managing stress and adjusting to their environments. Social support has been determined to be one of these psychosocial resources that is crucial in understanding how people deal with stressful situations or difficult life experiences (Shi, 2021). A buffering model also contends that social support lessens the negative effects of stress on mental health. Therefore, social support for parents of special needs children may be a vital social resource that helps to lessen the effects of the parental stress that those parents experience (Song, 2015).

For parents of special needs children, social support is crucial since it helps them cope and reduces stress (Schmitt, 2014). Social support terms to people's subjective assessments that they'll be capable to get the support and assistance they need when they need it from the social networks around them, including their coworkers, friends, spouse, relatives, or a public, which is beneficial to the people's psychological and physical well-being. The buffering model states that social support performances as a moderator to lessen the adverse feelings brought on by stressful situations. As a outcome, it is recognized as a source for coping with stress and adjusting to the environment. Particularly, those who endure stress had lower levels of depression if they felt they had appropriate social support (Kim, 2019). Therefore, even though Parents with special needs children suffer parental stress; their negative emotions may be lessened if they perceive to have a lot of social support.

2.3.1 Dimensions of Social Support

In command to better recognize the sources of societal support for parents of special needs children, Findler (2000) described social support from a multidimensional viewpoint. Contrasting formal and informal social assistance is the first dimension. The sort of person using the system and how the families feel about that person demonstrate the contrasts between official and informal social assistance. However, it is common to observe people use both official and informal help to navigate the challenges they face. The group that is anticipated to offer social support for everyday activities that is beneficial to the wellbeing of parents of special needs

children is known as the informal social support system. Individuals like friends and relatives and also social groupings like religious affiliations and social organizations, make up the informal social support network (Findler, 2000; Boyd, 2002).

In this instance, this category comprises of those who lack training or experience in providing social assistance (Valentine, 1993). In the situation of the child's special needs, the informal support system and the assistance they offer serve as a kind of safety and are crucial to the wellbeing of parents (Ruel, 2013). On the further side, formal societal support is defined as physical, social, monetary, and psychological assistance that is given through an established group or organizations either for free or in exchange for a charge. It is offered by or via specialists like doctors, pediatricians, social workers, and therapists as well as organizations like hospices and other healthcare facilities and intervention programs that are set up to help people with particular needs.

Despite the fact that some parents may have free access to official social help; these supports can face obstacles that could limit their use. These obstacles include not knowing about these services, being unhappy with the services received, and being difficult to reach due to transportation and distance. Formal assistance is required because it satisfies demands that other types of support might be unable to. For instance, formal assistance can help in understanding a child's unique requirements as well as their special needs, if they have such needs (Findler, 2000; Whitaker, 2002). The collect contrasted societal support, which is represented in rappings of specific behaviors, is the second dimension.

Findler (2000) asserts that whilst social support terms to the receivers' cognitions on the assistance received from others, received social support terms to the behaviors that help the individual achieve a goal. Simply said, the recipient infers the intentions and behaviors of people who are being helpful. According to Dunst, (1994), the recipients' perceptions of the type of support they receive from others are more closely connected to their satisfaction with that support than to the volume of assistance they receive. They go on to say that the most significant aspect of the social support process is how people perceive it. Information on how individuals rate their sustenance system is more important than info about the availability of societal assistance in general.

According to Dunst, (1994), children's parents with special needs think that the type of help received rather than the quantity is what determines how satisfied they are with it. As a result, parents' wellbeing is closely correlated with their knowledge of assistance. The third dimension compares mechanical to functional societal support measurements, which are expressed in relations of social support's traits and features. The quantity, diversity, and connectivity of social support networks are factors that are taken into consideration by structural measures. It is determined by the presence or absence of vital social connections and attachments (Hu et al., 2019).

However, functional measurements of social support denote to the sentimental, informative, and practical social support behaviors. The manifestation of love, caring, and togetherness, as well as the recognition of individual needs, are examples of behaviors that define emotional support. Physical actions that enable another person to carry out their own responsibilities are known as instrumental help (Hu et al., 2019).

The instrumental behavior of social support comprises aid in the form of commodities, cash, assistance with domestic chores, assistance with the kid's transportation, or child care to relieve parents of their burden of child-rearing duties. The supply of educational tools and assets that empower people and raise their information to better their conditions is referred to as informational assistance. Parents with special needs children frequently ask specialists, particularly those in the health care field, for more details about their children's condition (Skinner & Schaffer, 2006).

According to Prudhoe (1995), a person who is experiencing a range of emotions at a trying period is given emotional support. Such a person is meant to get emotional assistance in the form of sympathy and encouragement. The person going through this tough period needs support and warmth, as well as someone to talk to about their issue, thoughts, and attitude (Krahn, 1993; Valentine, 1993). Additionally, institutional or informal sources comprising family, neighbors, counselors, friends, and other people can provide emotional support (Most & Zaidman-Zait, 2001).

According to Most (2001), Parents with special needs children seek for emotional support from other parents, friends, and experts. However, leaning on other

family associates may increase strain if they are unable to satisfy the parents' informational or aspirational needs. Parents may seek assistance from, psychologists, social workers and other counseling resources since friends may not be able to connect to their sentiments or comprehend their predicament.

According to Naseef (2001) and Skinner et al. (2001), counseling services provided by group organizations like support groups, church affiliations, and other groups that parents hang out with can provide as additional sources of emotional support. Talking to social workers, counselors, or members of their church or mosque may provide comfort to parents of special needs children. Social labors and other experts, however, seem to be crucial to Parentages with special needs children in determining the requirements and priorities for parental social assistance (Valentine (1993).

As some parents of special needs children may believe that a higher power is watching over them and communicating with the pastors that brings about a relief to them, religious affiliation may be a resource for those parents. For some parents, the church society has provided a place where their kids are welcomed, permitted to take part in, and able to engage with other people. Numerous studies have demonstrated that religion has the capacity to provide families of children with a variety of types of assistance. They consist of confidence, an interpretative framework, or a strategy for comprehending and interacting with the individual with a disability. There are also other types of help available, including social support in addition to activities for parents and children's with difficulty behavior, and assistance in assessing community-based options (Skinner et al., 2001).

According to Singer and Irvin (1991), parents of special needs children often have less financial stability than parents of children without impairments. This is due to the fact that many moms quit their jobs to raise their special needs children at home. Therefore, financial assistance in the procedure of instrumental support is required to cover expenses like medical bills and further services that kid with special needs may require (Turnbull, 2001). Another form of helpful assistance for parents of special needs children can be respite care, which is offered by a temporary caregiver who monitors the kids while the parents attend social activities.

When parents participate in social activities, another family member can provide respite care, which reduces the stress associated with raising special needs children (Ellis et al., 2002). Instrumental assistance may have psychological effects because the recipient may view the supply of tangible help as a sign of the giver's love and respect (Heller et al., 1997). It could be accessible through a variety of social groups, including friends, family, and many public institutions, such as hospitals and schools, as well as through society-based groups, non-governmental organizations, faith-based groups, and a some of international organizations.

In order to manage their children's behavior and understand why and how their children could need special tool in the future, parents need knowledge about the social support and services that are available (Ellis, et al., 2002).

Turnbull (2001) assert that parents who seek out informational help from experts and other service providers are better equipped to deal with raising children who have special needs. This sort of assistance is received from experts and is knowledge that helps people become better equipped to change their circumstances (Thoits, 1986). It consists of counsel, recommendations, or instructions that help someone meet their own or other people's needs. Other children parents with special needs, teachers, social workers, physicians, and other professionals might provide this kind of social assistance as well (House, 1981).

According to Lazarus appraisal theory (1999), people constantly evaluate how well they are doing in comparison to their surroundings. Therefore, assessment assistance is important for children's parents with special needs so that they may assess the circumstances, their own values, and their own views about who they are and the world as an entire. In Categories of Social Support, according to Findler (2000), there are two categories of social assistance that parents may access and use: official and informal. It is believed that groups made up of people who provide for everyday living routines, such as friends and family members, and also members of the same religious affiliation and other social organizations, offer informal support. The assistance may come in the form of emotional, informational, or instrumental support, and may be provided by a variety of social groups. In the background of the child's unique need, the support offered must be beneficial to the parents' overall well-being. Contrarily, official support is offered by technocrats from a variety of

professions who are arranged to help people with particular requirements (Dunst, Trivette & Deal, 1988).

In general, an ecological model utilizing four subsystems to evaluate how parentages might relate with the outside settings for the social provision is a good way to explain the forms and occurrence of social support for children parents. The ecological model discusses how parents of special needs offspring may engage with individuals external the household and how they can use assistance from the workplace, schools, neighbors and other institutions with specific programs (Skinner, 2006).

Other parents could seek for assistance from others, particularly from those who have gone through similar circumstances. Meeting such parents fosters a sense of belonging, which lowers the frequency of emotions of estrangement and reprobation. Parents may serve as an effective role model for their children on how to respond positively to unusual circumstances (House, 1981). Under the component of the theory that served as a conveyer for this research, Parents with special needs children provide in-depth descriptions of how they interact with other systems.

2.3.2 Social Support: Parents of special needs children

According to the literature, Parents with special needs children may get social assistance from a variety of people, including significant others, consanguine affinity, grandparents, and numerous agencies (Cassidy et al., 2008). Since informal sources are seen to be more successful than those from formal sources at effectively reducing tension, parents frequently turn to consanguinals first (Boyd, 2002). Through private persons, religious affiliations, and social organizations, informal systems help parents in their day-to-day activities and enable them to communicate with other parents who are experiencing similar issues. Parents can also seek the official aid of experts and other organizations set up to help people with certain needs (Dunst, 1988).

Pandey (2004) adds that the models of family organization and living have changed significantly over the last few years to support the thesis. Due to this circumstance, there are now more special needs children living with a single parent and more moms are employed, which have reduced the ability of families to purchase the necessities for their special needs children.

According to Elias (2012), caregiving requirements imposed by children with special needs coupled with an increase in displacement frequently sever children parents with special needs from their family members and their essential support networks. As a result, the unique risks associated with raising special needs children comprise separation from the community, strained enlarge family relationships, and separation from relatives and friends (Fewell, 1986). (Fox et al., 2002).

Parents of children with CWD has variety of desires and concerns. In addition to counseling services to interact with the distress and dissuasion that come along with the arrival of a child with special requirements and the unsatisfying financial assistance needed in having to raise children with special needs, they may also want time to unwind away from the stresses of the workday and data about their kid's future. As a result, the social support offered to families of special needs children should take into account their priorities, concerns, and resources. The above-described general position and circumstance caused a great lot of stress for parents of special children, a state that influenced more study and the development of several interference programs aimed at providing parents social support (Cohen, 2007).

Additionally, it was revealed that the rise in arbitration programs can be attributed to psychologically influenced perceptions of the benefits and drawbacks of societal support, let single the facility of rehabilitation and treatment programs to the advantages of these individuals' changes in their emotional and behavioral states. Cobb (1976) disagrees with this assertion, arguing that since social relationships have been ongoing and widely discussed for a long time, the greater awareness does not necessarily signify the finding of novel concepts.

The idea of social support is further explained by Cohen (2007) since it offers an integrative analysis of the results of elements that influence health and well-being. In the same vein, Betty et al. (1988) claim that social support is innately understood despite being among the keys to people's wellbeing during big life transitions and crises, such as having a kid with special needs. It was discovered that the influence of the interference on the particular life crises was concentrated on together the direct function of social support in encouraging the person's rehabilitation from crisis or stress experiences. Since the parents of special needs children reside among us, it is

our duty to ensure their welfare. According to studies, a variety of factors influence how often children parents with special needs turn to social support.

According to Ammari et al. (2014), one such influence is culture. According to study on social support requesting and culture, certain parents are less inclined to turn to others for help when dealing with difficult situations while raising children with special needs. According to Taylor (2004), cultural disparities in support are a result of people being worried about the negative effects of requesting social assistance and their connections, such as upsetting other people and embarrassing themselves.

2.4 Theoretical Perspective of the Study

By using the ecological system theory as a guide, it is possible to better understand social support's provision and usage for parentages of school children with special wants. This will allow the study to further our knowledge of social support in addition its effects on the wellbeing and health of those who are impacted. The Parents with special needs children must be informed of the situation. Therefore, an ecological system theory developed by Bronfenbrenner in 1979 was applied to provide a prospective framework for comprehending and elucidating the subject at hand.

The world is like an environmental system where human growth takes place, claims the Bronfenbrenner ecological system theory of 1979. According to Bronfenbrenner, every person is an alive entity that interacts with their environment and influences it to change. As a result, reciprocity is a key characteristic of the interaction between the individual and the ecological surroundings (Bronfenbrenner, 1979). The environment consists of five interconnected subsystems that interact both with one another and with external forces.

The resolve of the research was to evaluate whether parents of school-aged offspring with special needs could access and make use of social support. As a result, the Bronfenbrenner theory (1979), which describes how parents relate with many other schemes like friends, coworkers, government regulations, schools, and religious leaders, is pertinent to the learning. Since the quality of societal support services is influenced by these systems, it is crucial to understand how they interact and have an

impact on one another. According to Bronfenbrenner, an individual's quality of lifetime is the result of complex interactions between that person, their close relationships, and their environment, also known as the proximal process. These interactions are grounded on the person's characteristics, the situation of their environment, and the existence of growing goods. Besides, the individual is more affected by the outcomes of the proximal process than is the environment in which they take place. Individual growth takes place in the microsystem, exosystem, mesosystem, and macrosystem, among other subsystems (Bronfenbrenner, 1979).

According to the notion, interactions between members of the family and other systems outside have repercussions. The structures outside the parent play vital functions as well, even though the family is a significant basic area of personal growth and stability.

By focusing on the issues related with support and acceptance from family associates, friends, and many other families of normal offspring, as well as associations from the external entities corresponding religious institutions, religious institutions, health care providers, and workplaces. Hornby (1994) expounded the theory and emphasized how ably parentages could be lovingly meaning regarding the child by special needs contingent on these factors. These interactions may have positive and significant effects on parents' perceptions of their surroundings in interacting with the child with special needs.

How successfully parents handle their responsibilities as caregivers for children with special wants can be significantly influenced by the accessibility of high-quality possessions and assistance from the government. If a person has a serious special need, the government may provide financial assistance, health care services, and educational services. Every one of these schemes is also impacted by societal cultural beliefs and values, which comprise notions about children with special needs and are mostly based on how society views parents of such children and their access to social support networks (Hornby, 1994).

This research aims to assess the effectiveness of societal assistance for families of school-aged children with special needs inside the microsystem situation, which has a major bearing on the connections and quality of life for both children and

parents with special needs, and on the family as a whole. Services, such as information about children's special needs and disabilities, kids' access to medical care, and therapy for parents that may help them traverse the problems of parenting children with special are all affected by the connections formed by the mesosystem's variables (schools, counseling services, health facilities, etc.). It's possible that parents of disabled children have a lower quality of life because they have to rely so much on exosystem elements (government political activities, laws, rules, and policies).

In conclusion, ecological organizations theory (1979) investigates the influence on the quick domestic functioning in the exterior surroundings in order to explain the variety of component that affect how families are capable of functioning at the microsystem level so that they can receive and cope assistance with less stress but more positively on family associations. How the kid and family are embraced by the community might also be influenced by societal perceptions. Compared to a culture that accepts persons with special needs and is eager to help the parents, one that views children with special needs as taboo in the public sphere seldom supports the parents. In contrast to government policies that are unable or do not provide much financial support, government actions can evaluate the equal of specialized assistance that families are talented to collect by providing cash or in-kind payments as well as other psychological and physical assistance important to the quick family environment.

Additionally, the ecological system theory (1979) has been cast-off as a framework for research in evaluating the inquiry under study as it emphasises the impact of connection between domestic associations with external schemes and characterises the family as a setting for personal growth and adjustment with the capacity to either exacerbate or alleviate the difficulties faced by parents of special needs children.

CHAPTER -3

RESEARCH METHODOLOGY

Research Methodology offers a framework for conducting research, ensuring that data collection is systematic, valid, and reliable. In this study a quantitative study methodology was employed. This methodology involves collecting data, which can be analyzed statistically to identify patterns and trends.

Research methodology determines the type of data collected, the tools used for analysis, and the generalizability of the study's findings (Creswell, 2014). In the case of the current study, the use of a quantitative study methodology allowed for the collection of standardized data that could be analyzed statistically, providing objective results that can be generalized to a larger population.

The research methodology used in a study is crucial in determining the legitimacy and reliability of the study's findings. The choice of policy should be appropriate for the research questions and objectives, ensuring that data collection is systematic and valid. In the current study, a quantitative research methodology was employed, involving the use of a structured questionnaire to collect numerical data that was analyzed statistically. This methodology ensured the collection of standardized data, which can be generalized to a larger population.

3.1 Research philosophy: epistemology and ontology of research

3.1.1 Positivist Paradigm

The research philosophy employed in this study was positivism. This philosophy emphasizes the use of scientific methods to obtain empirical data and test hypotheses. This research was based on the assumption that social support is

positively related to parental subjective well-being. The research methodology employed in this study was measurable, which is consistent with the positivist philosophy. The training aimed to collect data in a systematic and objective manner to test the hypothesis.

Positivism is a research philosophy that focuses on the use of scientific methods to collect and analyze data Saunders, Lewis, and Thornhill (2015). The positivist philosophy assumes that there is an objective reality that can be measured and observed. The researchers in this study aimed to collect objective data using a structured questionnaire and analyze it using statistical techniques.

Furthermore, noted that the use of a quantitative research methodology is consistent with the positivist philosophy Creswell (2014). The researcher aimed to test the hypothesis using statistical techniques to analyze the data collected through the surveys. The use of statistical analysis was essential in causal the strength of the association between social provision and parental subjective well-being.

This study employed a positivist research philosophy and a quantitative research methodology to find out the connection between social support and parental subjective well-being. The use of a structured questionnaire and statistical techniques ensured the collection of objective data and the testing of the hypothesis.

3.1.2 Ontology & Epistemology

Ontology is the branch of philosophy that contracts with the nature of reality and reality (Bryman, 2016). It is concerned with how we understand the world around us, and the fundamental nature of the entities that make up that world (Bryman, 2016). Ontology asks questions about the nature of reality and the existence of objects and concepts, and it seeks to understand the relationships between these entities (Bryman,

2016). Ontologically, this correlational study on the social support and subjective well-being of parents with special needs children adopts a social constructionist perspective. It recognizes that reality and knowledge are socially constructed through human interactions and experiences. The study acknowledges that parents' experiences of having special needs children are influenced by social, cultural, and contextual factors, which shape their subjective well-being and the availability of social support.

3.1.3 Epistemological Perspective:

Epistemology, on the other side, is the branch of philosophy worried with knowledge and how we acquire it examines the nature of knowledge and the procedures by which we come to know things, including the sources of knowledge, the criteria for knowledge, and the methods are used to acquire knowledge. Epistemology is also anxious with the limits of knowledge, and how we can determine what we do not know. Epistemologically, this study aligns with interpretivism (Bryman, 2016). It seeks to understand and interpret the subjective experiences and perceptions of parents with special needs children, emphasizing their unique perspectives. The study acknowledges that knowledge about social support and subjective well-being cannot be fully objective or detached from the individuals involved. It recognizes the importance of qualitative methods, such as interviews or surveys, to capture the rich and diverse experiences of parents and provide insight into the complex interplay between social support and subjective well-being.

The study also recognizes the significance of quantitative measures to establish correlations between variables, allowing for statistical analysis to identify associations and patterns. However, it acknowledges the limitations of generalizability and aims to

offer an in-depth sympathetic of the knowledges of the specific group of parents with special needs children, rather than seeking universal truths or causal explanations.

3.2 Research Design

Research design is about to gather data from participants, instruments, design, and techniques. This section explains the demographics of the participants, the selection procedures, and the sample size. In this study structured survey was used to collect data from 320 parents of special needs children who were randomly selected from special institutions located in Sargodha District. The questionnaire consisted of two surveys that focused on parental social support and subjective well-being (SWB).

The use of a structured questionnaire is a common method in quantitative research as it allows for the collection of standardized data from a large sample (Bryman, 2016). This method ensures that all participants are asked the same questions in the same format, eliminating any potential bias in data collection. The data collected through the questionnaire and analyzed using statistical methods to identify the relationship among social support and SWB among parentages of special needs children.

This is cross sectional studies in which researcher gathered data from a big number of people through survey. The researcher examined variables without affecting them in cross-sectional study and data was collected at one moment in time. Using this technique, researcher may deduce correlations between variables or get data that can be utilized as a starting point for future research and testing.

3.3 Population

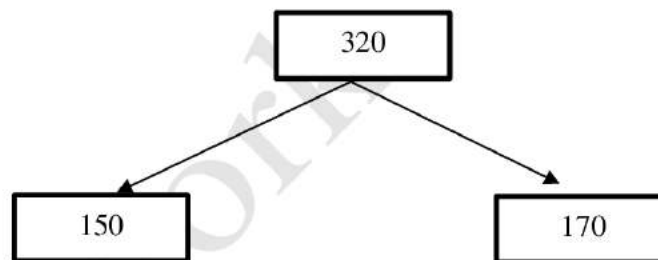
Population is a group having same characteristics, (Creswell 2012). It is targeted for the purpose of research on which researcher wants to draw conclusions

about. The population of this research were consisting of 500 parents of special needs children ($n= 270$ male, $n=230$ female). Data will be collected from different special schools of district Sargodha.

3.4 Sampling

For this research, the random sampling method was employed through multi stage/double-stage cluster sampling in which individual's parents were selected randomly. Probability sampling requires more complexity, effort, and frequently higher expenses than non-probability sampling.

The sample size added up to 320 special need student's parents, with 170 males and 150 females from the schools of Sargodha district. The age distribution of the participants ranged from 18yrs and above.



3.1 Figure showing sampling distribution

3.5 Tools of Data collection

For information and data collection structured questionnaire were used and questions were asked through interview schedule. For this, scales were used of social support and Subjective well-being.

3.6 Operationalization & Conceptualization

3.6.1 Social Well-being

Conceptual Definition

A person's experience of their own societal life and how this relates to the idea of social well-being are both evaluated by the Social Well-Being Questionnaire. There are 15 statements in this collection. To prevent participants from understanding the nature of the questions, the statements were asked in interview schedule.

Operational Definition

On a 5-point Likert Scale with five categories, the participants rated the declarations. (1) strongly disagree; (2) Neutral (3) disagree; (4) agree (5) strongly agree (5). But Theresa Steeger's (2014) factor analysis revealed seven subscales: social connections, neighbourhood and neighbourhood cohesiveness, most important occupation, material deprivation, societal institutions and societal involvement. The mean scores for these variables were computed. The assumption is that the perceived social well-being increases with score.

3.6.2 Social Support

Conceptual Definition

As a psychological tool for stress management. Choosing a quick measure from the work of Krause (1995) because there are several tools available for evaluating this concept, perceived social support of care givers (1995).

Operational definition

The three types of support that can be received are emotional support (4 items), tangible support (3 items), and info support (5 items). Tangible support involves things like helping with transportation (4 items). Both positive social interaction, such

as compliments and requests from others, and negative social interaction, such as disapproval of support (3 items), are also included. The scales' psychometrics are strong despite their brevity, with alpha values above .7 for every subscale.

3.9 Analysis of Data

For each scale, descriptive statistics were first generated, including mean and standard deviation. SPSS will be used for Correlation, Independent sample t-test, Mediation analysis, and Regression in order to ascertain the outcomes.

Correlation analysis

Correlation coefficients were computed for each variable to identify the links between social support and the subjective wellbeing of parents of school pupils. The asset and direction of the relationship among two variables is indicated by a correlation coefficient, which ranges in value from -1 to +1. An alpha level of .05 was used to establish the statistical significance.

Regression analysis

Analysis of Regression, research question is, what impacts of social and family support services have on how parents of disabled children nurture them? Data from the school, sample of 320 special need student's parents were submitted to three simultaneous multiple regression analyses, one for each outcome variable, in order to establish the impact of family support services on how parents nurture their children. Each of the three distinct social support sources (i.e., the instructor, classmate, and parent) was concurrently input as a predictor variable in each regression analysis.

In simultaneous regression, all variables are simultaneously input into a regression equation to calculate the share of the criterion variable's variation that each

predictor variable is solely responsible for. To establish the statistical significance of beta weights, an alpha level of .05 was employed.

Which types of social assistance did special needs students' parents think would be most helpful to their children? Additional regression analyses were carried out using wellbeing and social support as the criterion variables to see whether the types of assistance did parents of students with special needs perceive to be the most beneficial to them (respectively).

Predictor variables were centered by subtracting the group mean from every person's score on that particular measure in order to address any multicollinearity between both moderator, the predictors, and the interaction effects. This method was recommended by Aiken and West (1991). To find statistically significant interaction terms, a .05 alpha threshold was chosen. The results of the research that employed these measures provide evidence for their construct validity. Better caregiver adjustment has been linked to higher stages of received support and fulfillment with assistance, as well as lower levels of negative social connections, as evaluated by these measures, during dementia caregiving, especially end-of-life care. Finding benefits of caring and improvements in social support satisfaction have been found to be essential mechanisms driving effective caregiver intervention (Roth et al., 2005; Cho, Ory & Strevens, 2015).

CHAPTER -4

RESULTS AND ANALYSIS

This chapter is about the described information of results, first section contains information on the demographics of parents with special need children. The second is insightful interpretation of the responses in the statement. Using frequency distribution tables, statistical investigation of the data was performed. Data analysis methods included using frequencies, percentages, means, correlations, and regressions. Tables containing the results of the study of the data that had been gathered were also provided with an explanation. The sample size for this study consisted on special need student's parents that took part in it, age, gender, education, marital status, income and education. This chapter also discusses the variables Subjective well-being, social support and its components.

4.1 Demographic Detail of Participants

Table 4.1.1: Gender

Table 1

Frequency distribution and Percentage of the respondents about their Gender while n=320

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	170	53.1	53.1	53.1
	Female	150	46.9	46.9	100.0
	Total	320	100.0	100.0	

The table shows the percentage distribution and frequency of the respondents regarding their Gender. Rendering to the table, 53.1 % of defendants are males while 46.9% of respondents are females.

Table 4.1.2 Age

Table 2

Frequency distribution and Percentage of the respondents about their Age while n=320

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-22	108	33.8	33.8	33.8
	22-25	167	52.2	52.2	85.9
	25-30	31	9.7	9.7	95.6
	30+	14	4.4	4.4	100.0
	Total	320	100.0	100.0	

The table shows the percentage distribution and frequency of the respondents regarding their Age. Rendering to the table, 33.8% respondents have age between 18-

22 years,52.2% of respondents have age between 22-25 years,9.7% respondents have age between 4.4% while 4.4% respondents have age above 30.

Table 4.1.3 Income

Table 3

Frequency distribution and Percentage of the respondents about their income while n=320

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 thousand	76	23.8	23.8	23.8
	20 thousand	128	40.0	40.0	63.7
	25 thousand	82	25.6	25.6	89.4
	More than 25 thousand	34	10.6	10.6	97.5
	Total	320	100.0	100.0	

The table shows frequency and percent distribution regarding their income, 23.8 respondents' income is 15 thousand,40% respondents' income is 20 thousand,25.6% respondents' income is 25 thousand an 10.6% respondents' income is above 25 thousand.

Table:4.1.4 Employment

Table 4

Percentage and Frequency distribution of the respondents' employment while n=320

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employed	175	54.7	54.7	54.7
	Self-Employed	105	32.8	32.8	87.5
	Unemployed	40	12.5	12.5	100.0
	Total	320	100.0	100.0	

The table shows 54.7 respondents are employed ,32.8% respondents are self-employed while 12.5% respondents are unemployed.

Table:4.1.5 Marital Status

Table 5

Percentage and Frequency distribution of the accused's Marital status while n=32

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	219	68.4	68.4	68.4
	Unmarried	96	30.0	30.0	98.4
	Widow	5	1.6	1.6	100.0
	Total	320	100.0	100.0	

The table show the percentage and frequency of respondents who are married are 68.4%, divorced respondents are 30%, while 1.6 respondents are widowed.

Table:4.1.6 Education

Table 6

Percentage and Frequency distribution of the respondents 'education while n=320

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	illiterate	30	9.4	9.4	9.4
	primary	94	29.4	29.4	38.8
	Middle	176	55.0	55.0	93.8
	secondary and above	20	6.3	6.3	100.0
	Total	320	100.0	100.0	

This table shows the distribution and frequency of respondents 'education who have no formal education are 9.4%, 29.4% respondents have primary education, 55%

respondents have Middle while 6.3% respondents have higher secondary or above education.

Table 4.1.7

What is area of participants?

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	Rural	250	78.1	78.1	78.1
	Urban	70	21.9	21.9	100.0
	Total	320	100.0	100.0	

The Table presented highlights the geographical distribution of participants in a certain context. The participants are categorized into two areas: rural and urban. Out of the total of 320 participants, 78.1% (250 individuals) hail from rural areas, while the remaining 21.9% (70 individuals) reside in urban regions. These percentages signify the valid proportions within each category. In cumulative terms, the data indicates that nearly four-fifths (78.1%) of the participants come from rural backgrounds. Conversely, one-fifth (21.9%) of the participants are from urban localities. The total count of participants considered in the data analysis is 320, providing a comprehensive overview of the distribution across these two distinct areas.

Table 4.1.8

What is family member strength?

		Frequenc y	Percent	Valid Percent	Cumulative Percent
Valid	1-3	22	6.9	6.9	6.9
	4-5	209	65.3	65.3	72.2
	6-7	89	27.8	27.8	100.0
	Total	320	100.0	100.0	

The table illustrates the composition of family sizes among the participants. The participants' family member strength is categorized into three groups based on the number of members in each family. A total of 320 participants were considered for this analysis. Upon examination, it is revealed that 6.9% of the participants belong to families with 1 to 3 members. The majority, comprising 65.3% of the participants, come from families with 4 to 5 members. Additionally, 27.8% of the participants are part of families consisting of 6 to 7 members. These percentages indicate the valid proportions of each family size category. In cumulative terms, the data signifies that 72.2% of participants come from families with up to 5 members, while a total of 100% of the participants' family compositions have been accounted for across these three categories.

Table 7

Percentage and Frequency distribution of the respondents regarding the statement "I get emotional funding from instant family members" while n=320.

Table 4.2 1

I get emotional support from immediate family members.		Frequency	Percentage
Valid	Strongly Disagree	27	8.4
	Disagree	38	11.9
	Neutral	11	3.4
	Agree	98	30.6
	Strongly agree	146	45.6
	Total	320	100.0

The table shows the percentage distribution and frequency of the respondents concerning the statement "I get emotional support from immediate family members". According to the table 8.4% respondents strongly disagree, 11.9% respondents disagree, 3.4% neutral and 30% respondents agree and 45.6% respondents muscularly

agree with the statement. So, it is found that the mostly parents with special needs children strongly agree with the term “I get emotional support since instantaneous family members.”

Table 8

Percentage and Frequency distribution of the respondents regarding the statement “My other family members appreciate my child’s situations and they cooperate with me.” while n=320.

My other family members understand my child’s conditions and they cooperate with me.		Frequency	Percentage
Valid	Strongly Disagree	25	7.8
	Disagree	31	9.7
	Neutral	6	1.9
	Agree	86	26.9
	Strongly agree	172	53.8
	Total	320	100.0

The table displays the percentage distribution and frequency of the respondents concerning the statement “My other family members appreciate my child’s circumstances and they cooperate with me.” According to the table 7.8% defendants powerfully disagree,9.7% respondents disagree, 1.9% neutral and 26.9% respondents decide and 53.8% respondents strongly agree with the declaration. So, it is found that the vast majority of parents with special needs children strongly agree with the term “My other family members appreciate my child’s circumstances and they cooperate with me.”

Table 9

Percentage and Frequency distribution of the respondents regarding the statement. "In crucial time, I am receiving support from my close friends." while n=320.

In crucial time, I am getting support from my close friends."		Frequency	Percentage
Valid	Strongly Disagree	46	14.4
	Disagree	52	16.3
	Neutral	22	6.9
	Agree	86	26.9
	Strongly agree	114	35.6
	Total	320	100.0

The table shows the percentage distribution and frequency of the respondents regarding the statement "In crucial time, I am getting provision from my close friends.". According to the table 14.4% respondents strongly disagree, 16.3% respondents disagree, 6.9% neutral and 26.9% respondents decide and 35.6% respondents strongly agree with the report. So, it is found that the vast majority of parents with special needs children strongly agree with the term "In crucial time, I am getting provision from my close friends."

Table 10

Frequency distribution and Percentage of the respondents regarding the statement. "My neighbors understand my child's condition and they support me when I need." while n=320.

My neighbors understand my child's condition and they support me when I need.		Frequency	Percentage
Valid	Strongly Disagree	19	5.9
	Disagree	21	6.6
	Neutral	2	.6
	Agree	84	26.3
	Strongly agree	194	60.6
	Total	320	100.0

The table shows the percentage distribution and frequency of the respondents regarding the statement "My neighbors recognize my child's condition and they care me when I need.". According to the table 5.9% respondents strongly disagree, 6.6% respondents disagree, .6% neutral and 26.3% respondents settle and 60.6% respondents strongly agree with the report. So, it is found that the mostly parents with special needs children strongly agree with the term "My neighbors understand my child's state and they support me when I need."

Table 11

Percentage and Frequency distribution of the respondents regarding the statement. “I am receiving guidance and support from other parents of kids with special needs when I am in distress. “while, n=320.

I am getting guidance and support from other parents of children with special needs when I am in distress.		Frequency	Percentage
Valid	Strongly Disagree	56	17.5
	Disagree	58	18.1
	Neutral	6	1.9
	Agree	86	26.9
	Strongly agree	114	35.6
	Total	320	100.0

The table shows the percentage distribution and frequency of the respondents regarding the statement “I am getting guidance and provision from other parents of children with special needs when I am in suffering.”. According to the table 17.5% respondents powerfully disagree, 18.1% respondents disagree, 1.9% neutral and 26.9% respondents agree and 35.6% respondents strongly agree with the declaration. So, it is found that a large number of parents with special needs children strongly agree with the term “I am getting support and guidance from other parents of children with special needs when I am in distress.”

Table 12

Percentage and Frequency distribution of the respondents regarding the statement. “I am getting guidance and support from other parents of kids with special needs when I am in distress. “while, n=320.

Regularly contact with other parents who experienced the same situation.		Frequency	Percentage
Valid	Strongly Disagree	50	15.6
	Disagree	71	22.2
	Neutral	5	1.6
	Agree	63	19.7
	Strongly agree	131	40.9
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement “Regularly contact with other parents who practiced the same condition.” According to the table 15.6% defendants strongly disagree, 22.2% accused disagree, 1.6% neutral and 19.7% respondents agree and 40.9% respondents strongly agree with the statement. So, it is found that the most of parents with special needs children strongly decide with the term “Regularly connection with other parents who practiced the same situation.”

Table 13

Frequency and Percentage distribution of the respondents regarding the statement. “I am participating in an organized parent’s support.” while, n=320.

I am participating in an organized parent’s support group		Frequency	Percentage
Valid	Strongly Disagree	16	5.0
	Disagree	31	9.7
	Neutral	12	3.8
	Agree	88	27.5
	Strongly agree	173	54.1
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement “I am participating in an organized parent’s support group.” According to the table 5.0% respondents strongly disagree, 9.7% respondents disagree, 3.8% neutral and 27.5% respondents settle and 54.1% respondents strongly agree by the statement. So, it is found that the maximum number of parents with special needs children strongly agree with the term “I am participating in an organized parent’s support.”

Table 14

Frequency and Percentage distribution of the respondents regarding the statement. "Receiving support from religious institutes for my child care." while, n=320.

Receiving support from religious institutions for my child care		Frequency	Percentage
Valid	Strongly Disagree	16	5.0
	Disagree	27	8.4
	Neutral	12	3.8
	Agree	90	28.1
	Strongly agree	175	54.7
	Total	320	100.0

The table displays the percentage and frequency distribution of the respondents concerning the statement "Receiving support from religious institutions for my child care." According to the table 5.0% respondents strongly disagree, 8.4% respondents disagree, 3.8% neutral and 28.1% respondents settle and 54.7% respondents strongly agree with the declaration. So, it is found that the mostly parents with special needs children strongly agree with the term "Receiving sustenance from religious institutes for my child care."

Table 15

Percentage and Frequency distribution of the respondents regarding the statement. "Special teachers provide leadership and assistance for uplifting children." while, n=320.

Special teachers provide guidance and assistance for uplifting children.		Frequency	Percentage
Valid	Strongly Disagree	16	5.0
	Disagree	22	6.9
	Neutral	9	2.8
	Agree	87	27.2
	Strongly agree	186	58.1
	Total	320	100.0

The table displays the percentage and frequency distribution of the respondents regarding the statement "Special teachers offer guidance and help for uplifting children." According to the table 5.0% respondents strongly disagree, 6.9% respondents disagree, 2.8% neutral and 27.2% respondents decide and 58.1% respondents strongly decide with the statement. So, it is found that the vast majority of parents with special needs children strongly agree with the term "Special teachers deliver guidance and help for uplifting of offspring.

Table 16

Percentage and Frequency distribution of the respondents regarding the statement. "Hospitals provide free medical checkup and treatment." while, n=320.

Hospitals provide free medical checkup and treatment		Frequency	Percentage
Valid	Strongly Disagree	16	5.0
	Disagree	14	4.4
	Neutral	3	.9
	Agree	81	25.3
	Strongly agree	206	64.4
	Total	320	100.0

The table displays the frequency and percentage supply of the respondents regarding the report "Hospitals provide free medical checkup and treatment." According to the table 5.0% respondents strongly disagree, 4.4% respondents disagree, .9% neutral and 25.3% respondents decide and 64.4% respondents strongly agree with the declaration. So, it is found that a large number of parents with special needs children strongly agree with the term "Hospitals provide free medical checkup and treatment."

Table 17

Percentage and Frequency distribution of the respondents regarding the statement. "Public transport scheme shows cooperative attitude with singular equipment's to see my child's needs." while, n=320.

Public transport system shows cooperative attitude with special equipment's to meet my child's needs.		Frequency	Percentage
Valid	Strongly Disagree	16	5.0
	Disagree	39	12.2
	Neutral	11	3.4
	Agree	79	24.7
	Strongly agree	175	54.7
	Total	320	100.0

The table displays the percentage and frequency distribution of the respondents regarding the statement "Public carriage system shows cooperative attitude with special equipment's to meet my child's wants." According to the table 5.0% respondents strongly disagree, 12.2% respondents disagree, 3.4% neutral and 24.7% respondents settle and 54.7% respondents strongly agree with the declaration. So, it is found that the most of parents with special needs children strongly agree with the statement "Public transport system shows obliging attitude with special equipment's to meet my child's wants."

Table 18

Percentage and Frequency distribution of the respondents regarding the statement. "Educational institutes conduct recreation and fun actions which are obliging for behavioral modification of restricted children." while, n=320.

Educational institutions conduct recreation and fun activities which are helpful for behavioral modification of disabled children.		Frequency	Percentage
Valid	Strongly Disagree	25	7.8
	Disagree	33	10.3
	Neutral	9	2.8
	Agree	75	23.4
	Strongly agree	178	55.6
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement "Educational institutions conduct regeneration and fun activities which are cooperative for behavioral modification of disabled children". According to the table 7.8% respondents strongly disagree, 10.3% respondents disagree, 2.8% neutral and 23.4% respondents agree and 55.6% respondents powerfully agree with the statement. So, it is found that the maximum of parents with special wants children strongly agree with the statement "Educational institutions conduct recreation and fun actions which are cooperative for behavioral modification of restricted children."

Table 19

Percentage and Frequency distribution of the respondents regarding the statement. "Educational institutions deliver free transport services to the child." while, n=320.

Educational institutions provide free transport facilities to the child.		Frequency	Percentage
Valid	Strongly Disagree	24	7.5
	Disagree	28	8.8
	Neutral	10	3.1
	Agree	75	23.4
	Strongly agree	183	57.2
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement "Educational institutions deliver free transport amenities to the child." According to the table 7.5% respondents strongly affect, 8.8% respondents disagree, 3.1% neutral and 23.4% respondents decide and 57.2% respondents strongly agree with the report. So, it is found that the mostly parents with special needs children strongly agree with the statement "Educational institutes provide free transport services to the child."

Table 20

Percentage and Frequency distribution of the respondents regarding the statement. "I am getting material from special therapists and counselors around how I can help my children." while, n=320.

I am getting information from special therapists and counselors about how I can help my children.		Frequency	Percentage
Valid	Strongly Disagree	25	7.8
	Disagree	19	5.9
	Neutral	6	1.9
	Agree	88	27.5
	Strongly agree	182	56.9
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement "I am getting information from special psychoanalysts and counselors near how I can help my children." According to the table 7.8% respondents strongly disagree, 5.9% respondents disagree, 1.9% neutral and 27.5% defendants agree and 56.9% respondents strongly agree with the statement. So, it is found that the maximum number of parents with special needs children strongly agree with the statement "I am getting info from special therapists and counselors about how I can help my children."

Table 21

Frequency and Percentage distribution of the respondents regarding the statement. “Educational institutions conduct vocational training programs for children.” while, n=320

Educational institutions conduct vocational training programs for children		Frequency	Percentage
Valid	Strongly Disagree	27	8.4
	Disagree	28	8.8
	Neutral	7	2.2
	Agree	78	24.4
	Strongly agree	180	56.3
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement “Educational institutions conduct vocational training programs for children. “According to the table 8.4% respondents strongly disagree, 8.8% respondents disagree, 2.2% neutral and 24.4% respondents settle and 56.3% respondents strongly settle with the statement. So, it is found that a large number of parents with superior needs children strongly agree with the statement “Educational institutions conduct vocational training programs for children.”

Table 22

Percentage and Frequency distribution of the respondents regarding the statement. "Through consciousness programs I get information around my child's condition/disability." while, n=320

Through awareness programs I get information about my child's condition/disability.		Frequency	Percentage
Valid	Strongly Disagree	24	7.5
	Disagree	15	4.7
	Neutral	8	2.5
	Agree	81	25.3
	Strongly agree	192	60.0
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement "Through mindfulness programs I get info about my child's condition/disability. Educational institutions conduct vocational training programs for children. "According to the table 7.5% respondents strongly disagree, 4.7% respondents disagree, 2.5% neutral and 25.3% respondents settle and 60.0% respondents strongly agree with the declaration. So, it is found that the most of parents with special needs children strongly agree with the statement, "Through awareness programs I get info about my child's condition/disability."

Table 23

Percentage and Frequency distribution of the respondents regarding the statement. "Receiving fiscal support from well-wishers/self-help group." while, n=320

Receiving financial support from well-wishers/self-help group.		Frequency	Percentage
Valid	Strongly Disagree	26	8.1
	Disagree	25	7.8
	Neutral	8	2.5
	Agree	82	25.6
	Strongly agree	179	55.9
	Total	320	100.0

The table displays the percentage and frequency distribution of the respondents about the statement "Receiving financial support from well-wishers/self-help group. Educational institutions conduct vocational training programs for children." According to the table 8.1% respondents strongly upset, 7.8% respondents affect, 2.5% neutral and 25.6% respondents agree and 55.9% respondents strongly agree with the report. So, it is found that vast majority of parents with special needs children strongly agree with the statement, "Receiving monetary support from well-wishers/self-help cluster."

Table 24

Percentage and Frequency distribution of the respondents regarding the statement. "Receiving financial support from the Government." while, n=320

Receiving financial assistance from the Government		Frequency	Percentage
Valid	Strongly Disagree	27	8.4
	Disagree	11	3.4
	Neutral	5	1.6
	Agree	83	25.9
	Strongly agree	194	60.6
	Total	320	100.0

The table displays the frequency and percentage delivery of the respondents concerning the statement "Receiving financial assistance from the Government." According to the table 8.4% respondents strongly disagree, 3.4% respondents disagree, 1.6% neutral and 25.9% respondents agree and 60.6% defendants strongly agree with the declaration. So, it is found most of parents with special needs children strongly agree with the statement, "Receiving financial assistance from the Government."

Table 25

Percentage and Frequency distribution of the respondents regarding the statement. "I am getting info through mass media about my child problematic.

I am getting information through mass media about my child problem.		Frequency	Percentage
Valid	Strongly Disagree	26	8.1
	Disagree	13	4.1
	Neutral	10	3.1
	Agree	95	29.7
	Strongly agree	176	55.0
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement "I am getting info through mass media about my child problematic." According to the table 8.1% respondents strongly disagree, 4.1% respondents disagree, 3.1% neutral and 29.7% respondents agree and 55.0% respondents strongly agree with the report. So, it is found that a large number of parents with special needs children strongly agree with the statement, "I am getting information through mass media about my child problematic.

Table 26

Percentage and Frequency distribution of the respondents regarding the statement. “I am getting counseling from professional persons.”

I am getting counseling from professional persons.		Frequency	Percentage
Valid	Strongly Disagree	33	10.3
	Disagree	9	2.8
	Neutral	10	3.1
	Agree	89	27.8
	Strongly agree	179	55.9
	Total	320	100.0

The table displays the frequency and percentage distribution of the respondents concerning the statement “I am getting counseling from professional persons.” According to the table 10.3% respondents strongly disagree, 2.8% respondents disagree, 3.1% neutral and 27.8% respondents settle and 55.9% respondents strongly agree with the report. So, it is found that the maximum number of parents with special needs children strongly agree with the statement, “I am getting counseling from professional persons.”

Table 27

Percentage and Frequency distribution of the respondents regarding the statement. "I'm happy with my locality."

I'm content with my locality		Frequency	Percentage
Valid	Strongly Disagree	24	7.5
	Disagree	15	4.7
	Neutral	8	2.5
	Agree	81	25.3
	Strongly agree	192	60.0
	Total	320	100.0

The table displays the frequency and percentage delivery of the respondents concerning the statement "I'm content with my locality." According to the table 7.5% respondents strongly disagree, 4.7% respondents disagree, 2.5% neutral and 25.3% respondents agree and 60.0% respondents muscuarly agree with the statement. So, it is found that the vast majority of parents with special needs children strongly agree with the statement, "I'm content with my locality."

Table 28

Percentage and Frequency distribution of the respondents regarding the statement. "I have close contact with my nationals."

I have close contact with my neighbors		Frequency	Percentage
Valid	Strongly Disagree	21	6.6
	Disagree	26	8.1
	Neutral	6	1.9
	Agree	84	26.3
	Strongly agree	183	57.2
	Total	320	100.0

The table displays the occurrence and percentage delivery of the respondents regarding the statement "I have close contact with my neighbors." According to the table 6.6% respondents strongly disagree, 8.1% respondents disagree, 1.9% neutral and 26.3% respondents agree and 57.2% respondents powerfully agree with the statement. So, it is found that mostly parents with special needs children strongly agree with the report, "I have close contact with my nationals."

Table 29

Frequency and Percentage distribution of the respondents regarding the statement. "I feel enjoyable in my home."

I feel pleasant in my home		Frequency	Percentage
Valid	Strongly Disagree	22	6.9
	Disagree	11	3.4
	Neutral	3	.9
	Agree	86	26.9
	Strongly agree	198	61.9
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement "I feel pleasant in my home." According to the table 6.9% respondents strongly disagree, 3.4% respondents disagree, .9% neutral and 26.9% respondents decide and 61.9% respondents strongly agree with the statement. So, it is found that most of parents with special needs children strongly agree with the statement, "I feel agreeable in my home."

Table 30

Percentage and Frequency distribution of the respondents regarding the statement. “I think it's significant to be a member of community organization.”

I think it's important to be a member of community organization.		Frequency	Percentage
Valid	Strongly Disagree	21	6.6
	Disagree	13	4.1
	Neutral	8	2.5
	Agree	98	30.6
	Strongly agree	180	56.3
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the report “I think it's important to be a affiliate of community organization.” According to the table 6.6% respondents strongly disagree, 4.1% respondents disagree, 2.5% neutral and 30.6% defendants agree and 56.3% respondents strongly agree with the report. So, it is found that a large number of parents with special needs children strongly agree with the statement, “I think it's vital to be a member of community organization.”

Table 31

*Percentage and Frequency delivery of the respondents regarding the statement.
 "There is no need of money to become a member of community organization."*

There is no need of money to become a member of community organization.		Frequency	Percentage
Valid	Strongly Disagree	28	8.8
	Disagree	9	2.8
	Neutral	8	2.5
	Agree	92	28.7
	Strongly agree	183	57.2
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement "There is no need of money to become a member of community organization." According to the table 8.8% respondents powerfully disagree, 2.8% respondents disagree, 2.5% neutral and 28.7% respondents agree and 57.2% respondents strongly agree with the declaration. So, it is found that the vast majority of parents with special needs children strongly agree with the statement, "There is no need of money to become a member of community organization."

Table 32

Percentage and Frequency distribution of the respondents regarding the statement. "I know from which society I can get help if I need it."

I know from which organization I can get help if I need it		Frequency	Percentage
Valid	Strongly Disagree	19	5.9
	Disagree	15	4.7
	Neutral	6	1.9
	Agree	84	26.3
	Strongly agree	196	61.3
	Total	320	100.0

The table displays the percentage and frequency distribution of the respondents regarding the statement "I know from which association I can get help if I need it." According to the table 5.9% respondents powerfully disagree, 4.7% respondents disagree, 1.9% neutral and 26.3% respondents agree and 61.3% respondents strongly agree with the announcement. So, it is found that the maximum number of parents with special needs children strongly agree with the statement, "I know from which association I can get help if I need."

Table 33

Percentage and Frequency distribution of the respondents regarding the statement. "I'm content with my social location."

I'm content with my social position		Frequency	Percentage
Valid	Strongly Disagree	21	6.6
	Disagree	26	8.1
	Neutral	5	1.6
	Agree	79	24.7
	Strongly agree	189	59.1
	Total	320	100.0

The table displays the percentage and frequency and distribution of the respondents regarding the declaration "I'm content with my social position." According to the table 6.6% respondents strongly disagree, 8.1% respondents disagree, 1.6% neutral and 24.7% accused agree and 59.1% respondents strongly agree with the report. So, it is found mostly parents with special needs children strongly agree with the statement, "I'm content with my social position."

Table 34

Percentage and Frequency distribution of the respondents regarding the statement. "I find helping people around me."

I find helping people around me		Frequency	Percentage
Valid	Strongly Disagree	23	7.2
	Disagree	11	3.4
	Neutral	3	.9
	Agree	85	26.6
	Strongly agree	198	61.9
	Total	320	100.0

The table displays the frequency and percentage delivery of the respondents regarding the statement "I find helping people around me." According to the table 7.2% respondents strongly disagree, 3.4% respondents disagree, .9% neutral and 26.6% defendants agree and 61.9% respondents muscularly agree with the statement. So, it is found that a large number of parents with special needs children strongly agree with the statement, "I find helping people around me."

Table 35

*Percentage and Frequency distribution of the respondents regarding the statement.
 "I'm content with the relative to my neighbors."*

I'm content with the relation to my neighbors		Frequency	Percentage
Valid	Strongly Disagree	22	6.9
	Disagree	13	4.1
	Neutral	8	2.5
	Agree	97	30.3
	Strongly agree	180	56.3
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement "I'm content with the relative to my neighbors." According to the table 6.9% respondents strongly disagree, 4.1% respondents disagree, 2.5% neutral and 30.3% respondents agree and 56.3% respondents strongly agree with the declaration. So, it is found that the mximum number of parents with special needs children strongly agree with the statement, "I'm content with the relative to my neighbors."

Table 36

Percentage and Frequency distribution of the respondents regarding the statement. "People in my district handle each other in a positive manner."

People in my neighborhood handle each other in a positive manner		Frequency	Percentage
Valid	Strongly Disagree	29	9.1
	Disagree	9	2.8
	Neutral	8	2.5
	Agree	91	28.4
	Strongly agree	183	57.2
	Total	320	100.0

The table displays the percentage and frequency distribution of the respondents regarding the statement "People in my district handle each other in a positive manner." According to the table 9.1% respondents strongly disagree, 2.8% respondents disagree, 2.5% neutral and 28.4% respondents agree and 57.2% respondents strongly agree with the report. So, it is found that the most of parents with special needs children strongly agree with the statement, "People in my district handle each other in a positive way."

Table 37

Frequency and Percentage distribution of the respondents regarding the statement. “I texture insecure in my own home.”

I feel insecure in my own home		Frequency	Percentage
Valid	Strongly Disagree	107	33.4
	Disagree	55	17.2
	Neutral	6	1.9
	Agree	60	18.8
	Strongly agree	92	28.7
	Total	320	100.0

The table displays the percentage and frequency distribution of the respondents regarding the declaration “I feel insecure in my own home.” According to the table 33.4% respondents strongly disagree, 17.2% respondents disagree, 1.9% neutral and 18.8% respondents agree and 28.7% respondents strongly agree with the report. So, it is found that the vast majority of parents with special needs children strongly disagree with the statement, “I feel insecure in my own home.”

Table 38

Percentage and Frequency distribution of the respondents regarding the statement. "I see myself as a part of civilization."

I see myself as a part of society		Frequency	Percentage
Valid	Strongly Disagree	22	6.9
	Disagree	26	8.1
	Neutral	6	1.9
	Agree	83	25.9
	Strongly agree	183	57.2
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the report "I see myself as a part of society." According to the table 6.9% respondents strongly disagree, 8.1% respondents disagree, 1.9% neutral and 25.9% respondents decide and 57.2% respondents strongly agree with the report. So, it is found that a large number of parents with special needs children strongly agree with the statement, "I see myself as a part of society."

Table 39

Percentage and Frequency delivery of the respondents regarding the declaration. "I have adequate money to visit someone."

I have sufficient money to visit someone		Frequency	Percentage
Valid	Strongly Disagree	16	5.0
	Disagree	8	2.5
	Neutral	3	.9
	Agree	94	29.4
	Strongly agree	199	62.2
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement "I have sufficient money to visit someone." According to the table 5.0% defendants strongly disagree, 2.5% respondents disagree, .9% neutral and 29.4% respondents agree and 62.2% respondents powerfully agree with the declaration. So, it is found that the mostly parents with special needs children strongly agree with the statement, "I have sufficient money to visit someone."

Table 40

Percentage and Frequency distribution of the respondents regarding the statement. "I'm gratified with my current life."

I'm content with my current life		Frequency	Percentage
Valid	Strongly Disagree	15	4.7
	Disagree	13	4.1
	Neutral	8	2.5
	Agree	103	32.2
	Strongly agree	181	56.6
	Total	320	100.0

The table displays the percentage and frequency distribution of the respondents regarding the statement "I'm content with my current life." According to the table 4.7% respondents powerfully disagree, 4.1% respondents disagree, 2.5% neutral and 32.2% respondents agree and 56.6% respondents powerfully agree with the statement. So, it is found that the maximum number of parents with special needs children strongly agree with the statement, "I'm content with my current life."

Table 41

Percentage and Frequency delivery of the respondents regarding the statement. "I participate in my community doings."

I participate in my community activities		Frequency	Percentage
Valid	Strongly Disagree	22	6.9
	Disagree	9	2.8
	Neutral	8	2.5
	Agree	97	30.3
	Strongly agree	184	57.5
	Total	320	100.0

The table displays the percentage and frequency distribution of the respondents regarding the statement "I participate in my community activities." According to the table 6.9% respondents strongly disagree, 2.8% respondents disagree, 2.5% neutral and 30.3% respondents agree and 57.5% respondents strongly agree with the declaration. So, it is found that most of parents with special needs children strongly agree with the statement, "I participate in my community activities."

Table 42

Percentage and Frequency distribution of the respondents regarding the statement. “I texture secure on the highway and in the surroundings of my household.”

I feel secure on the street and in the surroundings of my house		Frequency	Percentage
Valid	Strongly Disagree	12	3.8
	Disagree	9	2.8
	Neutral	5	1.6
	Agree	97	30.3
	Strongly agree	197	61.6
	Total	320	100.0

The table shows the frequency and percentage distribution of the respondents regarding the statement “I feel secure on the road and in the surroundings of my house.” According to the table 3.8% respondents strongly upset, 2.8% respondents disagree, 1.6% neutral and 30.3% defendants agree and 61.6% respondents strongly agree with the announcement. So, it is found that the vast majority of parents with special needs children strongly agree with the statement, “I feel secure on the highway and in the surroundings of my dynasty.”

Table 43

Percentage and Frequency distribution of the respondents regarding the statement. "I sufficiently contributing to society."

I sufficiently contributing to society		Frequency	Percentage
Valid	Strongly Disagree	14	4.4
	Disagree	13	4.1
	Neutral	5	1.6
	Agree	92	28.7
	Strongly agree	196	61.3
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement "I sufficiently contributing to society." According to the table 4.4% respondents strongly disagree, 4.1% respondents disagree, 1.6% neutral and 28.7% respondents agree and 61.3% respondents strongly agree with the declaration. So, it is found that the vast majority of parents with special needs children strongly agree with the statement, "I sufficiently contributing to society."

Table 44

Percentage and Frequency distribution of the respondents regarding the statement. "I'm gratified with my financial situation."

I'm content with my financial situation		Frequency	Percentage
Valid	Strongly Disagree	16	5.0
	Disagree	6	1.9
	Neutral	4	1.3
	Agree	91	28.4
	Strongly agree	203	63.4
	Total	320	100.0

The table shows the percentage and frequency supply of the respondents regarding the statement "I'm content with my financial situation." According to the table 5.0% respondents strongly disagree, 1.9% respondents disagree, 1.3% neutral and 28.4% respondents decide and 63.4% respondents strongly agree with the declaration. So, it is found that the most of the parents with special needs children strongly agree with the statement, "I'm content with my financial situation."

Table 45

*Percentage and Frequency distribution of the respondents regarding the statement.
“My work situation donates to my well-being.”*

My work situation contributes to my well-being		Frequency	Percentage
Valid	Strongly Disagree	25	7.8
	Disagree	8	2.5
	Neutral	9	2.8
	Agree	86	26.9
	Strongly agree	192	60.0
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the report “My work situation pays to my well-being.” According to the table 7.8% respondents strongly disagree, 2.5% respondents disagree, 2.8% neutral and 26.9% respondents agree and 60.0% respondents strongly settle with the statement. So, it is found that a large number of parents with special needs children strongly agree with the statement, “My work situation donates to my well-being.”

Table 46

Percentage and Frequency distribution of the respondents regarding the statement. "I trust people in my surroundings."

I trust people in my surroundings		Frequency	Percentage
Valid	Strongly Disagree	29	9.1
	Disagree	7	2.2
	Neutral	9	2.8
	Agree	80	25.0
	Strongly agree	195	60.9
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the declaration "I trust people in my surroundings." According to the table 9.1% respondents strongly disagree, 2.2% respondents affect, 2.8% neutral and 25.0% respondents agree and 60.9% respondents powerfully agree with the statement. So, it is found that the most of the parents with special needs children strongly agree with the statement, "I trust people in my surroundings."

Table 47

*Percentage and Frequency distribution of the respondents regarding the statement.
“People know each other well in my surroundings.”*

People know each other well in my surroundings		Frequency	Percentage
Valid	Strongly Disagree	23	7.2
	Disagree	9	2.8
	Neutral	7	2.2
	Agree	74	23.1
	Strongly agree	207	64.7
	Total	320	100.0

The table shows the frequency and percentage distribution of the respondents regarding the statement “People know each other well in my surroundings.” According to the table 7.2% respondents strongly disagree, 2.8% respondents disagree, 2.2% neutral and 23.1% respondents agree and 64.7% respondents strongly agree with the statement. So, it is found that the maximum number of parents with special needs children strongly agree with the statement, “People know each other well in my surroundings.”

Table 48

Percentage and Frequency distribution of the respondents regarding the statement. “I get enough help from my friends or household whenever I need it.”

I get sufficient help from my friends or family whenever I need it		Frequency	Percentage
Valid	Strongly Disagree	26	8.1
	Disagree	18	5.6
	Neutral	7	2.2
	Agree	74	23.1
	Strongly agree	195	60.9
	Total	320	100.0

The table displays the percentage and frequency distribution of the respondents regarding the statement “I get sufficient help from my friends or family whenever I need it.” According to the table 8.1% respondents strongly disagree, 5.6% respondents disagree, 2.2% neutral and 23.1% respondents agree and 60.9% defendants strongly agree with the declaration. So, it is found that the vast majority of parents with special needs children strongly agree with the statement, “I get enough help from my friends or family whenever I necessity it.”

Table 49

Percentage and Frequency distribution of the respondents regarding the statement. “I know many people whom I can trust totally.”

I know many people whom I can trust entirely		Frequency	Percentage
Valid	Strongly Disagree	24	7.5
	Disagree	6	1.9
	Neutral	4	1.3
	Agree	85	26.6
	Strongly agree	201	62.8
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement “I know many persons whom I can trust completely.” According to the table 7.5% respondents powerfully disagree, 1.9% respondents affect, 1.3% neutral and 26.6% respondents agree and 62.8% respondents strongly agree with the statement. So, it is found that the most of parents with special needs children strongly agree with the statement, “I recognize many people whom I can faith entirely.”

Table 50

Frequency and Percentage distribution of the defendants regarding the statement. “I touch accepted in my neighbourhood.”

I feel accepted in my neighborhood		Frequency	Percentage
Valid	Strongly Disagree	26	8.1
	Disagree	14	4.4
	Neutral	9	2.8
	Agree	85	26.6
	Strongly agree	186	58.1
	Total	320	100.0

The table displays the percentage and frequency distribution of the respondents regarding the statement “I feel accepted in my neighborhood.” According to the table 4.4% respondents disagree, 8.1% respondents strongly disagree, 2.8% neutral and 26.6% respondents agree and 58.1% respondents strongly agree with the announcement. So, it is found that the maximum number of parents with special needs children strongly agree with the statement, “I feel accepted in my neighborhood.”

Table 51

*Percentage and Frequency distribution of the respondents regarding the statement.
“I'm contented with the people behaviour in my community.”*

“I'm contented with the people behaviour in my community.”		Frequency	Percentage
Valid	Strongly Disagree	33	5.3
	Disagree	10	3.1
	Neutral	9	2.8
	Agree	73	22.8
	Strongly agree	195	65.9
	Total	320	100.0

The table shows the frequency and percentage delivery of the respondents about the declaration “I'm contented with the people behaviour in my community.” According to the table 5.3% respondents strongly distress, 3.1% respondents distress, 2.8% neutral and 22.8% respondents agree and 65.9% respondents powerfully agree with the statement. So, it is found that the mostly parents with special needs children strongly agree with the statement, “I'm contented with the people behaviour in my community.”

Table 52

Percentage and Frequency distribution of the respondents regarding the statement. "I am glad to help other individuals whenever they essential my help."

I am glad to help other people whenever they need my help		Frequency	Percentage
Valid	Strongly Disagree	24	7.5
	Disagree	14	4.4
	Neutral	7	2.2
	Agree	74	23.1
	Strongly agree	201	62.8
	Total	320	100.0

The table displays the percentage and frequency distribution of the respondents regarding the statement "I am glad to help other people whenever they need my help." According to the table 4.4% respondents disagree, 7.5% respondents strongly disagree, 2.2% neutral and 23.1% respondents agree and 62.8% respondents strongly agree with the declaration. So, it is found that the vast majority of parents with special needs children strongly agree with the statement, "I am glad to help other persons whenever they essential my help."

Table 53

Percentage and Frequency distribution of the respondents regarding the statement. "There are sufficient people with whom I feel strongly associated."

There are enough people with whom I feel strongly connected		Frequency	Percentage
Valid	Strongly Disagree	26	8.1
	Disagree	17	5.3
	Neutral	7	2.2
	Agree	77	24.1
	Strongly agree	193	60.3
	Total	320	100.0

The table displays the percentage and frequency distribution of the respondents about the statement "There are enough people with whom I feel strongly connected." According to the table 8.1% respondents strongly affect, 5.3% respondents disagree, 2.2% neutral and 24.1% respondents agree and 60.3% respondents strongly agree with the announcement. So, it is found that the most of parents with special needs children strongly agree with the statement, "There are sufficient people with whom I feel strongly linked."

Table 54

Percentage and Frequency distribution of the respondents regarding the statement. "Other people accept me as I am."

Other people accept me as I am		Frequency	Percentage
Valid	Strongly Disagree	24	7.5
	Disagree	6	1.9
	Neutral	4	1.3
	Agree	78	24.4
	Strongly agree	208	65.0
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement "Other people accept me as I am." According to the table 1.9% respondents disagree, 7.5% respondents strongly affect, 1.3% neutral and 24.4% respondents agree and 65.0% respondents strongly agree with the announcement. So, it is found that the maximum number of parents with special needs children strongly agree with the statement, "Other people accept me as I am."

Table 55

Percentage and Frequency distribution of the respondents regarding the statement. “I am glad to have interaction with other people via societal media (Facebook, E-mail).”

I am glad to have contact with other people via social media (Facebook, E-mail)		Frequency	Percentage
Valid	Strongly Disagree	26	8.1
	Disagree	13	4.1
	Neutral	9	2.8
	Agree	82	25.6
	Strongly agree	190	59.4
	Total	320	100.0

The table shows the percentage and frequency distribution of the respondents regarding the statement “I am glad to have contact with other people via social media (Facebook, E-mail).” According to the table 4.1% respondents disagree, 8.1% respondents strongly disagree, 2.8% neutral and 25.6% respondents agree and 59.4% respondents strongly agree with the declaration. So, it is found that the mostly parents with special needs children strongly agree with the statement, “I am glad to have contact with other people via societal media (Facebook, E-mail).”

Table 56

Percentage and Frequency distribution of the respondents regarding the statement. "I have social associates whom I can faith."

I have social contacts whom I can trust		Frequency	Percentage
Valid	Strongly Disagree	33	10.3
	Disagree	10	3.1
	Neutral	10	3.1
	Agree	80	25.0
	Strongly agree	187	58.4
	Total	320	100.0

The table displays the percentage and frequency distribution of the respondents regarding the statement "I have social contacts whom I can trust." According to the table 10.3% respondents strongly disagree, 3.1% respondents disagree, 3.1% neutral and 25.0% defendants agree and 58.4% respondents strongly agree with the declaration. So, it is found that the majority of parents with special needs children strongly agree with the statement, "I have social contacts whom I can trust."

Hypothesis 1:

There is positive co-relationship among social support and subjective happiness of parents with special needs children

Correlations

In Table 4.3.1, correlations are given. Social Support correlated with ($r = .182, p < 0.05$) Subjective Well-Being of special needs children ($r = .917, p < 0.01$) positively.

Table 4.3 1

		Social Support	Subjective Well-being
Social Support	Pearson Correlation	1	.917**
	Sig. (2-tailed)		.000
	N	320	320
Subjective Well-being	Pearson Correlation	.917**	1
	Sig. (2-tailed)	.000	
	N	320	320

****.** Correlation is significant at the 0.01 level (2-tailed).

Interpretation

Table 4.3.1 show Pearson product connection among study variables. The findings indicate a highly significant positive relationship ($r = .917$, $p < 0.01$) between Social Support and Subjective Well-being which mean that high score on Social Support led to high level of Subjective Well-Being. Findings also indicate a significant positive correlation ($r = .917$, $p < .01$) between Subjective Well-Being of parents with special needs kids and Social Support which mean that high score on Subjective Well-Being of parents with special requirements children lead to higher level of Social Support and vice versa.

Hypothesis 2:

There is important relationship between social support and subjective comfort of parents with special needs children

Regression analysis of variables

Hypothesis	Regression Weight	Beta Coefficient	R2	F	P-Value	Hypothesis Supported
H1	SS→SWB	.917	.840	1674.811	0.42	Negative

Interpretation

Above table shows the hypothesis tests if Social support carries as impact on life satisfaction. The dependent variable subjective well-being was reverted on predicting mutable SS to test the hypothesis H1. SS insignificantly forecast SWB, $F(.607) = 1674.8$, $p < 0.001$, which indicates that the SS can play a noteworthy role in one shaping SWB. ($b = .636$, $p < .000$). And .840 portrays that the model explains 8.4% of the modification in SWB. Table describes the rapid of the findings. Reversion equation shows the strength of relationship between the variables. It is showed with the simple equation called regression equation, changes in Y variable within the X variable whether it decreases or increases, positive or negative, both effects along each other. This regression analysis had been used to see if there was a significant relationship between factors Subjective well-being and social support of parents with special needs children it was found there was significant relationship among Social Support and Subjective Well-being.

4.2 Reliability Analysis

Cronbach's Alpha is the scale's organization chart and accuracy, as shown in the table below. It was created by (Cronbach, 1994). Cronbach's Alpha, also known as Coefficient alpha, must be higher than 0.7 to have accurate estimates and keep the products (Nunnally & Bernstein, 1994).

Table 4.1 1: Reliability Analysis

Variable	No of items	Cronbach's alpha
SS	20	0.974
SWB	30	0.987

The degree to which constancy and accuracy are used to examine what is predicted from measurement is mentioned to as a reliability test. A dependability test is a popular test used in investigate to determine the rationality of the scale being used. Cronbach Alpha is a consistency measurement that varieties from 0 to 1 and is used to determine the scale's internal rationality. The superior the Cronbach Alpha value, the more reliable the scale. The inferior the Cronbach Alpha value, the less consistent the scale. Cronbach Alpha is often used to determine the degree of association among the research's inner variables. The smallest acceptable worth for good reliability is 0.7. The scale's reliability is considered poor if the value is less than 0.7. The Cronbach Alpha Coefficient is defined in detail in the table below. Coefficient Alpha of Subjective well-being is 0.987 on a scale of 30 items and Coefficient Alpha of social support is 0.974 on a scale of 20 items. The sample size for this study consisted of 320 special need student's parents that took part in it. The data collection process, which includes paying research participants to distribute questionnaires and watch for responses, is to blame for the low response rate. The study assistants called the participants on a regular basis to remind them to finish the surveys. The filled surveys were also gathered. The majority of participants were enthusiastic to engage in the study's survey, as seen by the response rate.

Reliability is the most significant aspect of any investigate project. Validity and reliability issues must be given more attention in quantitative studies. The study's main concern with validity is the accuracy and veracity of its findings. According to Campbell (1966), there are two fundamental categories of validity that show how appropriate those realist considerations of reality are for organisations. Consistency, repetition, and dependability of the informant's reports, as well as the investigator's ability to obtain and remember accurate information, are all things to take into account. (Seltiz, 1976).

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CHAPTER -5

MAJOR FINDINGS, DISCUSSION AND CONCLUSION

5.1 Summary

The learning aimed to discovery out the relationship among social support and subjective happiness (SWB) amongst parents of children with special needs. It examined the impact of social support on parents' ability to manage their daily lives and perceived disability of their children, which ultimately determines the level of positive outcome they achieve. The study involved 320 parents of special needs children who were randomly selected from special institutions located in Sargodha District. Quantitative data collection method was used, in which structured questionnaire were used by researcher. Parents were asked to answers the two surveys which one was about parental SWB and parental social support as well.

The study's about a strong association between social support and parental SWB, indicating that social support played a significant role in boosting parents' well-being. The results showed that parents who perceived their child's impairment as a negative impact on their lives were more likely to experience lower levels of SWB. Conversely, parents who had high levels of social support, including emotional and practical support, had higher levels of SWB.

These studies have significant implications for parents of children with special needs as they suggest that utilizing social support to their advantage can enhance their quality of life. By having access to support networks, parents can cope better with the tests of raising a child with special wants, reduce stress levels, and improve their overall well-being. Social support can come from a variety of sources, including family, support groups, friends, and healthcare professionals. It is, therefore, important for parents to recognize the potential benefits of seeking out and utilizing social support to enhance their SWB.

The study's also have implications for policymakers and healthcare professionals. They highlight the position of providing adequate sustenance and resources for parents of children with special needs, as these can significantly impact parents' well-being. By recognizing the critical role of social support in enhancing SWB,

policymakers and healthcare professionals can work together to develop interventions and policies that promote access to support networks for parentages of children with special needs.

The learning suggests that societal support play a crucial role in enhancing the subjective well-being of parents of children with special needs. Parents who have access to societal support networks are better able to manage their daily lives, cope with the perceived disability of their children, and achieve positive outcomes. It is recommended that further research is conducted on a provincial and national level to better appreciate the relationship among social support and parental SWB and to develop policies and interventions that promote access to provision networks for parents of kids with special needs.

5.2 Major Findings

1. The mainstream of Parents with special need children 52.2% , are male 53.1%, income of 20 thousand 40% ,employed 54.7% , living with their partners 68.4 % and middle education 55%.
2. The majority of Parents with special need children (76.2%) agree with the statement that they get emotional support from immediate family members.
3. The majority of Parents with special need children (80.7%) agree with the statement that other family members appreciate their child's conditions and they collaborate with them.
4. The majority of Parents with special need children (62.5 %) agree with the statement that in crucial time, they got support from their close friends.
5. The majority of Parents with special need children (86.9%) agree with the statement that their neighbours understand their child's disorder and they sustenance them when they need.
6. The mainstream of Parents with special need children (62.5%) agree with the statement that they are getting support and guidance from other parents of children with special needs when they are in suffering.
7. The popular of Parents with special need children 60.6% participants agree with the statement that they Regularly interaction with other parents who knowledgeable the same condition.

8. The popular of Parents with special need broods 81.6 % agree with the statement that they are participating in an organized parent's support group.
9. The majority of Parents with special need children 82.8% agree with the statement that they are getting support from religious organizations for their child care
10. The majority of Parents with special need children 85.3% agree with the statement that Special teachers offer guidance and support for uplifting children.
11. The majority of Parents with special needs children 89.7% agree with the statement that hospitals provide free medical check-up and treatment.
12. The majority of Parents with special needs children 79.4% agree with the statement that Public transportation system shows cooperative attitude with superior equipment's to meet their child's desires.
13. The majority of Parents with special needs children 79% agree with the statement that Educational institutions behaviour recreation and fun actions which are helpful for behavioural change of disabled children.
14. The majority of Parents with special needs children 80.6% agree with the statement that Educational organizations provide free transport services to the child.
15. The majority of Parents with special needs children 84.4% agree with the statement that they are getting information from special psychoanalysts and counselors about how they can help their children.
16. The majority of Parents with special needs children 80.7% agree with the statement that Educational institutions conduct vocational training programs for children
17. The majority of Parents with special needs children 85.3% agree with the statement that through awareness programs they get information about their kid's condition/debility.
18. The majority of Parents with special needs kids 81.5% agree with the statement that they are receiving monetary support from well-wishers/self-help group.
19. The majority of Parents with special needs children 86.5% agree with the statement that they are receiving fiscal assistance from the Government

20. The majority of Parents with special needs children 84.7% agree with the statement that they are getting info through mass media about their child problematic.
21. The majority of Parents with special needs kids 83.6% agree with the statement that they are getting counseling from professional persons.
22. The majority of Parents with special needs children 85.3% agree with the statement that they are content with their locality.
23. The majority of Parents with special needs children 83.5% agree with the statement that they have close contact with their neighbours.
24. The majority of Parents with special needs children 88.8% agree with the statement that they feel pleasant in their home.
25. The majority of Parents with special needs children 86.9% agree with the statement that they think it's significant to be a member of community organization.
26. The majority of Parents with special needs children 85.9% agree with the statement that there is no need of money to become a member of community organization.
27. The majority of Parents with special needs children 87.6% agree with the statement that they know from which society they can get assistance if they need it.
28. The majority of Parents with special needs children 83.7% agree with the statement that they are contented with their social position.
29. The majority of Parents with special needs children 88.5% agree with the statement that they find helping people around them.
30. The majority of Parents with special needs children 86.6% agree with the statement that they are contented with the relation to their neighbours.
31. The majority of Parents with special needs children 85.6% agree with the statement that People in their neighbourhood handle each other in a positive manner.
32. The majority of Parents with special needs children 47.5% agree with the statement that they feel insecure in their own home
33. The majority of Parents with special needs children 83.1% agree with the statement that they see themselves as a part of society.

34. The majority of Parents with special needs children 91.6% agree with the statement that they have sufficient money to visit someone.
35. The majority of Parents with special needs children 88.8% agree with the statement that they are contented with their current life.
36. The majority of Parents with special desires children 87.8% agree with the statement that they participate in my community activities.
37. The majority of Parents with special needs children 91.9% agree with the statement that they feel secure on the street and in the surroundings of their house.
38. The majority of Parents with special needs children 90.0% agree with the statement that they sufficiently contributing to society.
39. The majority of Parents with special needs children 89.8% agree with the statement that they are contented with their financial situation.
40. The majority of Parents with special needs children 86.9% agree with the statement that their work situation contributes to their well-being.
41. The majority of Parents with special needs children 85.9% agree with the statement that they trust people in their surroundings.
42. The majority of Parents with special needs children 87.8% agree with the statement that People know each other well in their surroundings.
43. The majority of Parents with special needs children 84.0% agree with the statement that they get enough help from my family and friends whenever they need it.
44. The majority of Parents with special needs children 89.4% agree with the statement that they know many people whom they can trust entirely.
45. The majority of Parents with special needs children 84.7% agree with the statement that they feel accepted in their neighbourhood
46. The majority of Parents with special needs children 88.7% agree with the statement that they are contented with the people behaviour in their community.
47. The majority of Parents with special needs children 85.9% agree with the statement that they are glad to help other persons whenever they necessity their help.

48. The majority of Parents with superior needs children 84.4% agree with the statement that there are adequate people with whom they feel strongly associated.
49. The majority of Parents with special needs children 89.4% agree with the statement that Other people accept them as they are.
50. The majority of Parents with special needs children 85.0% agree with the statement that they are glad to have interaction with other people via societal media (Facebook, E-mail).
51. The majority of Parents with special needs children 83.4% agree with the statement that they have social contacts whom they can trust.

5.3 Discussion and conclusion

In this discussion, parents of special needs children were the primary subjects. It looked at how their perception of social support affected their subjective well-being and how seriously they took their child's disability and its impact on their daily lives. The challenges parents encounter when they find about their special need child without proper guidance and information, parents will exhaust physically and mentally over time, which will harm their SWB. The research examines how specific elements in the parents' lives affect their SWB. Being in a committed relationship, having a lot of social support, and believing that the child's disability has a positive impact on key aspects of the parents' lives are all important factors in raising parental SWB.

According to first Hypothesis there is significant connection and co-relation among the level of social support and parental SWB, as in earlier studies suggests that this internal resource, "social support," is associated with higher levels of SWB (Kortte et al. 2010). Concern for their children's futures is one of the most important factor in the subsists of parents with special needs children. When their child is an adult and they themselves are getting older, parents of special needs children become worried especially about this issue.

According to second Hypothesis, current study demonstrates the relationship between a high level of SWB and the existence of "social support" as a detailed dimension, along with its components. It's possible that social support helps these parents envision a more positive future because it gives them confidence in their personal

abilities and the capacity to think of multiple alternative ways to achieve their goals, both of which are connected to social support's core qualities.

Married parents have increased numbers of SWB and social support than divorced and widower/widow parents, according to another finding. This finding can be added to an extensive line of studies that have shown a correlation between marriage and higher SWB values (Diener, 2008). Examining partnered association elements discloses that the affection of married life and the parent's emotional support have a positive impact on SWB, which may be one explanation (Smith, 2012).

Additionally, prior studies have demonstrated that the support of a life partner is preferred over any other types of support in circumstances of ongoing stress because it is stable, efficient, and easily accessible, lending many kinds of support that advantage SWB (Garcia, 2012).

According to the hypothesis, the results demonstrated that a parent's perspective of their child's impairment influences child's wellbeing and amount of social support, and that a parent's perception of a child's disability as severe results in a decline of SWB. This confirmed finding from prior research showing the individual's interpretation of their experience whether positive or negative is the most important element affecting SWB (Diener et al. 2002). The parents' perspective of how their child's impairment impacts key facets of their home as well as personal life was examined in an effort to better grasp the idea of subjective perception.

According to the objective findings, parents' SWB is affected differently depending on how they perceive the impact of their child's condition. According to Cummins' recommendations, parents whose child's impairment is frequently seen as having a negative influence on their own lives had a fall in SWB that can be characterized as "homeostatic defeat and sadness" (Cummins 2010). However, a more optimistic perspective of the influence of the disability on one's personal and Domestic life caused SWB values to converging at higher levels than the sample's typical range of values, and 'family functioning values were on par with either general population or SWB values. Our findings could be explained in light of beliefs on how to deal with stress. These ideas contend that a person's coping strategies are significantly influenced by how they assess a stressful circumstance.

Moreover, this appraisal is connected to the person's assessment of his or her capacity for coping, allowing both assessments to work as a buffer between the person and the circumstance or event, acting as a kind of continuous feedback loop that influences the person's SWB (Lazarus & Folkman 1984).

Another explanation comes from research on the connection between SWB and a person's functioning in lifetime, where a reciprocal influence between the two was discovered (Myers et al. 2000). Possibly parents' family in addition social functioning capabilities and levels are encouraged when they see a child's impairment as having the opportunity to improve their life, which both contribute to an increase in SWB. The attempt to identify the factors that influence parental SWB prediction produced an intriguing result: while the sense of social support as a whole contributed to a reduction in parental SWB, its two mechanisms also contributed to an increase, with the "sense of agency" (reflecting a person's sense of ability to achieve goals) being the more important of the two. This finding varies from earlier research that used the same social support dimension but connected to the sub-components as a single cognitive unit rather than examining each component independently (Snyder et al. 2002).

The concept of "agency" is a distinct element that most likely results from the parents' particular reality, which mixes the pressures of ongoing coping and stress. It's possible that in these circumstances, having faith in one's own abilities acts as a springboard for enhancing one's SWB. According to research, people who are socially supportive and confident in their own abilities view the demands of reality as worthwhile and worthy of investment, Lustig's (1997).

Survey result revealed one common perception of parenting a special needs kid is that it is an ongoing difficult experience that involves managing everyday anxiety, ongoing concern for the child's future, and interruption of regular family life. The results in this example validate how parents' perceptions of their child's debility can benefit their private and family life as well as having a significant impression on their SWB. Positivity, social support, and a sense of belonging are qualities that might serve as protective factors to help a parent reach a healthy SWB level (Cummins, 2010). It appears that sharing the physical, mental, and emotional strain with a spouse reduces the possibility of adverse effects on SWB and promotes a more

stable homeostasis. Regarding the assessment of the child's impairment by the parents and the feeling of social support, these should be seen as internal protective factors. They are defined as cognitive processes in the literature that ensure that, should a bad thing happen, the positive subjective feeling of oneself won't be upset (Cumminset al. 2009b). Implementable suggestions are based on an analysis of these elements' protective effects in the perspective of the homeostasis. The findings of the studies that the necessity of creating services that will promote social support-instilling parental treatments to enhance parental performance and SWB. Also, the need for support groups for parents to assist them cope with the stress of being a parent and being in a relationship is accentuated by the influence of disability status and being in a committed relationship. Professional carers should try to increase awareness of the issues and demands that the families confront and offer them access to a network of unofficial allies. Professionals can develop interventions that highlight the family's distinct strengths and the potential to use their circumstances as a springboard for improvement.

5.4 Limitations

- The study was showed in a precise district of Pakistan (Sargodha), which may bound the generalizability of the answers to other regions or countries with different cultural, social, and economic contexts. Caution should be exercised when applying the results to a broader population.
- Although the study utilized random sampling, the sample size of 320 parents may not be representative of the entire population of parents with special desires children in the district. A larger sample size would have increased the study's statistical power and enhanced the reliability of the findings.
- The correlational nature of the study and its cross-section design limited the ability to start causal relationships among social support and subjective well-being. Longitudinal studies or experimental projects would provide more robust sign of the causal effects of social support on parental well-being.

5.5 Recommendations

- Future studies should aim to include a more diverse sample, both in terms of geographical representation and socio-cultural backgrounds. This would provide a broader understanding of the social support needs and subjective well-being of parents with special needs children across different contexts.
- Conducting longitudinal studies would allow for the examination of changes in social support and subjective well-being over time. This would provide a deeper understanding of the dynamic nature of these constructs and their impact on each other.
- Combining qualitative and quantitative methods could yield a more inclusive empathetic of the experiences and needs of parents with special needs children. Qualitative methods, such as interviews or focus groups, can provide rich insights into the subjective experiences of parents, while quantitative measures can establish correlations and patterns.
- Future research should explore the effectiveness of specific interventions aimed at enhancing social support and subjective well-being among parents of special needs children. This could include counseling programs, support groups, or educational initiatives targeting both parents and educational institutions.
- Including a comparison group of parents without special needs children would allow for a better understanding of the unique challenges faced by parents of special needs children and how social support influences their subjective well-being compared to parents of typically developing children.

5.6 Ethical Considerations

The Ethical Review Board, University of Sargodha, Ethics Committee, Department of sociology, and the heads of the institutes will all provide their permission. In addition, the participants' informed consent will be obtained, and the participants' privacy and confidentiality will be protected. A questionnaire was used to amass data from the contributors of the study. People from various schools of

District Sargodha contributed in the study. While in Sargodha, the academic received a letter of recommendation from Govt.Special school in order to establish her credentials at other educational institutions. The researcher hired research assistants to help administer the surveys because of the enormous number of participants needed to conduct the study. It was necessary for the researcher to take time to answer participants' inquiries and clarify the meaning of some phrases that were not obvious. This was accomplished although the researcher took great care not to reveal any information that may sway the subjects' responses.

Informed consent obtained from concerned authorities and participants before data collection. Purpose of the study briefed to participants and university authorities. Their personal information kept private and used solely for research purposes. Furthermore, participants were asked to be honest when providing their answers, and they were acknowledged for their cooperation at the conclusion. Researcher helped the participants during collecting the data so that accurate data can be collected.

Appendix-1

Questionnaire

Please provide the following information given below.

1. Name (optional): _____

2. Gender: _____

3. Age: _____

4. Income: _____

5. Employment: _____

6. Marital status: _____

7. Education: _____

Response format was (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree

Sr No:	Questionnaires	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Social Support Scale		1	2	3	4	5
1	I get emotional support from immediate family members.					
2	My other family members understand my child's conditions and they cooperate with me.					
3	In crucial time, I am getting support from my close friends.					
4	My neighbors understand my child's condition and they support me when I need.					
5	I am getting guidance and support from other parents of children with special needs when I am in distress.					
6	Regularly contact with other parents who experienced the same situation.					
7	I am participating in an organized parent's support group.					
8	Receiving support from religious institutions for my child care					
9	Special teachers provide guidance and assistance for uplifting children.					
10	Hospitals provide free medical checkup and treatment.					
11	Public transport system shows cooperative attitude with special					

	equipment's to meet my child's needs.					
12	Educational institutions conduct recreation and fun activities which are helpful for behavioral modification of disabled children.					
13	Educational institutions provide free transport facilities to the child.					
14	I am getting information from special therapists and counselors about how I can help my children.					
15	Educational institutions conduct vocational training programs for children					
16	Through awareness programs I get information about my child's condition/disability.					
17	Receiving financial support from well-wishers/self-help group.					
18	Receiving financial assistance from the Government					
19	I am getting information through mass media about my child problem.					
20	I am getting counseling from professional persons.					

Subjective Well Being Scale						
1	I'm content with my locality					
2	I have close contact with my neighbors					
3	I feel pleasant in my home					
4	I think it's important to be a member of community organization.					
5	There is no need of money to become a member of community organization.					
6	I know from which organization I can get help if I need it					
7	I'm content with my social position					
8	I find helping people around me					
9	I'm content with the relation to my neighbors					
10	People in my neighborhood handle each other in a positive manner					
11	I feel insecure in my own home					
12	I see myself as a part of society					
13	I have sufficient money to visit someone					
14	I'm content with my current life					
15	I participate in my community activities					
16	I feel secure on the street and in the surrounding of my house					
17	I sufficiently contributing to society					

18	I'm content with my financial situation					
19	My work situation contributes to my well-being					
20	I trust people in my surroundings					
21	People know each other well in my surroundings					
22	I get sufficient help from my friends or family whenever I need it					
23	I know many people whom I can trust entirely					
24	I feel accepted in my neighborhood					
25	I'm contented with the people behaviour in my community					
26	I am glad to help other people whenever they need my help					
27	There are enough people with whom I feel strongly connected					
28	Other people accept me as I am					
29	I am glad to have contact with other people via social media (Facebook, E-mail)					
30	I have social contacts whom I can trust					