

RESEARCH ARTICLE

A Study to Explore the Lived Experiences of Parents of Children with Learning Disability at Selected Sangli, Miraj and Kupwad Corporation Area

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Abstract: **Background:** learning disabilities (ld) are a group of disorders affecting skills such as speaking, reading, writing, comprehension, and mathematics (Jones & Wallace, 2013). They result from central nervous system dysfunction, though often without visible brain abnormalities. Learning disabilities is not a single disorder but varies in type and severity, with each child showing unique patterns of impairment.¹ **Aim:** The purpose of this study was to explore the lived experiences of parents of children with learning disabilities in selected areas of Sangli, Miraj, and Kupwad Corporation. **Material and method:** a qualitative approach using a phenomenological descriptive design was adopted. Data saturation was achieved with 10 participants. A non-probability purposive sampling technique was used. The data collection tool consisted of a demographic profile and semi-structured interview guidelines. One-to-one, in-depth interviews were conducted to gather detailed personal narratives. **Results:** thematic analysis based on Colaizzi's method was used to interpret the data. Common experiences were identified, and 7 major themes, 8 sub-themes, and several descriptive codes were formulated: communication and emotional struggles with sub-theme – resentment, social interaction with sub-themes – fearfulness and unsophistication, parental support with sub-theme – sustenance, educational challenges with sub-theme – learning barriers, societal disgrace with sub-theme – social stigma, balancing expectations and progress with sub-theme – parental presumption, and empowerment and growth with sub-theme – parental perspectives. **Conclusion:** the study revealed that parents of children with learning disabilities face significant challenges in emotional expression, communication, social integration, and educational management. Despite societal stigma and emotional strain, many parents exhibit resilience, acceptance, and a desire for inclusive growth. These findings will be helpful in planning mental health interventions, parental support programs, and community-based initiatives. Mental health nurses can use these insights to better understand parental needs and implement family-centered care approaches.

Keywords: Learning disabilities, Parental experiences, Psychosocial challenges, Stigma, Coping strategies.

INTRODUCTION

Learning disabilities (LD) are developmental disorders marked by difficulties in reading, writing, or mathematics despite normal intelligence (WHO). They result from neurodevelopmental impairments in information processing and are distinct from intellectual disabilities. LDs vary in type and severity, with each child showing unique challenges.

Learning disorders (LD) affect 3–10% of children and are among the most common neurodevelopmental conditions. They are defined by academic performance at least 1.5 standard deviations below the age norm, leading to significant disruption in daily life, academics, and occupation. Diagnosis requires standardized tests and clinical evaluation, with difficulties often noticed during school years or when academic demands exceed the child's potential.²

Mothers are the primary caregivers of children with significant learning difficulties. While medically such births are often viewed negatively, parents reject this perspective and assume full responsibility for care, driven by devotion and risk awareness. Even when sharing care, they maintain strong ownership, which can increase stress and adverse outcomes.³

According to ICD-10, learning disability is marked by below-average intellectual functioning with impaired adaptive behavior beginning in childhood (Berney, 2006; Brown, 2005; Wilkinson & Bhate, 2006). A child's diagnosis significantly impacts family life, requiring adaptation from all members (Roach & Orsmand, 1999). Parents, especially mothers, experience high stress as they devote time and energy to daily care, while coping with the loss of the "normal" child and the lifelong responsibility of raising a "different" child.⁴

Specific learning disorders (SLD) are neurodevelopmental conditions involving persistent difficulties in reading, writing, or mathematics—skills essential for learning. Dyslexia is the most common, accounting for over 80% of SLD cases. Globally, the prevalence of SLD ranges between 5–15%, with about 9.7% of U.S. children affected. In India, prevalence is reported between 3–10%, though systematic reviews on Indian data remain limited.⁵

Dyslexia, affecting about 80% of children with learning disabilities, is linked to phonological processing deficits and working memory issues. Other forms include dysgraphia and dyscalculia. These disorders occur across cultures, with higher prevalence in males and frequent comorbidities. Studies show that over 30% of affected children experience emotional and behavioural problems, with Indian research reporting comorbidity rates from 25% to 84%.⁶

Thus, LD not only impacts the child's academic and daily functioning but also profoundly influences family dynamics, requiring strong support and adaptation from all members.

METHODOLOGY

A phenomenological descriptive research design was used to explore the lived experiences of parents of children with learning disability. The research was carried out in the selected special schools of Sangli, Miraj and Kupwad corporation area. Data were collected from 10 Parents of children with learning disability. The participants were selected using

Non-probability purposive sampling method. The study included Children with Dyslexia, Dysgraphia, and Dyscalculia, Children are between 6 to 12 years of age, Mothers who can speak and understand the Marathi or English language and Mothers who are the primary caregivers. Mother with Cognitive Impairment and who are not willing to give consent and share their experiences, were excluded. The data collection tool was divided into two separate sections: **Section I** provides demographic information, while **Section II** provides semi-structured interview guidelines.

Data were collected through in-depth interviews lasting about 25 to 45 minutes. Demographic information of the parents was also gathered. The interview questions were developed after a literature review and discussion with experts, The interview questions were focused on experiences related to the psychological strain, experiences related to Communication and social interaction, Emotions and interests, developing and maintaining relationships, behavioral concerns, Problems identified while caring child with a learning disability.

The interviews were carried out until data saturation was achieved, when the repeated answers came from the parents. Conversations from the interviews were written down and later transcribed for analysis. The data were analyzed using Colaizzi's method, the data being in the form of narratives and verbatim of the dialogue between the interviewer and the interviewee, where each transcript was read thoroughly, key statements were highlighted, and their underlying meanings were interpreted. These meanings were then organized into codes, which were further grouped into related subthemes and themes.

Ethical considerations: Permission of the institutional ethics committee and Bharati Vidyapeeth Deemed to Be University was obtained. Permission from the Niramaya Vikas Sanstha, Sangli and Ashadeep Special school, Vasant Nagar, Kupwad, was obtained to approach the participants. In addition to receiving comprehensive study information, the participants had the option to give written informed consent. Each interview commenced with a reminder to participants of their right to withdraw and the strict confidentiality of their personal information. The interview was conducted for 25–45 minutes. Participants were identified based on the inclusion criteria, and their written informed consent was obtained. The semi-structured interview method was used to obtain the data. After each interview, observations were made right away, and the conversation was recorded on an audio recorder. Participants were allowed to hear the recorded interview, and after hearing the recording, participants were free to add or remove anything according to their recommendations.

RESULTS

Based on the objectives of the study, the Analysis and explanation of the results are arranged under the following headings
Section I – Presents demographic data using frequencies and percentages.

Section II - offers support for the codes' interpretation as well as crucial background information for theme development.

Section I – Presents demographic data using frequencies and percentages.

Table No. 1 Frequency and percentage distribution of demographic variables

(N=10)

Sr. No.	Demographic Variables	Category	Frequency	Percentage %
1	Parents Age (in years)	28-37	7	70
		38-48	3	30
2	Gender of the child	Male child	6	60

		Female child	4	40
3	Type of family	Nuclear	3	30
		Joint	7	70
		Business	1	10
4.	Nature of parent's occupation	Housemaker	09	90
5.	Family income (P.A)	Below 1 lakh	4	40
		1-2 lakh	3	30
		2-3 lakh	1	10
		3 lakhs above	2	20

The data provided in Table 1 states that out of 10 parents, 07 (70%) were in the age group of 27-37 years, 03 (30%) were in the 38-48 years age group, respectively. 06 (60%) were male children and 04 (40%) were female children with learning disability. It was observed that 03 (30%) resided in nuclear families and 07 (70%) in joint families. Like occupation of the parents, it was observed that 01 (10 %) had a business, in which 09 (90%) were housemakers. The data related to family income per year was obtained in which 04 (40%) of parents had income below 1 lakh /year, 03(30%) had income between 1-2 lakh/year, 01 (10%) had income between 2-3 lakh/year and 02 (20%) belonged to the category of 3 lakh and above. All 10 participants (100%) had been parenting a child with a learning disability for a period of 6 to 12 years.

Table No. 2 Description of the Subtheme generated from the theme.

N=10

Caregiving experience		
Sr. No	Theme	Subtheme
1.	Communication and Emotional Struggles	Resentment
2.	Social Interaction	Fearfulness
		Unsophisticated
3.	Parental Support	Sustainment
4.	Educational Challenges	Learning Barriers
5.	Societal Disgrace	Social Stigma
6.	Balancing Expectations and Progress	Parental presumption
7.	Empowerment and Growth	Parental Perspectives

Table No. 2 explains 7 themes and 8 sub-themes in the above table. Each theme is organized into sub-themes to enhance comprehension. The analysis of parent's caregiving experiences. Communication and emotional struggles led to resentment from repeated instructions and limited interaction. Social interaction challenges included fearfulness, causing parents to avoid gatherings, and feelings of being unsophisticated in explaining their child's condition. Parental support required constant sustainment, demanding emotional, physical, and financial sacrifices. Educational challenges centered on learning barriers, as slow academic progress increased parental stress. Societal disgrace manifested through social stigma, resulting in judgment and isolation. In balancing expectations and progress, parental presumption showed their conflict between acceptance and hope. Despite these struggles, empowerment and growth emerged, with parents demonstrating resilience, advocacy, and optimism for their child's independence.

Table No.2.1: Description of theme Communication and emotional struggles

N=10

Sr.no.	Sub-theme	Codes
1.	Resentment	Experience of Feeling Confused, frustrated and irritable
		Experience of Feeling Miserable

1. Communication and emotional struggles

It has been observed that parents face significant challenges in communicating with their child, as the child struggles to understand or respond appropriately. This leads to repeated explanations, misunderstandings, and frustration, making daily interactions emotionally exhausting for parents.

1.Resentment

Parents experience mental strain and emotional exhaustion as they constantly repeat instructions and try to interpret their child's needs. The inability to communicate effectively creates feelings of helplessness and irritation, affecting their overall well-being.

i. Experience of Feeling Confused, frustrated and irritable

Parents express confusion and frustration when their child fails to understand basic instructions or needs repeated guidance. The lack of effective communication results in stress, anger, and occasional outbursts, which further impact the parent-child relationship

- Participant (1) - Khup adachani alet tila kay pahije kay zalay as ky tila samajayach nahii tila samajat nasalyamule amala pan samajat navat.
- Participant (2)- To samajavun ghet nasalyamule amala chidchid hoyachi, rag rag hoyach, mayan sangital tari lakshat yayach nahii tyala.
- Participant (5) - Sarak sangav lagate tyamule chid chid hote.
- Participant (6) - Manashik jara kir kir hote tech repeat karav lagate.
- Participant (8) - Tyach kahi amhala samajat navat to kay kay bolatoy, kay nahi tyach kay amhala samajatach navat chid chid karaycha amala samajat nasalyamule amala pan chid chid hoyachi.
- Participant (7) - Adachan yetat to kay sangato te amala kalat nahii tyamule to hyper hoto ani feka feki karato gharatali to kay sangato kalat nahii tyamule chid chid hote
- Participant (9) - Tich kas ahe te karu nakoo manal ki nay te karanarach tyamula amala pan chid chid hote, trass hote.

ii. Experience of Feeling Miserable

It has been observed that parents experience emotional distress when their child is unable to express pain, discomfort, or feelings. The inability to communicate their struggles makes parents feel helpless and worried, as they are unsure how to support their child effectively. Additionally, comparing their child to neurotypical children increases their sense of concern and emotional burden.

- Participant (3) - Tila kay trass zal tar sangata pan yet nahi, tila kay hote sangu shakat nahi tyamule amala pan vait vatate.
- Participant (6)- to ajun swatach kahii karat nahii tyamule kadi tari vait vatate.
- Participant (5) - Normal Mulansarak sangat nahii ti he zalay te zalay manun te ek problem ahe.

Table No. 2.2: Description of theme Fear of Social Interaction

(N=10)

Sr.no.	Sub-theme	Codes
1.	Fearfulness	Experience of social fear and not so much as with other children
2.	Unsophisticated	Ignorance and Fear with other children

2. Social Interaction

It has been observed that children with learning disabilities struggle to engage in social activities, leading to limited interaction with peers. Parents notice that their child remains isolated or avoids group play, which affects their social development and confidence.

1. Fearfulness

Many children hesitate to interact with others due to fear of rejection or difficulty in understanding social cues. This results in withdrawal from group activities and a preference for solitude, making social integration a major challenge.

i) Experience of social fear and not so much as with other children

Children often fail to connect with peers as they do not engage in typical games and activities. As a result, they are excluded by other children, leading to feelings of isolation and a lack of friendships, which parents find concerning.

- Participant (2) - To atta mulanchat jast mix hot nahii karan mul khelatet hyo khelat nahii.
- Participant (3) - Mulanmade hyala sodal naa manaje kas tyat mix hot nhaii lavkar.
- Participant (5) - Mitra vagere as kay nahii baherache to jast mix hot nahii kunamade
- Participant (10) - Baherach Mulanabar avgere khelato pan dusari mul as asalyamule khelayala ghet nahit asalyana.

2. Unsophisticated

It has been observed that children with learning disabilities face difficulties in developing social skills, which prevents them from engaging comfortably with peers. Their attempts to interact are often misunderstood or rejected, leading to hesitation and social withdrawal.

i) Ignorance and Fear with other children

Many children with learning disabilities struggle to integrate into peer groups, as other children either ignore them or avoid playing with them. Some children become fearful or anxious when interacting with new peers, making social

engagement even more challenging. As a result, they experience exclusion and difficulty forming friendships, which adds to parental concern.

- Participant (8) - Hyo sagalyana khelanyasati he karato maya karato, pan dusare mul marato manun ghet nahit
- Participant (9) - Dusare mul patavun ghet nahit.
- Participant (4) - Ethar mul tila bagitalyanantar ghabaratat lagech match hot nahii.

Table No 2.3: Description of theme Parental Support (N=10)

Sr.no.	Sub-theme	Codes
1.	Sustainment	Experience of Need for Assistance

3. Parental Support

It has been observed that parents of children with learning disabilities experience a continuous need for supervision and assistance in daily caregiving. The high level of dependency limits parental freedom and affects their ability to manage personal, social, and professional responsibilities.

1. Sustainment

Parents must constantly monitor their child's movements and behaviour, ensuring they are safe and not wandering off. This results in physical and emotional exhaustion, as they are unable to leave their child unsupervised, even for short periods.

i) Experience of Need for Assistance

Parents express significant caregiving burdens, as their child requires full-time attention. Family members must coordinate responsibilities to ensure someone is always available to take care of the child. This creates challenges in attending social events, completing household tasks, or managing external commitments, adding to parental stress and fatigue.

- Participant (1) - Hi yek ajibat yeka thikani basat nahii sarak firat aste basat nahi laksha tevav lagate sarak, tila konitari yek manus lagatoch.
- Participant (5) - Adachan manaje amala kute jayach asel tar hyacha sati Gharat yek manus lagate.
- Participant (2) - Aai, baba nahii tar aiji bagayalach pahije kut kay na sanagata kute jayil sangataa yet nahii amich bagav lagte.
- Participant (3) - Yeka thikani basat nahii road var as palate, sagalyanch patimage palate tyamule tila vegalich laksha dyav lagate naa.
- Participant (8) - Dainandin Jivanavar Manaje Kam Jara Late Hotat Yevadach ani ha pan asa palatoy hyachakade jara laksha dyav lagate.
- Participant (7) - Ami atta haa asa ahee manun kute jaat nahii karan tyala pan trass hotay karyakramat vagere sagalyana trass.

Table No. 2.4: Description of theme Educational Challenges (N=10)

Sr.no.	Sub-theme	Codes
1.	Learning Barriers	• Difficulties in learning • Need for Physical assistance

4. Educational Challenges

It has been observed that children with learning disabilities face significant struggles in acquiring basic academic skills, such as reading, writing, and mathematics. Parents express concern over their child's slow progress and inability to grasp fundamental educational concepts, which affects their overall learning experience.

1. Learning Barriers

Parents report that their children require constant assistance in completing academic tasks, as they find it difficult to hold a pencil, recognise symbols, or retain mathematical concepts. Despite efforts from both parents and teachers, learning remains a slow and challenging process.

i) Difficulties in learning

Many children struggle with writing, reading comprehension, and mathematical operations, making it difficult for them to keep up with academic expectations. Parents mention that their child either avoids writing tasks, tears up notebooks, or requires continuous guidance to complete even simple exercises. These challenges cause frustration for both parents and children, emphasising the need for specialised teaching strategies and individualised learning support.

- Participant (1 - Asa shikshan manaje Ganit, Lihan, Wachan ti ty a ghosti ajun karu shakat nahii hatat vahi dila tari ti phadun takate.
- Participant (2) - Shaikshanik manaje ajun lihane, wachane ani ganit ajun to tevad karat nahii slow ahee.
- Participant (4) - Ganit vagere ajun yevad knowledge nhii ajun, writing ajun yevad karat nahii ti.
- Participant (10) - Shaikshainik manaje tyala lihita yet nahii.

- Participant (7) - Writing yevad jamat nahii tyala, symbol vagere olakato facta, pencil atta pakadalagalay to atta agodar yevad pan karat navat
- Participant (6) - Abhayas manaje ami swata karun gyav lagate ani reading tyala yet nahii jara slow ahee tyamule problem kute tari yetoch.
- Participant (9) - Shaikshanik manaje ganitamade jara jara karate ajun yevad nahiin karat.
- Participant (10) - Ganitach pan yevad ajun tyala jamat nahi

ii) Need for Physical assistance

It has been observed that children with learning disabilities require physical assistance for basic academic tasks like writing and reading. Parents often guide their child's hand while writing, as they struggle with grip and motor coordination. Reading is also challenging, requiring constant supervision and verbal reinforcement to help them recognise words and letters.

- Participant (3) - Shaikshanik samasya manal tar tila wachat yet nahii, lihanyat problem ahee hatat grief basat nahii te yek problem ahee, wachan karat nahi slow ahee.
- Participant (8) - Wachan yevad wachat nahii, Lekhan manaje hat darunach lekhan karav lagate, Ganitasarak nahii kay ajun.

Table No 2.5: Description of theme Societal Disgrace

(N=10)		
Sr.no.	Sub-theme	Codes
1.	Social stigma	Experience about Societal Perception

5. Societal Disgrace

It has been observed that parents of children with learning disabilities frequently face negative societal perceptions, leading to feelings of exclusion and emotional distress.

1. Societal Disgrace

Many people fail to accept or accommodate these children, often ignoring or distancing themselves from them. This creates a sense of alienation for both the child and the parents, making social interactions difficult.

i) Experience about Societal Perception

Parents report that others view their child differently, often questioning their development, school enrollment, or speech abilities. These judgmental attitudes cause mental stress, making parents feel misunderstood and hesitant to participate in social gatherings.

- Participant (1) - Baherach lok normal mulansarak sambalat nahii ani laksha det nahi ignore karun jatet, adjust karun ghet nahiit.
- Participant (3) - Samajamade jayala nakoo watate, kamipanane bagatetna, mul asa ahee manun samajun ghet nahiit, samajamade hya mulana vegal bagital jat.
- Participant (10) - Baherach vekti amachakade asa vegalich drustin bagatet.
- Participant (4) - Asa jee mul astet tyanhakade dusare parents lok asa vegal drustine vagere bagatet.
- Participant (7) - Pahilyanda bagital tar lok ghabarate, yek vegal drustin bagatet lok.
- Participant (2) - As manatet na ajun hyala shalele ghatal nahii ka ajun bolat nahii ka kay, tyamule jarasa manasik trass hote.

Table No.2.6: Description of theme Balancing Expectations and Progress

(N=10)		
Sr. No.	Sub-Theme	Codes
1.	Parental presumption	Parents' feelings towards their child
		Presumption for good towards children

6. Balancing Expectations and Progress

It has been observed that parents have varying expectations for their child's future, ranging from complete independence to basic literacy and communication skills. While some parents hope their child will become self-sufficient, others set more realistic goals based on their child's abilities.

1. Parental presumption

Parents express hope and concern about their child's ability to lead an independent life. They want their child to overcome challenges and be less dependent on others, yet they also acknowledge the difficulties in achieving these goals.

i) Parents' feelings towards their child

Some parents aspire for their child to be educated, financially independent, and capable of managing daily life, while others focus on smaller milestones, such as learning to read, write, or communicate better. These expectations reflect a mix of optimism, acceptance, and emotional struggle, as parents balance their hopes with the reality of their child's learning disability.

- Participant (2) - Future madee pan changal shikav tyala kahii adachan yeu naye, tyaj to vevastit rav, tyacha payavar ubharav, kunavar avalambun rahayala nahii pahije.

- Participant (6) - Apeksha manaje tyaja payavarati ubharayala pahije, independent rayala pahije..
- Participant (4) - Facta ti sakshar hona hech mazi apeksha ahee ani mazi business bagital tar bas.
- Participant (8) - Lay apeksha tevli nahii, tyaj purata lihayala wachayala ala tari bas zal.
- Participant (7) - Thoda bola tari bas ahe, shikshan vagere tyaj to kel tar bas ahee.

ii) Presumption for good towards children

Parents hope for their child’s well-being, independence, and social acceptance. They believe that any positive change, whether in self-care, communication, or behaviour, is significant progress. Their expectations focus on ensuring a good future where the child can manage independently and integrate into society with dignity.

- Participant (1) - Tichat badal zal tar changalach ahee, baher gelyavar changal waet samajal tar bas ahee.
- Participant (9) - Ticha sagal changal hvav asa watate, ticha sagal echha purna hovude asa watate.
- Participant (10)- Samajat kas rahayach yevadach zal tar bas, swatach swata kalaji gyayala ala pahije.

Table No 2.7: Description of theme Empowerment and Growth (N=10)

SR.NO.	SUB-THEME	CODES
1.	Parental Perspectives	Viewpoint of parents towards their children

7. Empowerment and Growth

Parents strongly advocate for equal treatment, acceptance, and better opportunities for their children with learning disabilities. They believe that societal support and understanding can bring significant positive change to their child’s life.

1. Parental Perspectives

Parents express the need for a shift in societal attitudes toward children with learning disabilities. They want their child to be seen as equal to other children and believe that providing them with encouragement and necessary resources can help them progress.

i) Viewpoint of parents towards their children

Parents emphasise that their child should be accepted, supported, and treated like any other child in society. They call for a change in people’s perceptions, urging society to show empathy, provide opportunities, and promote inclusion. They believe that with the right encouragement and facilities, these children can develop and thrive like others.

- Participant (1) - Lokani support kel pahije, tya mulana samjun ghetal pahije, support dyav, te zal ki barapur badal hotel.
- Participant (2) - Samajat bagatana normal mulana sarak bagav, ha pan mulaga changala ahe as bagav, ani tyala vegal vartanuk divu naye as watate.
- Participant (4)- Lokanch baganyach drustikon badalayala pahije, karan konta mul kas janmala yel amach hatat naste.
- Participant (5) - Samajat manaje normal mul astet naa tyani asa mulana sambalun ghetal pahije, sahabagi ghetal pahije, hya mulana pan normal mulansarak maan dyayala pahije.
- Participant (6) - Mala asa watate kii asalya mulana jasti jast protsahan dyayala pahije ani hyanch facility jast karayala pahije
- Participant (8) - Asa mulana lokani tiraskar kel nahii pahije.

Conclusion:

This chapter discusses data analysis that has been included in the various components to provide an equivalent meaning. The findings were formulated with the use of the words and information obtained during the interview. Frequencies and percentages are used to illustrate the demographic data analysis and interpretation. Key definitions for the phrases were provided about their context after an examination of the interviews, as stated by the participants. The codes that generated themes and the underlying meaning provided support for the interpretations. Associations between various codes were examined to give the codes meanings and explanations to conclude. The data is interpreted using tables and detailed topic descriptions. Based on the results, a total of 11 codes and eight sub-themes were investigated.

DISCUSSION

This qualitative phenomenological study explored the lived experiences of parents of children with learning disabilities in the Sangli, Miraj, and Kupwad corporation areas, focusing on their psychological, social, and educational challenges. Using a descriptive phenomenological design, data were collected through semi-structured interviews and analysed using Colaizzi’s

method, which generated seven themes: Communication and Emotional Struggles, Social Interaction, Parental Support, Educational Challenges, Societal Disgrace, Balancing Expectations and Progress, and Empowerment and Growth. Parents reported frustration and emotional exhaustion due to communication barriers, while social difficulties such as fearfulness and unsophisticated peer skills led to isolation. Caregiving

required constant supervision and personal sacrifices, while learning barriers in reading, writing, and mathematics added stress. Negative societal perceptions created stigma and further isolation. Parents also struggled between accepting their child's limitations and maintaining hope for progress. Despite these challenges, they showed resilience, advocating for inclusion, equal opportunities, and improved educational and social support. The findings are discussed with existing literature and provide recommendations for nursing practice, education, administration, and future research.

Communication and Emotional Struggles

Parents experienced significant frustration due to communication barriers with their children. Difficulties in understanding their child's needs led to stress, confusion, and emotional exhaustion. Studies suggest that inadequate communication skills in children with learning disabilities often increase parental anxiety and stress.²

Social Interaction

Many parents reported that their children faced social exclusion, which resulted in feelings of isolation and emotional distress. Studies confirm that children with learning disabilities struggle to integrate into social settings, leading to parental concern and limited social support.³

Parental Support

Parents expressed a need for emotional and financial support from family members and society. They often relied on religious beliefs, self-learning, and peer support to cope with caregiving stress. Research highlights the importance of support systems in reducing caregiver burden.⁴

Educational Challenges

Parents faced significant stress due to their child's reading, writing, and mathematics difficulties. They struggled to find specialized educational resources and trained teachers. Previous studies suggest that a lack of accessible educational support for children with learning disabilities contributes to parental stress.⁵

Societal Disgrace

Impact of societal disgrace on parents of children with learning disabilities. Both studies reveal that societal judgment, cultural beliefs, and stigma significantly contribute to parents' feelings of shame, social exclusion, and emotional distress. Parents often internalize negative societal attitudes, leading to withdrawal and difficulty in accepting their child's condition. However, family acceptance and emotional adjustment emerge as key factors in mitigating these negative effects. The importance of public education and emotional support in combating societal stigma is critical to fostering an environment where parents can more effectively advocate for their children.⁶

Balancing Expectations and Progress

Parents had mixed expectations for their children's future, with some hoping for complete independence and others focusing on achieving small milestones. The emotional conflict between optimism and acceptance was a common theme. Studies indicate that parents of children with disabilities experience ongoing emotional adjustments in response to their child's development.⁷

Empowerment and Growth

Despite the challenges, parents advocated for better educational resources, societal inclusion, and equal opportunities for their children. They emphasised the need for structured interventions to improve support for children with learning disabilities.⁸

CONCLUSION

The study highlights the complex challenges parents of children with learning disabilities face, including communication barriers, social stigma, emotional distress, and inadequate educational support, which often lead to stress and isolation. Despite these struggles, parents show resilience in caring for and advocating for their children. The findings stress the need for systemic changes through greater social acceptance, improved educational resources, and stronger support networks, requiring collaboration among healthcare professionals, educators, policymakers, and communities. Empowering parents with education, awareness, and structured interventions can enhance coping, reduce emotional burden, and strengthen family dynamics. Increased awareness and acceptance are vital to reducing stigma and improving the quality of life for these families.

Limitations of the study

Self-reported experiences may involve bias or underreporting of incidents. The study focused only on nurses' perspectives, without including patient viewpoints. Findings were based on qualitative data, requiring further quantitative validation. Cultural and institutional differences may affect the applicability of the findings in different healthcare settings.

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CONFLICT OF INTEREST

No conflict of interest involved.

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