



Faculty of Cognitive Sciences and Human Development

**DETERMINANTS OF PARENTAL STRESS WITH SLOW LEARNER
CHILD IN A KLANG PRIMARY SCHOOL**

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**DETERMINANTS OF PARENTAL STRESS WITH SLOW LEARNER CHILD IN A
KLANG PRIMARY SCHOOL**

NURUL IZZAH BINTI MISSANAN

This project is submitted
in partial fulfilment of the requirements for a
Bachelor of Psychology with Honours

Faculty of Cognitive Sciences and Human Development
UNIVERSITI MALAYSIA SARAWAK
(2022)

The project entitled '**Determinants of Parental Stress with Slow Learner Child in a Klang Primary School**' was prepared by **Nurul Izzah Binti Missanan, 72617** and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfillment of the requirements for a Bachelor of Psychology with Honours

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ABSTRACT

This study aimed to determine the determinants of parental stress with slow learner child in a Klang primary school using their socio-demographic information and calculated their parental stress using Parental Stress Scale (PSS). In this study, quantitative survey method was used and survey questionnaire were distributed using Google Forms to parents with slow learner child in one primary school (with special education) in Klang through selective sampling. There were 30 parents with slow learner child participated in this study. The data was analyzed using version 26 of Statistical Package for Social Sciences (SPSS).

The socio-demographic information that used in this study for main findings are gender, income, number of children and highest education level to correlate with parental stress score or parental stress level. In this study, there is no gender differences on parental stress score when using Independent T-test. Moreover, while using One-Way ANOVA, there is no significant effect of educational level on the stress level of parents with slow learner child. Other than that, Pearson Correlation test also demonstrated that there is no significant relationship between number of children and stress level on parents with slow learner child and there is also no significant relationship between income and stress level on parents with slow learner child. Although these results were not expected, other findings could be found to discuss the outcome gain from this study. To further improve this study, future researchers were suggested to conduct this study with more participants taking part and same frequencies for each category to compare between the groups.

Keywords: Socio-demographic, Slow learner, Parental stress

ABSTRAK

Kajian ini bertujuan untuk menentukan penentu tekanan ibu bapa dengan anak Slow learner di sebuah sekolah rendah di Klang dengan menggunakan maklumat sosio-demografi mereka serta mengira jumlah skor tekanan ibu bapa melalui *Parental Stress Scale (PSS)*. Kaedah tinjauan kuantitatif telah digunakan dan soal selidik tinjauan telah diedarkan kepada ibu bapa yang mempunyai anak Slow learner di sebuah sekolah rendah (dengan pendidikan khas) menggunakan *Google Forms* melalui persampelan terpilih. Seramai 30 orang ibu bapa yang mempunyai anak Slow learner telah mengambil bahagian dalam kajian ini. Data kajian telah dianalisis menggunakan *Statistical Package for Social Sciences (SPSS)* versi ke-26.

Maklumat sosio-demografi yang digunakan dalam kajian ini terutamanya dalam dapatan kajian utama ialah jantina, pendapatan, bilangan anak dan tahap pendidikan tertinggi untuk dikaitkan dengan skor tekanan ibu bapa atau tahap tekanan ibu bapa. Dalam kajian ini, terdapat tiada perbezaan jantina pada skor tekanan ibu bapa apabila menggunakan ujian-T bebas. Selain itu, terdapat tiada kesan signifikan tahap pendidikan terhadap tahap tekanan ibu bapa dengan anak Slow learner semasa menggunakan ANOVA sehala. Selain daripada itu, Korelasi Pearson juga menunjukkan bahawa tidak terdapat hubungan yang signifikan antara bilangan anak dan tahap tekanan ke atas ibu bapa dengan anak slow learner dan antara pendapatan dan tahap tekanan ke atas ibu bapa. Walaupun keputusan ini tidak dijangka, terdapat dapatan lain yang boleh digunakan untuk membincangkan daripada hasil kajian dapatan ini. Untuk penambahbaikan kajian ini, penyelidik akan datang dicadangkan untuk menjalankan kajian ini dengan lebih ramai peserta yang mengambil bahagian dan frekuensi yang sama untuk setiap kategori untuk dibandingkan antara kumpulan.

Kata kunci: Sosio-demografi, Slow learner (Lembam), Tekanan ibu bapa

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter includes an overall framework that covered research background of study, the statement of problem, research objectives that consist of general objective and specific objective, research questions, research hypotheses, conceptual framework, significance of study, definition of terms and summary.

1.1 Background of Study

In this era, mental health awareness has been receiving a lot of attention from people and netizens from all around the world. People getting stress and depression has been increasing and the number of people commit suicide also getting skyrocketed across the years. Stress could be advantageous to someone but it could be dangerous if the individuals did not manage their stress well. This attention-grabbing scenario made the researchers to study about stress in certain areas and population. However, parents also are not excluded to have stress thus this is the scenario that researcher want to highlight in this study.

First and foremost, parental stress happens when parents experience distress and feel they cannot cope as a parents (*Parenting Stress*, n.d.). Parenting a child could be a big responsibility for a parent because it takes a lot of commitments such as providing them necessity, safety, taking care of child's health, give supports in term of education, emotional, social and guiding to become more discipline and many more. However, it is even harder if parent has a slow learner child.

A slow learner child has academic achievement lower than average normal child but not mentally retarded and usually a slow learner child has IQ score in between 70 to 90 (Cooter and Cooter Jr, 2004; Wiley, 2007 as cited in *Bethsaida Hospital*, n.d.). Some of the characteristics of a slow learner child are having a short attention span, mentally immature for his chronological age, they are lack of interest in something, weak in reading, has a difficulty in generalizing and many more (Kamunge, 2018). So, it is very important to know that it takes a lot of patience and commitment for parents to guide their slow learner child thus social supports and education are important to help parents with slow learner child to control their parental stress.

There are some researchers showed that parents of child with intellectual disability expected to notably have higher level of stress than parents with normal child (Rodrigue, Morgan, & Geffken, 1990; Dyson, 1997; Roach, Orsmand & Barrat, 1999 as cited in Ilias, 2008). This applies that parental stress is common to be happened, especially to the parents with disability children. Therefore, this research could help parents with slow learner child to identify if they need support, could improve parenting quality thus enhance the bond between parent and child hence ascertain the determinants of parental stress with slow learner child from their socio-demographic.

Moreover, although both parents are involved in parenting slow learner child, there are previous research showed that mother will have higher stress level than father and from the result, the determinants of parental stress are either gender, level of education, marital status, income of parents, number of children.

1.2 Problem Statement

In this study, the researcher focused on the issues of parents with slow learner child with high parental stress with the aims to determine the determinants of parental stress, to identify parents with high level of stress and to improve quality of parent-child relationship. In order to identify parents with slow learner child with high level of parental stress, Parental Stress Scale was used to measure parental stress and the researcher used the parents' socio-demographic to establish determinants of parental stress. In this study, the researcher used a primary school with special education in Klang to find parents with slow learner child to fit the criteria of the selective sampling. At the school, slow learners are estimated at 15% to 17% average population (*Slow Learner*, n.d.). There were 30 parents from that school participated in this study. The survey questionnaire distributed from teacher to slow learner child's parent through Google Form including informed consent through group WhatsApp.

Even though teachers have done their responsibilities at school to teach slow learner child, it is matters for parents to help their child by helping them to so the homework, at least, and spending time at home so they will not feel isolated. It is due to slow learner need special instructional techniques of learning instead of calling them special children (Korikana, 2020). However, according to one research in Croatia, parents of children with disabilities shows that parents of children with disabilities shows that higher level of stress associates to gender, educational level, marital status, income of parents and number of children (Lisak et al., 2019). Nonetheless, the percentage of parents with Learning Disabilities is very low, it is better to address the problem instantly (Kamarulzaman & Nordin, 2015). Hence, this study helped parents with high parental stress to cope with their emotional stress and learn to manage their problem directly.

1.3 Research Objectives

1.3.1 General Objective

This study aims to calculate the stress level of parents with slow learner child

1.3.2 Specific Objective

The specific objective for this study is to determine the determinants of parental stress with slow learner child in a Klang primary school

1.4 Research Questions

1. Does mother with slow learner child has higher parental stress than father with slow learner child?
2. Does level of education affect the level of parental stress?
3. Does income per month affect the stress level of parents with slow learner child?
4. Does number of children affect the parent with slow learner child's level of stress?

1.5 Research Hypotheses

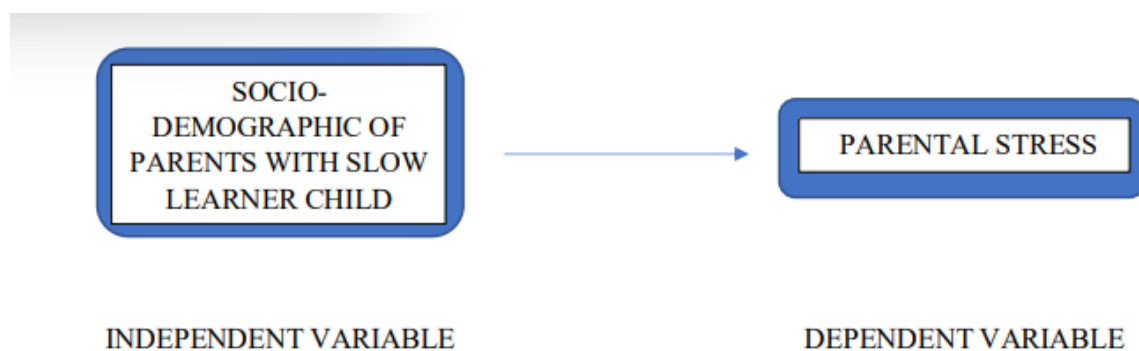
1. There is a significant gender difference on parental stress level
2. There is a significant effect of educational level on the stress level of parents with slow learner child
3. There is a significant relationship between number of children and stress level on parents with slow learner child
4. There is a significant relationship between income and stress level on parents with slow learner child

1.6 Conceptual Framework

In this study, determinants of parental stress determined by the socio-demographic of parents with slow learner child such as Gender, Education Level, Number of Children and Income per Month (RM) as the independent variables, and parental stress scores as dependent variable.

Figure 1

Conceptual Framework



1.7 Significance of Study

This research can give awareness to people to be more alert about parental stress especially parent with disability children. Parents with higher parental stress can be determined in this research from the result of their Parental Stress Scale result. Furthermore, it shows that parents with higher level of parental stress are linked to lower levels of parental sensitivity to the child, lower quality of parent and child relationship and deficient child behaviour (Purpose & Index, 2013). Therefore, identified parents with high level of parental stress learn how to improve their moods, relieve stress and how to enhance the bond between parents and child, find social support through this research.

This study also benefits parents with slow learner child to acknowledge their emotion or physical stress of child-rearing. Moreover, the society capable to be more aware and alert about

parental stress received by parents with slow learner child. Educational class is needed to learn about managing parental stress to all parents especially parents with disability children so they know some methods, approach or any organization that can provide them with counselling session that they can utilize all the opportunities they have to manage their problems. Besides, this study could give insights for community to be more understanding towards parents with disability children, learning difficulties thus helping them when they need supports.

1.8 Definition of Terms

1.8.1 Parental Stress

Conceptual Definition: An imbalance demands of parenting and available resources from parental perceptions (Raphael, Zhang, Liu & Giardino, 2010, as cited in Hsiao, 2018).

Operational Definition: as measured using Parenting Stress Index, it is assumes parenting stress as high levels of parental distress, parent-child dysfunctional interactions, and perceived child difficulty (Abidin, 1995).

1.8.2 Slow Learner

Conceptual Definition: individuals that learn slowly than their peers but it does not mean disability (Ruhela, 2014).

Operational Definition: child with intelligence below average and has thinking skills below normal within his/her age (Ruhela, 2014).

1.9 Summary

This chapter summarized the overall overview, insights about the stress being a parent with a slow learner child and some expectations or results that can be gain from past studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher discusses the previous study related to parental stress and slow learner. After that, the related theories are also being discussed in this chapter.

2.1 Parental Stress

Parents with high stress often experience fewer satisfaction in their parental role and little positive perspective on parenting thus receive limited gratification in their children hence it is reported that parenting stress is correlated with decrease emotional well-being in parents due to major events and daily encounters (Jennings & Dietz, 2007). However, stress received by parents depends on how they observe the situation and the coping strategies used to control the stress such as emotion-focused, perception-focused coping or problem-focused (Vicki et al., 2008). Parental stress can be in different conditions such as deficient in social support, marriage problems or financial difficulties that can diminish parents' patient, tolerance, participation, concentration toward their children (Bornstein & Zlotnik, 2008).

2.2 Theory Related to Parental Stress

2.2.1 Parental Burnout

From Mikolajczak & Roskam (2018), Parental Burnout take places when parents enduring the exposure to chronic parenting stress and since it is a stress-related disorder, they characterize the risk factors that can increase parental stress significantly such as low emotional intelligence, lack of external support or from co-parent, poor childrearing practices, parental perfectionism,

countless parental chores and duties. The symptoms could be loss of accomplishment, overwhelming exhaustion and emotional distancing from their children.

This theory of Parental Burnout applied that parents are also included to have parental stress due to the responsibilities they hold as parents. They easily got energy or emotionally drained due to child-rearing and taking care of children. This could be harder for parents to handle a slow learner child and a normal child at the same time. The relationship between parent and children also can contribute to parental stress if they do not have a good interaction between each other.

2.2.2 Family Systems Theory

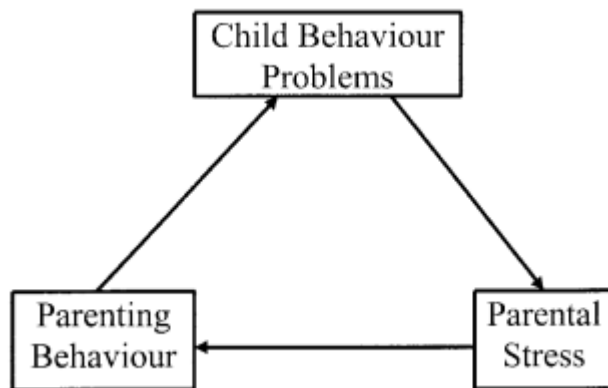
From (Watson, 2012), Family systems theory is to understand human functioning between family members that focuses on the interaction between them. Family systems theory has been applied to psychotherapy and family therapy particularly from wide variety of areas that highlighted on emotional, behavioral or relational symptoms in individuals, couples and family.

This theory could be seen as an approach to see the interaction between the family members. As the parents with slow learner child might have difficulty to communicate normally with their slow learner child can be displayed as difficult conversations between them, thus could make a parent with slow learner child has a higher parental stress. Moreover, on a long term of raising children with special needs from their adolescence until become an adult, the family will face stress thus impacting the quality of family relationship due to the demands of participations and efforts from parents such as medical treatment and long term psychological therapies (Lisak et al., 2019).

2.2.3 Parental Stress and Child Behavior Problems

Figure 2

Model of relationships between parental Stress, Parent behavior and child behavior problems by Deater-Deckard (1998).



From Figure 2 above, implied the process of when children have behavior problems, they make their parents having stress thus parents embracing the parenting behavior from their behaviors problems and this cycle continue hence make the child's behavior problems become even worse than previous one (Hastings, 2002). There are few studies implied that parents with high parental stress correlated with child's behavior problems but none of them are confirm to show that child's behavior problem can be a factor of parental stress.

2.3 Previous Findings

2.3.1 Socio-Demographic

From Lisak et al. (2019), the factors of higher parental stress from their socio-demographic correspond to gender, education level, number of children, marital status, income of parents with children with disabilities. The result shows that mother, parents with higher education level, parents living in extramarital relation, parents with middle income, parents with lower 3

children experience more stress rather than fathers, parents of lower socio-economic status, lower education level and parents with more than 3 children.

Thus, this study focused on comparing the gender (mother and father), educational level (low, middle, high), number of children (lower than 3, more than 3) and income with stress level of parents with slow learner child.

2.3.2 Gender

From a recent study by Nur Farahana & Manisah (2020), implies that mothers are closer to their children than fathers thus mother tend to experience higher stress level than father. In addition, the study from Lisak et al. (2019), from the result illustrates that mother experience more stress than father due to always paying attention to their child's feeling because of their curiosity since they did not know how and what their child feelings. Slow learners have poor social skills since they cannot express their emotion through language thus it is easy for them to feel frustrated and anxious (Ruhela, 2014). Thus, it is very hard for parents especially mothers to understand their slow learner child in this situation because the child cannot express their emotion well so parents need to find their own way to understand their emotions and feelings.

Moreover, a study in Iran by the Department of Psychology concluded that mothers got too much mental pressure from their slow learner child where they compared mothers with normal child and mothers with slow learner and it showed the significant differences between them in terms of psychological needs and also come to an end that mothers with slow learner child have weaker family performance rather than mothers with normal child (Zamrodah, 2016). Thus, this could aid that not only mothers are affected by stress but family members' mental health also getting influenced by a slow learner child.

However, there was a study about acceptance of fathers toward their daughters with special needs in Malaysia from the type of child disability. From the result, it shows that level of acceptance of fathers toward daughters are highest in hearing impaired children, accompanied by child with visual impairment and learning disabilities using Questionnaire Child Acceptance-Rejection (Ali et al., n.d.). It shows that there was low rejection towards child, but parents' acceptance does not mean that parents do not have stress while rearing the child.

2.4 Improvement in Present Study

Compared to this small research study, the improvement that can be seen is the new findings that can be gain from the result. Furthermore, the new findings can give new ideas to the future researchers to do more research and prepare better planning on how and what to focus on their chosen scope of study.

2.5 Summary

To sum up, this chapter overall brief explanation about some theories that can be used to support the reasons for researcher to choose this tittle as her interest study. In addition, past studies also give researcher some ideas on collecting data using selective sampling and aspects that needed to focus on.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter, the research design, population and sample, instrument structure, the procedures, data collection procedures and data analysis procedures with descriptive and inferential data will be discussed to gain understanding about determinants of parental stress with slow learner child.

3.1 Research Design

In this project, quantitative research used as the research design to understand parental stress with slow learner child, to determine the determinants of parental stress and to test the hypotheses. Online surveys (Google Forms) used as the approach of this study to collect the primary data from the participants and to prevent the transmission of Covid-19. Since it is a cross-sectional study, the data collection collected at the one time at the current term based.

3.2 Population and Sample

The sample chosen were parent with slow learner child population through a selective selection. One primary school in Klang with special education had been chosen as a location to find a population of participants which means the parent of slow learner child. Thus, the total sample participated are 30 parents with slow learner child out of 62 parents with slow learner child as population in that school. Selective sampling from non-probability sampling method used because the parents of slow learner children were chosen to represent the samples as it is to fulfil the important criteria in this study.

3.3 Instruments

In this study, Socio-Demographic of sample and Parental Stress Scale (PSS) are used to determine the Determinants of parental stress with slow learner child in order to establish the relationship between those variables.

3.3.1 Instrument Structure

3.3.1.1 Section A: Socio-Demographic

In this section, the participants filled out their characteristics of population such as Gender, race, age, marital status, Income per month, number of children and level of education. These information(s) were used to determine the determinants of parental stress with slow learner child.

3.3.1.2 Section B: Parental Stress

In this section Parental Stress Scale (PSS) applied as a measurement to collect data of parental stress. Parental Stress Scale is adapted from 101-item Parenting Stress Index (PSI) and developed by Berry and Jones (1995), with only 18 items as a self-report scale that represent positive and negative themes of parenthood to measure the level of stress experienced by parents related to child rearing (Purpose & Index, 2013).

3.3.2 Procedures

In this study, the experimenter went to the primary school in Klang (with special education) in person and gave an approved cover letter from University Malaysia Sarawak (UNIMAS) to the principal of that school. The principal asked the experimenter to explain the data collection procedure to her then gave permission to do the study in the school. After that, experimenter was asked to meet another teacher that handle the students in special education in the next week.

After meeting with the teacher, the google forms link for data collection given to the teacher through her personal WhatsApp, two weeks after the meeting conducted. The teacher spread the link into the group of parents with slow learner child.

3.4 Data Collection Procedures

For the procedure collection, using the Google Forms link given, the parents of slow learner child filled in the informed consent first then proceed by answering the Socio-Demographic at the first section. For second section, parents answered Parental Stress Scale (PSS) in terms of survey questionnaires to complete this study. PSS contains 18 items with 5- point Likert scale from 1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree and 5-Strongly Agree. The participants can choose their answers from those 5 options. After answering all questions, they clicked the submit button to complete the participations. The data will be visible only for the experimenter on the Google Form right after participants submit their answers.

3.5 Data Analysis Procedures

After data was collected, the data was analyzed using SPSS with 26.0 version.

3.5.1 Descriptive Data Analysis

The researcher summarized the data collected from the characteristics of socio-demographic regarding the sample using charts, graphs or tables that includes the frequency and percentage of respondents. Also measured the mode and mean of numerical data especially the demographic background of respondents. In this study, the researcher will analyze the sum and mean data of Parental Stress Scale by reversing the score of positive items in the instruments which are items 1, 2, 5, 6, 7, 8, 17 and 18.

3.5.2 Inferential Data Analysis

In this study, Independent T-Test used to test the difference between gender (male and female) and Parental Stress Score. Plus, One-way Anova was used to test the effect of educational level (low, middle and high) on stress level of parents with slow learner child. Moreover, Pearson Correlation test applied to see the relationship between number of children and stress level on parents with slow learner child and the relationship between income and stress level on parents with slow learner child.

3.6 Summary

Basically, this chapter applied on how researcher collecting data such as the procedure and instruments used, how the data were analyzed and what test were used to test different hypotheses.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

This chapter discusses the findings from the result data collected from targeted parents in a Klang primary school using SPSS with overall summary of research findings. The discussion and argument will be coordinated with Chapter 1 such as Research Hypotheses and Objectives that being mentioned earlier.

4.1 Demographic Data

Table 1

Frequency and Percentage of Participants' Socio-Demographic

Gender	<i>n</i>	%
Gender		
Male	8	26.7
Female	22	73.3
Race		
Malay	28	93.3
Chinese	1	3.3
Iban	1	3.3
Marital Status		
Married	26	86.7
Divorced	2	6.7
Widowed	2	6.7

Highest Educational level		
Primary school	1	3.3
Secondary school	3	10.0
SPM	9	30.0
STPM/Matriculation/Foundation/Diploma	8	26.7
Degree	9	30.0
		N=30

From Table 1, it displayed that most of the participants are Malay (28), followed by Chinese and Iban, one each and most of them are Female with 73.3% which took 22 mothers and 8 fathers (Male). It also applied that almost all of the participants are Married, 26 of them, 2 of them are divorced, and 2 of them are widowed. Moreover, Table 1 shows that, 9 parents have degree, 9 of them have SPM education, 8 participants have STPM/Matriculation/Foundation/Diploma in their highest education, 3 of them stop their education at Secondary school and one of them at Primary school.

4.2 Inferential Data (Main Findings)

Table 2

Mean, Mode, Median for Parental Stress Scores

Statistics		
Parental Stress Scores		
N	Valid	30
	Missing	0
Mean		35.13
Mode		38
Median		34.50

Table 3*Frequency and Mode of Parental Stress Scores*

Parental Stress Scores					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	22	1	3.3	3.3	3.3
	26	1	3.3	3.3	6.7
	27	1	3.3	3.3	10.0
	30	2	6.7	6.7	16.7
	31	3	10.0	10.0	26.7
	32	2	6.7	6.7	33.3
	33	3	10.0	10.0	43.3
	34	2	6.7	6.7	50.0
	35	1	3.3	3.3	53.3
	36	3	10.0	10.0	63.3
	38	4	13.3	13.3	76.7
	39	1	3.3	3.3	80.0
	40	1	3.3	3.3	83.3
	42	2	6.7	6.7	90.0
	43	1	3.3	3.3	93.3
	45	1	3.3	3.3	96.7
	49	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From Table 2, shows that mean of parental stress scores is 35.13 and the mode is with score of 38. Moreover, the least score is 22 and the highest score is 49, shows from Table 3.

4.2.1 Independent T-test

Table 4

Differences of Parental Stress Scores in Male and Female (N=30)

Variable	Male		Female		t(28)	p	95% CI		Cohn's D
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Scores	36.00	8.036	34.82	4.982	.486	.631	-3.804	6.168	0.18

M = mean; *SD* = standard deviation; *CI* = confidence Interval; *LL* = lower limit; *UL* = upper limit.

4.2.1.1 Discussion

From the Table 4, this study found that the mean of parental stress score within male participants was 36.00, higher than female participants (34.82), $t(28) = 0.486$, $p = 0.631$. However, the difference mean is only 1.18 apart and the frequency of each category (male and female) is not equally distributed thus could violate the result of hypothesis.

This study also found that, the p-value is 0.631 which is more than 0.05. For conclusion, we fail to reject null hypothesis thus there is no significant difference between gender on parental stress.

However, from the data, the highest score for parental stress is an employed male with score of 49. Even though this Parental Stress Scale used to measure the stress levels experienced from parents, higher score also correlated with lower levels of parental sensitivity toward child and lower quality of parent-child relationship (Purpose & Index, 2013). From a study of Parental Stress in Families of Children with Disabilities displays that, there are differences coping strategies between fathers and mothers where fathers tend to repress their feelings by staying away from home or worked late until night and avoid them while mothers tend to express their feelings and this study also stated that there are differences between cognitive

appraisal between mothers and fathers (Dervishaliaj, 2013). This previous study might can back up the reasons of the fathers have a little more stress than mothers. Moreover, several studies found that there are no little differences between fathers and mothers regarding increased stress, depression and burden of child rearing (Dyson, 1991 as cited in Dervishaliaj, 2013).

4.2.2 One-Way ANOVA

Table 5

Mean, Standard Deviation and One-Way Analysis of Variance of Education Level and Parents' Stress Level Groups

Variables	Low		Medium		High		F(2,27)	η^2
	M	SD	M	SD	M	SD		
Total Scores	35.85	5.113	32.86	6.283	35.80	6.529	0.684	0.055

4.2.2.1 Discussion

A One-way Anova was performed to compare the effect of educational level (low, medium, high) of parents with slow learner on parental stress scores. From Table 5, demonstrated that the highest mean of parental stress scores is in low educational level with 35.85, the lowest mean of parental stress score is parents with middle educational level (32.86) while the highest education level is in the middle parental stress score (35.80).

Also from the Table 5, implied that there was not a statistically significant difference in educational level in mean parental stress score between groups ($F(2,27) = [0.684]$, $p = 0.513$). The p-value is 0.513 which is more than 0.05. Therefore, there is no significant effect of educational level on the stress level of parents with slow learner child. Thus, there is no need to look at the Multiple Comparisons table since there is no difference between each group.

Although it is not statistically significant, due to insufficient and unequal sample of each category, we can refer to the mean score of each category where mean of total parental score is highest in low educational level category followed by the highest educational level with only 0.05 difference and the middle educational level. From Parkes et al. (2015), a study found that, high and low educated mothers experienced higher parenting stress than middle educated mothers where they short of difference dimensions of informal support.

4.2.3 Pearson Correlation

Table 6

Correlations for Number of children and the Total scores

Variables	1	2
1. Number of Children	-	
2. Total Scores	.044	-

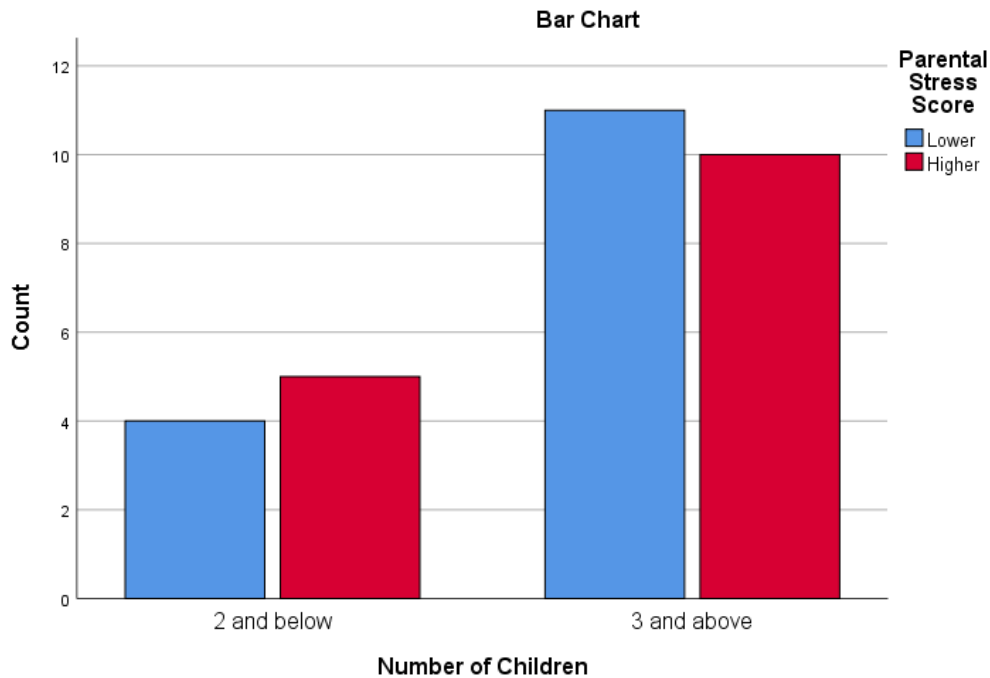
p>.05

4.2.3.1 Discussion

From Table 6 above, illustrated that there was a positive correlation between number of children and total scores of parental stress, $r = 0.044$, $n = 30$, however the relationship was not significant ($p = 0.818$) where the p-value is more than 0.05 thus we fail to reject the null hypothesis. For conclusion, there is no significant relationship between number of children and stress level on parents with slow learner child.

Figure 3

Bar Chart of Number of Children and Parental Stress Score



However, in order to see it clearly about the data, from Figure 2, the parental stress score divided into two categories, Higher (35 and above) and Lower (34 and below) and categorized the number children into two categories (3 and above, and 2 and below). From Bar Chart above, illustrated that, parents with children of 2 and below has more frequency of parents with high score of parental stress while parents with children of 3 and above have more frequency of parents with lower score of parental stress scores. This finding support the previous studies where parents with an increase number of children get lower parental stress (Lisak et al., 2019).

4.2.4 Pearson Correlation

Table 7

Correlations for Income per Month (RM) and Total Scores

Variables	1	2
1. Total Scores	-	
2. Income per Month (RM)	.062	-

$p > .05$

4.2.4.1 Discussion

From the Table 7 above, it implied that there was a positive correlation between income of parents per month and total scores of parental stress, $r = 0.062$, $n = 30$, however the relationship was not significant ($p = 0.745$), because the p-value is more than 0.05 thus we fail to reject the null hypothesis. For conclusion, there is no significant relationship between income and stress level on parents with slow learner child.

However, there are 8 sample with 0 income, all of them are Female (mother) and married. 7 of them has total parental scores lower than average (35.13) while only one of them get higher than average which is 39 in total scores. Recent study demonstrated that non-working mothers are less stress than working mothers, using Parental Stress Scale (Rajgariah et al., 2021).

CHAPTER FIVE

LIMITATION, IMPLICATION, RECOMMENDATION AND CONCLUSION

5.0 Introduction

This chapter includes the limitation, implication, recommendation and conclusion of this study.

5.1 Limitations of Study

In this study, it was so difficult to collect data due to sensitive issue of slow learner child might make the parents did not want to participate in this study can be seen by total sample participated (30) is quite small compared to population (62). Moreover, this study also involves barrier to communicate directly with the participant, where the researcher needs to consult with the teachers first and did not know if they passed the messages well to the participants. When the study is related to parents with slow learner child at the low level of study, the researcher was asked to use the test with smallest number of items so more sample can participate into the study.

5.2 Implications

Although the result of this study is all not statistically significant, it shows another finding that parental stress has different dimensions and complicated where the results are differed depends on the focus aspects or element of stress. This research also gives insights to researcher to find new findings on the recent studies and to compare with past studies.

5.3 Recommendations

In order to compare the socio-demographic of the respondents, between two genders and category of educational (low, middle and high), the frequency of each category need to be equal so the difference between category can be compared to each other. Plus, it is better to get more

participants to prevent Type I error (false-positive) which is researcher reject null hypothesis when it is actually true in the population (Banerjee et al., 2009). Furthermore, it is recommended to use Parenting Stress Index, so the result could be more accurate.

5.4 Conclusion

This chapter summarized the whole research conducted by the researcher and shows the contributions to the study and findings to the knowledge.

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APPENDIX A

RAW SPSS OUTPUTS

Independent T-Test

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Parental Stress Scores	Male	8	36.00	8.036	2.841
	Female	22	34.82	4.982	1.062

Independent Samples T test										
		Levene's Test for Equality of Variances			t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Total Scores	Equal variances assumed	.912	.348	.486	28	.631	1.182	2.434	-3.804	6.168
	Equal variances not assumed					.706	1.182	3.033	-5.675	8.039

One-way Anova

Descriptives

Total Scores

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Low	13	35.85	5.113	1.418	32.76	38.94	26	45
Medium	7	32.86	6.283	2.375	27.05	38.67	22	42
High	10	35.80	6.529	2.065	31.13	40.47	27	49
Total	30	35.13	5.818	1.062	32.96	37.31	22	49

ANOVA

Total Scores

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	47.317	2	23.659	.684	.513
Within Groups	934.149	27	34.598		
Total	981.467	29			

Pearson Correlation

Correlations

		Number of Children	Total Scores
Number of Children	Pearson Correlation	1	.044
	Sig. (2-tailed)		.818
	N	30	30
Total Scores	Pearson Correlation	.044	1
	Sig. (2-tailed)	.818	
	N	30	30

Correlations

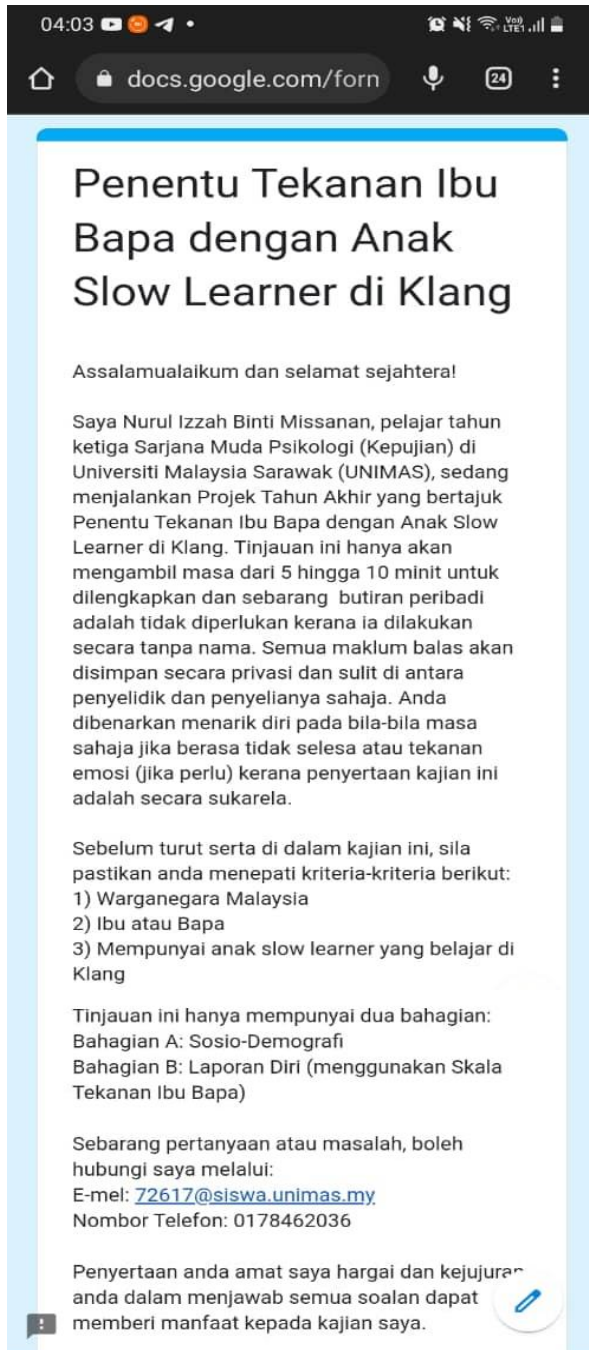
		Total Scores	Income per Month (RM)
Total Scores	Pearson Correlation	1	.062
	Sig. (2-tailed)		.745
	N	30	30
Income per Month (RM)	Pearson Correlation	.062	1
	Sig. (2-tailed)	.745	
	N	30	30

APPENDIX B

MATERIALS/INSTRUMENT

Link Google Forms: <https://forms.gle/fuiGRiTxHFvLkyPm6>

Introduction



04:03

docs.google.com/form

Penentu Tekanan Ibu Bapa dengan Anak Slow Learner di Klang

Assalamualaikum dan selamat sejahtera!

Saya Nurul Izzah Binti Missanan, pelajar tahun ketiga Sarjana Muda Psikologi (Kepujian) di Universiti Malaysia Sarawak (UNIMAS), sedang menjalankan Projek Tahun Akhir yang bertajuk Penentu Tekanan Ibu Bapa dengan Anak Slow Learner di Klang. Tinjauan ini hanya akan mengambil masa dari 5 hingga 10 minit untuk dilengkapkan dan sebarang butiran peribadi adalah tidak diperlukan kerana ia dilakukan secara tanpa nama. Semua maklum balas akan disimpan secara privasi dan sulit di antara penyelidik dan penyeliannya sahaja. Anda dibenarkan menarik diri pada bila-bila masa sahaja jika berasa tidak selesa atau tekanan emosi (jika perlu) kerana penyertaan kajian ini adalah secara sukarela.

Sebelum turut serta di dalam kajian ini, sila pastikan anda menepati kriteria-kriteria berikut:

- 1) Warganegara Malaysia
- 2) Ibu atau Bapa
- 3) Mempunyai anak slow learner yang belajar di Klang

Tinjauan ini hanya mempunyai dua bahagian:

Bahagian A: Sosio-Demografi
Bahagian B: Laporan Diri (menggunakan Skala Tekanan Ibu Bapa)

Sebarang pertanyaan atau masalah, boleh hubungi saya melalui:
E-mel: 72617@siswa.unimas.my
Nombor Telefon: 0178462036

Penyertaan anda amat saya hargai dan kejujuran anda dalam menjawab semua soalan dapat memberi manfaat kepada kajian saya.

Informed Consent

BORANG PERSETUJUAN / KEIZINAN

BORANG PERSETUJUAN / KEIZINAN

Saya mengesahkan bahawa saya telah membaca kenyataan di dalam Borang Perseujuan/Keizinan untuk kajian ini. Saya faham tanggungjawab saya seperti yang diterangkan di dalam Borang Perseujuan. Penyelidik menerangkan prosedur kajian kepada saya dan saya telah membaca maklumat tersebut dengan teliti dalam masa yang ditetapkan.

Saya faham bahawa:

- 1) Penyertaan saya adalah secara sukarela. Saya boleh menarik diri pada bila-bila masa daripada soal selidik ini tanpa menyatakan sebarang sebab tertentu. Saya juga memahami kemungkinan risiko yang terlibat dalam kajian ini.
- 2) Jawapan saya akan direkodkan dalam tinjauan ini dan akan digunakan untuk tujuan kajian sahaja
- 3) Semua maklumat akan dirahsiakan dan tidak akan dinyatakan di dalam mana-mana penerbitan melibatkan kajian ini
- 4) Saya mempunyai hak dan peluang untuk bertanya kepada penyelidik tentang sebarang masalah/kebimbangan atau maklumat tambahan mengenai soal selidik.
- 5) Saya akan membaca soalan dengan teliti dan menjawabnya dengan jujur.

Saya telah membaca dan bersetuju dengan * syarat-syarat di atas

- Setuju
- Tidak Setuju

Section A: Socio-Demographic

04:05

Bahagian A: Sosio-Demografi

Jantina *

Lelaki

Perempuan

! This is a required question

Umur *

Your answer _____

! This is a required question

Kaum *

Melayu

Cina

India

Other: _____

! This is a required question

Some questions still need attention

04:05

Status Perkahwinan *

Bujang

Berkahwin

Balu

Bercerai

! This is a required question

Tahap Pendidikan Tertinggi *

Sekolah Rendah

Sekolah Menengah

SPM

STPM/Matrikulasi/Asasi/Diploma

Ijazah Sarjana Muda/Degree

Ijazah Sarjana / Master

Doktor Falsafah/PhD

Other: _____

! This is a required question

Some questions still need attention

Bilangan Anak *

Your answer _____

! This is a required question

Pendapatan dalam Sebulan (RM) *

Your answer _____

! This is a required question

Section B: Parental Stress Scale

04:06 docs.google.com/forn

Penentu Tekanan Ibu Bapa dengan Anak Slow Learner di Klang

izzahmrs@gmail.com (not shared)
[Switch accounts](#)

*Required

Bahagian B: Laporan Diri (menggunakan Skala Tekanan Ibu Bapa)

- Skala Tekanan Ibu Bapa ialah skala laporan diri dengan 18 item
- Ia mewakili aspek positif dan negatif keibubapaan
- Digunakan untuk mengukur tahap tekanan yang dialami oleh ibu bapa
- Ibu bapa perlu menunjukkan tahap setuju atau tidak setuju (skala 5 mata) dengan item berikut

1 = Sangat Tidak Setuju, 2 = Tidak Setuju, 3 = Tidak Pasti, 4 = Setuju, 5 = Sangat Setuju

1) Saya gembira dengan peranan saya sebagai ibu bapa

04:06

1) Saya gembira dengan peranan saya sebagai ibu bapa *

1 2 3 4 5

Sangat Tidak Setuju ○○○○○ Sangat Setuju

2) Saya akan melakukan apa-apa sahaja untuk anak saya jika perlu *

1 2 3 4 5

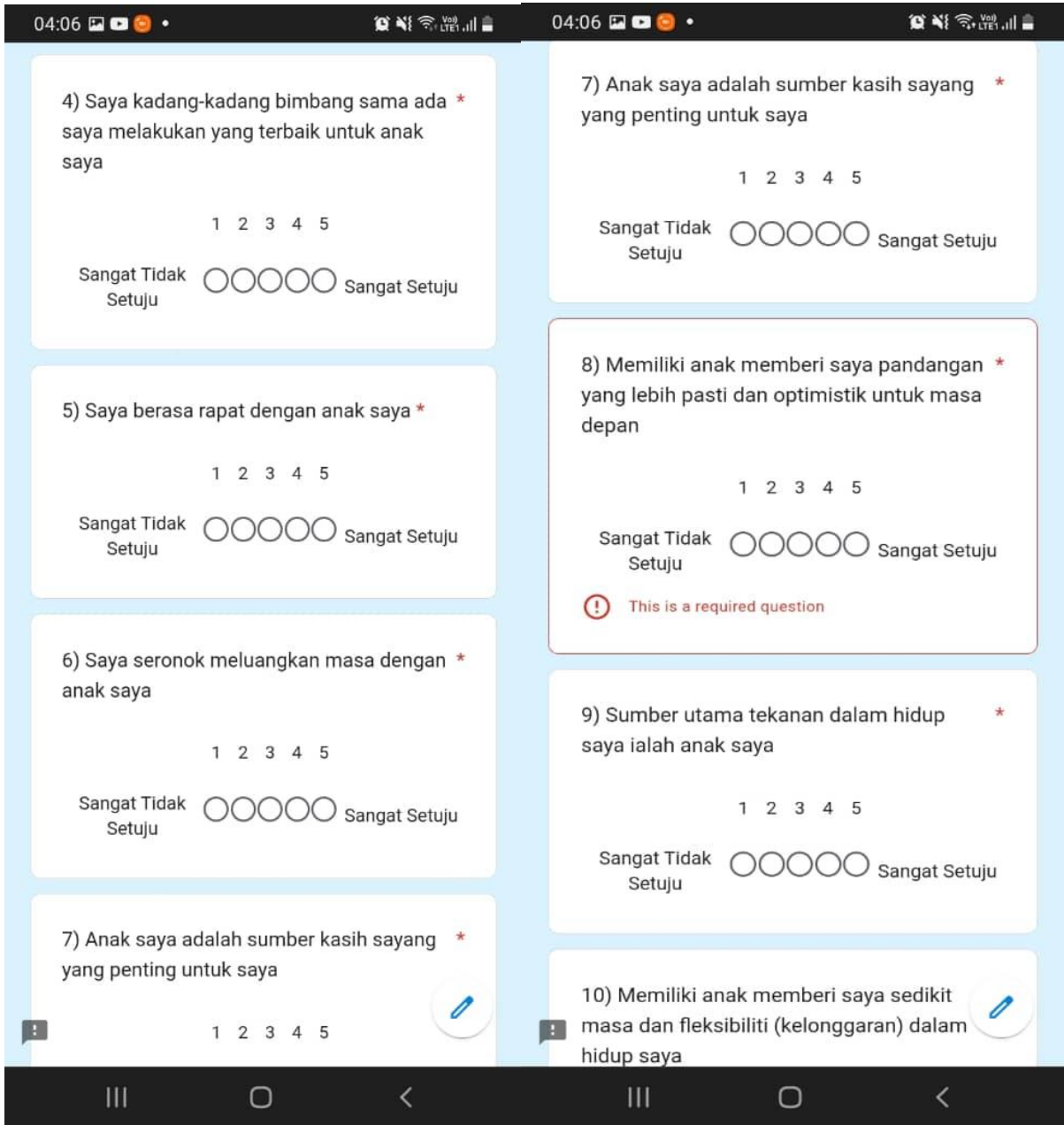
Sangat Tidak Setuju ○○○○○ Sangat Setuju

3) Menjaga anak saya kadangkala memerlukan lebih banyak masa dan tenaga lebih daripada apa yang perlu saya berikan *



1 2 3 4 5

Sangat Tidak Setuju ○○○○○● Sangat Setuju

4) Saya kadang-kadang bimbang sama ada saya melakukan yang terbaik untuk anak saya *



<p>04:06</p> <p>10) Memiliki anak memberi saya sedikit masa dan fleksibiliti (kelonggaran) dalam hidup saya *</p> <p>1 2 3 4 5</p> <p>Sangat Tidak Setuju ○○○○○○ Sangat Setuju</p>	<p>04:07</p> <p>13) Tingkah laku anak (anak) saya sering memberi tekanan atau memalukan saya *</p> <p>1 2 3 4 5</p> <p>Sangat Tidak Setuju ○○○○○○ Sangat Setuju</p>
<p>11) Memiliki anak telah menjadi beban kewangan kepada saya *</p> <p>1 2 3 4 5</p> <p>Sangat Tidak Setuju ○○○○○○ Sangat Setuju</p>	<p>14) Jika saya perlu melakukannya sekali lagi, saya mungkin memutuskan untuk tidak mempunyai anak *</p> <p>1 2 3 4 5</p> <p>Sangat Tidak Setuju ○○○○○○ Sangat Setuju</p>
<p>12) Sukar untuk saya seimbangkan tanggungjawab yang berbeza kerana anak-anak saya *</p> <p>1 2 3 4 5</p> <p>Sangat Tidak Setuju ○○○○○○ Sangat Setuju</p>	<p>15) Saya berasa terbeban dengan tanggungjawab sebagai ibu bapa *</p> <p>1 2 3 4 5</p> <p>Sangat Tidak Setuju ○○○○○○ Sangat Setuju</p>
<p>13) Tingkah laku anak (anak) saya sering memberi tekanan atau memalukan saya *</p>	<p>16) Memiliki anak bermaksud mempunyai sangat sedikit pilihan dan terlalu sedikit kawalan ke atas hidup saya *</p>

04:07  

16) Memiliki anak bermaksud mempunyai *
sangat sedikit pilihan dan terlalu sedikit
kawalan ke atas hidup saya

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

17) Saya berpuas hati sebagai ibu bapa *

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

18) Saya rasa anak saya menyeronokkan *

1 2 3 4 5

Sangat Tidak Setuju Sangat Setuju

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