

# Anxiety of Parents of Children with Intellectual Disabilities About School Services

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**Abstract:** This online survey study investigated 98 Saudi Arabian parents' levels of anxiety about school services for their children with intellectual disabilities according to two anxiety subscales: environment and communication, as per demographic variables. The findings demonstrate that there are no statistically considerable distinctions in parental anxiousness about the school setting or information exchange based on gender, and there are also no statistically meaningful distinctions in parental anxiousness about the school setting based on parental degree of education. Nonetheless, parents with a bachelor's degree or more report far less worry than those with a high school diploma or less. Also, the results show that parents of elementary school, middle school and high school children experience various degrees of anxiety about the school environment, and that parents of elementary school children and high school students experience different rates of anxiety about school communication. Overall, parents who had children in higher grade levels were less anxious about their children's school environment and communication.

**Keywords:** Special education, intellectual disability, parents, anxiety, environment, communication.

## 1 Introduction

Parents who have children with intellectual disabilities (ID) experience various types of stress (Brierton et al., 2016; Hornby, 2015). Thus, some parents face difficulty in not being able to communicate well with school administrators and suffer from high levels of anxiety. One reason for parents' anxiety may be school personnel's lack of understanding of various disabilities and how to effectively work with children with ID. When parents' worries are directly related to the services their children receive, and when those worries are tested by society's attitudes on disability, the level of parental anxiety rises. According to studies, parents worry a lot about their children's success in school and in social situations (Martinez et al., 2012; Meppelder et al., 2015). As a result, understanding the amount of concern parents whose child has an ID have about the resources their children get is vital because the success of their children's educational programs is highly dependent on parental involvement and teachers' understanding of disability.

To improve school practices as educators, we must understand the level of parental anxiety about school services provided to their children. Thus, regarding the quality of education children receive, it is essential to understand relationships between teachers and parents. Some studies have stated that parents do not trust professionals due to teachers' lack of knowledge and communication skills, which frustrates parents (Grindle et al., 2009; Patterson & Smith, 2011).

## 2 Literature Review

Parents take on a key role when it comes to the development and success of their children, so it is essential to understand parents' concerns about improving school practices and promoting the programs that they are undertaking so that they can be pushed toward success. Therefore, parents have most often mentioned school-related concerns about lack of communication, limited parental involvement, and infrequent opportunities to collaborate with school personnel (Grindle et al., 2009; Martinez et al., 2012; Jabery et al., 2014; Patterson & Smith, 2011).

Moreover, some studies related to levels of parental anxiety have shown that they have to tackle problems with both teachers and service providers, in areas such as the diagnostic process, abysmal quality when it comes to both support and teaching, and finally their issues when acquiring useful and accurate data on which resources are even possible for their children to benefit from (Renty & Roeyers, 2006; Worcester et al., 2008). These studies clearly show parents' limited opportunities to participate as well as their lack of knowledge with regards to the different resources that their children are making use of, which in turn may result in parents' anxiety about school services for their children.

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Furthermore, other researches show the demographic characteristics of families that include children with disabilities yield different parent responses and impacts. For example, Grolnick et al. (2015) and Hill and Craft (2003) indicated that the educational levels impacted their children's academic acumen given that they allowed for them to find a better support system for homework or other education related tasks. More highly educated parents were more motivated to be more involved and to participate in school programs as opposed to others. Additionally, parents with lower incomes showed more anxiety about school-related issues than parents with higher incomes; there were also significant variations in how anxious parents got as per the location of the schools under review (Alotaibi, 2017; Ren et al., 2020; Westergård & Galloway, 2004). Similarly, Ren et al. (2020) stated that parents who had a college education or even higher education showed the lowest levels of anxiety compared to other groups, but there were no statistically important distinctions as per gender. However, Francis (2012) reported that mothers had more stigma experiences than fathers. Moreover, Rafferty et al. (2001) indicated that parents of children with severe disabilities who attended suburban preschools were not supportive of inclusive educational placement. According to the findings of the study, parents of children with ages ranging from 4 to 18 years old acknowledged a low understanding of special education programs and a restricted access to such services, and they reported not getting full information when they communicated with school personnel and participated in educational programming decision making. Also, parents were disappointed and anxious about their children's education and school environment (Applequist, 2009; Starr & Foy, 2012). In addition, Johnsen and Bele (2013) discovered that parents of children in the third, sixth, and ninth grades who were having difficulty in school were unsure as to whether or not their children gained special education services. This was the case even though the children were struggling academically. Both Martinez et al. (2012) and Meppelder et al. (2015) discovered that parents had significant levels of stress and anxiety over the academic and social development of their children.

Additionally, research produced by Akturk and Aylaz (2017) shows significant relations between anxiety levels of parents of disabled children and their age group, gender, marital status, receipt of psychiatric support, and economic status. The study revealed higher levels of anxiety in mothers than in fathers, and in single parents than in married parents. Parents also showed lower levels of anxiety when they received psychiatric support. Furthermore, economic status played an essential role in these parents' levels of anxiety as their anxiety levels decreased as economic status increased.

Williams and Sánchez (2013) mentioned some challenges that may be the reasons why parents are less involved in school; one of the challenges that seemed to be the most important factor impacting them was their feeling disappointed and unwelcomed by professionals. This study identified other factors that seemed to prevent parents from involvement with school and that caused parents' anxiety regarding the services provided. Thus, it's important for teachers and administrators to be involved and to understand the concern of parents with school to improve school practices and ensure the success of their children's educational programs which are highly dependent on parental involvement and the understanding of disability (Brierton et al., 2016). Likewise, Koch (2020) mentioned the importance of listening to parents' experiences because the impact it had on preservice teachers could improve the interactions between them. Other researchers have noted that parents' involvement in school was valuable in students' academic development (Gonzales & Gabel, 2017; An & Hodges, 2013; Rodriguez et al., 2014). However, Lendrum et al. (2015) discussed the effect of parent involvement in the education system based on parents' previous experiences. Thus, parents mostly avoided involvement in the education system if they had faced bad experiences with it. Furthermore, Hornby (2015) stated that improving the education system such as curriculum, hiring teachers, and addressing all the skills required in the learning environment depended essentially on parents and their communities.

On the other hand, Alqahtani (2017) conducted a study to gain an insight into the needs of Saudi parents when it comes to the support and services their children received in some aspects such as early identification, educational options, communication and interaction, and social help. The results showed that parents were somewhat satisfied with these services and support. Also, researchers have demonstrated through past work that poor interaction and communication between the school and parents is an essential element of parents' anxiety (Starr & Foy, 2012; Zablotsky et al., 2012). Furthermore, Stevens and Wurf (2018) conducted a study to understand the perspectives of parents with disabled children. Results indicated that some teachers were not qualified to teach and work with different groups of students with disabilities. This could be one reason for parents' anxiety and negative feelings about school services that absolutely affect students' success.

### **Problem Statement**

Special education is generally still developing and as mentioned in previous studies, a few parental guardians are unhappy with the care their children receive during their time at school (Akturk & Aylaz, 2017; Applequist, 2009; Starr & Foy, 2012; Stevens & Wurf, 2018). This may be because teachers lack knowledge regarding the school services that are available to students with impairments and how to work with parents in school. In addition, there is currently a limited amount of evidence on the anxiety that parents have over the educational services that are offered to their children. Experts have stated that there is still a dearth of research regarding parents' views on school services offered to

their children; despite the development in special education programs, the facilities that are now being offered require a great deal more improvement. (Aldehami, 2022; Aldosari & Pufpaff, 2014; Alqahtani, 2017; Stevens & Wurf, 2018).

### **Purpose of the Study**

It is imperative to gain knowledge about, and understand, the thoughts, needs and issues that parents with children who have ID. It is possible for us to have a better understanding of their levels of worry regarding assistance and service programs for their children based on two factors: the environment and communication. As a result, the purpose of this study was to investigate the levels of anxiety that Saudi Arabian parents of children with ID experience in order to gain a better understanding of the schooling experience that their children have had in relation to education services in the central region of the KSA. First, the researcher made an effort to determine whether or not there were any disparities in the degrees of anxiety that parents had regarding the services provided by schools on two different anxiety subscales, namely environment and communication, as per demographic variables. Second, the researcher investigated the effects of several demographic factors on parents' overall anxiety with school services.

### **Research Questions and Analyses**

The main element under investigation in this work is: How anxious (or otherwise) are Saudi Arabian parents about their children with ID and the services they receive at school.

These three subquestions are addressed:

1. What are the differences in parents' anxiety levels about school environment as per the demographics when it comes to the level of education of the parents in question, gender, and grade level of the child?
2. What are the differences in parents' anxiety levels about school communication as per the demographics when it comes to the level of education of the parents in question, gender, and grade level of the child?
3. To what extent do parents' level of education and gender and children's grade level influence parents' overall anxiety about school services for their children with ID?

## **3 Method**

### ***Research Design and Sampling Methods***

This work employs nonexperimental cross-sectional online questionnaire to gather data. Quantitative research was an excellent approach for this sort of study since it was designed to answer questions and acquire data that was measurable and observable based on a number of factors, which my inquiries centered on. My first goal was to determine whether or not there were any significant variations in the degrees of concern that parents had regarding school services on two anxiety subscales, namely, the environment, and communication as per demographic factors. After this, the researcher examined the impact of these demographics on the overall anxiety that parents experience in relation to school services.

One method of quantitative probability sampling that the researcher employed was a random selection of samples. This method, the gold standard for probability sampling, ensured that every parent in Qassim State had an equal chance of being selected from the populace and participating in the study. Ninety-eight mothers and fathers from central Saudi Arabia were chosen because their children have ID.

### ***Instruments***

In order to gather information from the respondents, the researcher employed a questionnaire in addition to a demographic survey. The demographic questions inquired as to the parental education, gender, and grade level of their children. The researcher developed the survey which included 10 questions divided into two sections, one on the school environment and one on communication between parents and school. Each section asked parents specific questions related to school services. The Likert-type scale came with its 4-point system: (1 = *Not at all anxious*, 2 = *Somewhat not anxious*, 3 = *Somewhat anxious*, and 4 = *Very anxious*). In addition, the instrument's content validity was evaluated by a panel of special education professionals.

### ***Data Analysis***

RQ1-3 were answered using frequency and percentage descriptions of all variables. Also, RQ1-2 focused on the differences in parents' levels of anxiety toward school services on the two separate subscales of anxieties as per demographic elements. A t-test of separate specimens was carried out since men and women made up two distinct groups. Additionally, a one-way analysis of variance (ANOVA) was performed on the two variables of parents' level of education and children's grade level to determine the significance between these factors and the two anxiety subscales pertaining to educational services for their children with ID. In addition, the researcher utilized multiple regression

analysis to address RQ3 and determine which of these independent variables (IVs; i.e., parents' level of education and gender, and children's grade level) significantly influenced parents' overall anxiety about school services for their children with ID.

## 4 Results

### Reliability Data Collection

First, the researcher checked the overall and individual DV scales for internal consistency/reliability using Cronbach's alpha before doing the statistical study. According to Table 1, the results revealed that the reliability coefficients for the two reported subscales were .87 and .80, while the reliability coefficient for the entire scale was .87, suggesting acceptance.

**Table 1: Internal Consistency Reliability Coefficients in Cronbach's Alpha**

Subscales	No. of Items	Reliability Coefficient
		Current Study
Environment	5	.80
Communication	5	.78
Total	10	.87

### Descriptive Analysis Results

Table 2 displays the demographic information of the 98 parents that agreed to participate in this research. Most questionnaires were filled out by fathers (61.7%), while mothers filled out 38.3% of the surveys. In addition, when it came to the parents' education level, 49.6% had at least a bachelor's, 21.1% also had some level of college education, and 9.8% had a master's degree, 9% had finished high school as compared to 5.3% who did not, and 5.3% had completed PhD degrees. The majority of parents (42.9%) said that their children were enrolled in elementary school, while 33.8% reported that their offspring were enrolled in middle school, and 23.3% reported that their children were enrolled in high school.

**Table 2: Demographics of Parent Respondents**

NO	Variables	(N = 98)	
		Frequency	Percentage
1	<b>Gender</b>		
	Male	82	61.7
	Female	51	38.3
2	<b>Education level</b>		
	Did not complete high school	7	5.3
	Completed high school	12	9.0
	Completed some college	28	21.1
	Completed Bachelor's degree	66	49.6
	Completed Master's degree	13	9.8
	Completed PhD degree	7	5.3
3	<b>Grade Level</b>		
	Elementary	57	42.9
	Middle	45	33.8
	High	31	23.3

### Results Related to RQ1

#### T-Test Results

An independent *t*-test was performed to analyze differences in parents' levels of anxiety about the school environment according to gender. Table 3 illustrates that the findings demonstrate no significant variation between males ( $M = 11.23$ ,  $SD = 3.94$ ) and females ( $M = 10.90$ ,  $SD = 3.52$ ) in parents' levels of anxiety about the school environment,  $t(131) = 488$ ,  $p = .62$ .

**Table 3: t-Tests for Parents' Reactions**

Variables		N	Mean	SD	T	Df	Sig.
Gender	Male	82	11.23	3.94	.488	131	.62
	Female	51	10.90	3.52			

**ANOVA results**

When looking at the level of education of the parents, no statistically important result was recorded with regards to parents’ levels of anxiety about the school environment,  $F(5, 127) = 1.713, p = .136$ , as shown in Table 4. Furthermore, parents’ anxiety levels were slightly different regarding the school environment of their children based on mean scores: did not complete high school ( $M = 8.86, SD = 3.28$ ), completed high school ( $M = 12.83, SD = 4.40$ ), completed some college ( $M = 10.07, SD = 3.65$ ), completed bachelor's degrees ( $M = 11.30, SD = 3.85$ ), completed Master's degrees ( $M = 12.15, SD = 2.51$ ), completed PhD degrees ( $M = 10.71, SD = 3.72$ ). Bonferroni test analysis ended up not being required.

Nevertheless, the findings in terms of the grade level variable outlined that a statistically important variance in parents’ levels of anxiety about the school environment based on their children’s grade levels:  $F(2, 130) = 5.296, p = .006$ , as shown in Table 4. Therefore, parents’ anxiety levels about the school environment differed based on mean scores: elementary school ( $M = 12.30, SD = 4.08$ ), middle school ( $M = 10.22, SD = 3.12$ ), and high school ( $M = 10.19, SD = 3.54$ ). As shown in Table 5, Bonferroni test analysis indicated that the mean anxiety level of parents who had children in elementary school was different from that of parents who had children in middle school with statistical significance ( $p = .016$ ). Also, the mean anxiety level of parents who had children in elementary school was different from that of parents who had children in high school with statistical significance ( $p = .033$ )."

**Table 4: ANOVA**

Variable		N	Mean	SD		Sum of Squares	df	F	Sig.
Education Level	Did not complete high school	7	8.86	3.288	Between G.	119.085	5	1.713	.136
	Completed high school	12	12.83	4.407	Within G.	1765.441	127		
	Completed some college	28	10.07	3.651	Total	1884.526	132		
	Completed Bachelor's degree	66	11.30	3.859					
	Completed Master's degree	13	12.15	2.512					
	Completed PhD degree	7	10.71	3.729					
Grade Level	Elementary	57	12.30	4.088	Between G.	141.980	2	5.296	.006
	Middle	45	10.22	3.125	Within G.	1742.546	130		
	High	31	10.19	3.544	Total	1884.526	132		

**Table 5: Post Hoc Analysis (Bonferroni Test)**

Variables		Mean Difference	Std. Error	Sig.
Grade Level				
	Elementary			
Elementary	Middle	2.076	.730	.016
	High	2.105	.817	.033
Middle	Elementary	-2.076-	.730	.016
	High	.029	.855	1.000
High	Elementary	-2.105-	.817	.033
	Middle	-.029-	.855	1.000

**Results Related to RQ2**

**T-Test Results**

The researcher performed, independently, a fresh *t*-test to study the divergence in parents’ levels of anxiety about school communication as per gender. Table 6 illustrates that the test showed no significant variation between males ( $M = 10.76, SD = 3.60$ ) and females ( $M = 10.96, SD = 3.53$ ) in parents’ levels of anxiety about school communication,  $t(131) = -.321-, p = .75$ ."

**Table 6: t-Tests for Parents’ Responses**

Variables		N	Mean	SD	T	Df	Sig.
Gender	Male	82	10.76	3.60	-.321-	131	.75
	Female	51	10.96	3.53			

## Results of ANOVA

As per the level of parents' education, the findings showed statistically important variances in parents' levels of anxiety about school communication based on their education level,  $F(5, 127) = 2.403$ ,  $p = .04$ , as shown in Table 7. Furthermore, parents' anxiety levels were slightly different regarding school communication based on mean scores as: did not complete high school ( $M = 9.29$ ,  $SD = 2.69$ ), completed high school ( $M = 12.67$ ,  $SD = 3.47$ ), completed some college ( $M = 9.39$ ,  $SD = 3.30$ ), completed Bachelor's degrees ( $M = 11.05$ ,  $SD = 3.67$ ), completed Master's degrees ( $M = 12.23$ ,  $SD = 3.03$ ), completed PhD degrees ( $M = 10.43$ ,  $SD = 3.40$ ). As shown in Table 8, Tukey test analysis demonstrated that a marginal difference was observed when it came to statistical value, in terms of parents who had finished high school and parents who had completed some college ( $p = .076$ ).

Moreover, the results on the children's grade level variable showed that there were statistically significant differences in parents' levels of anxiety about school communication based on their children's grade levels,  $F(2, 130) = 3.554$ ,  $p = .03$ , as shown in Table 7. So, parents' anxiety levels were slightly decrease as per the mean score, i.e., elementary school ( $M = 11.70$ ,  $SD = 3.56$ ), middle school ( $M = 10.51$ ,  $SD = 3.29$ ), and high school ( $M = 9.71$ ,  $SD = 3.65$ ). As shown in Table 9, Bonferroni test analysis indicated that only the anxiety levels of parents who had children in elementary school differed from those of parents who had children in high school with statistical significance ( $p = .035$ ).

**Table 7: ANOVA**

Variable		N	Mean	SD		Sum of Squares	df	F	Sig.
Education Level	Did not complete high school	7	9.29	2.690	Between G.	144.701	5	2.403	.04
	Completed high school	12	12.67	3.473	Within G.	1529.659	127		
	Completed some college	28	9.39	3.304	Total	1674.361	132		
	Completed Bachelor's degree	66	11.05	3.677					
	Completed Master's degree	13	12.23	3.032					
	Completed PhD degree	7	10.43	3.409					
	Grade Level	Elementary	57	11.70	3.561	Between G.	86.800	2	3.554
Middle		45	10.51	3.293	Within G.	1587.561	130		
High		31	9.71	3.653	Total	1674.361	132		

**Table 8: Post Hoc Analysis (Tukey HSD Test)**

Variables		Mean Difference	Std. Error	Sig.
Education Level				
Completed high school	Did not complete high school	3.381	1.651	.321
	Completed some college	3.274	1.197	.076
	Completed Bachelor's degree	1.621	1.089	.672
	Completed Master's degree	.436	1.389	1.000
	Completed PhD degree	2.238	1.651	.753

**Table 9: Post Hoc Analysis (Bonferroni Test)**

Variables		Mean Difference	Std. Error	Sig.
Grade Level				
Elementary	Middle	1.191	.697	.270
	High	1.992*	.780	.035
Middle	Elementary	-1.191-	.697	.270
	High	.801	.816	.983
High	Elementary	-1.992*	.780	.035
	Middle	-.801-	.816	.983

**Results Related to RQ3**

**Results of Multiple Regression Analysis**

A multiple regression analysis identified which IVs (i.e., parent’s level of education and gender, and child’s grade level) significantly predict parents’ overall anxiety. As shown in Table 10, results indicated that only one IV, child’s grade level ( $p = .004$ ), was a significant predictor of parents’ overall anxiety. Specifically, controlling for other factors, each additional grade level of the child was associated with a -2.148-point decrease in anxiety about school environment and communication. In other words, parents who had children in higher grade levels were less anxious about their children’s school environment and communication.

The adjusted  $R^2$  was .046, which indicates that the model helped explain 4.6% of the reason that parents experience anxiety, i.e. whether it was more or less, with respect to the school services.

**Table 10: Regression Analysis**

		Unstandardized Coefficients	Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	25.229	2.691		9.377	.000
Gender	-.460-	1.183	-.033-	-.389-	.698
Education Level	.209	.525	.034	.397	.692
Grade Level	-2.148-	.743	-.252-	-2.892-	.004

Adjusted R Square = .046. Parent’s gender was coded as male = 0 and female = 1.

**5 Discussions**

**RQ1 and 2**

Comparisons of parents’ levels of anxiety about school environment and communication as per gender demonstrate no notable distinctions between fathers and mothers of children with ID. These findings are important because they are similar to Ren et al.’s (2020) finding of no significant differences based on gender. However, the current study’s finding also contradicts a previous study finding (Akturk & Aylaz, 2017) of a substantial variance as per the gender of the parents, and higher levels of anxiety in mothers than in fathers. Also, Francis (2012) reported that mothers had more stigma experiences than fathers. Based on these differences, it is important to consider and examine the parent gender variable to know how anxious parents of children with ID might be. The success of their children’s educational programs is highly dependent on parents’ understanding of the child’s disabilities alongside the education professionals’ respect for their opinions and concerns (Brieron et al., 2016; Hornby, 2015).

Furthermore, this study’s results on the parents’ level of education demonstrated nothing of statistical importance when it comes to the variation in parents’ levels of anxiety about the school environment,  $F(5, 127) = 1.713, p = .136$  whereas the findings showed importance statistical variance in parents’ levels of anxiety about school communication,  $F(5, 127) = 2.403, p = .04$ . The results also showed only marginal statistically significant differences between parents that acquired a high school education, and those who had completed some college. This might be related to studies finding that the extent of anxiety experienced by parents who’ve acquired a college education or above were the lowest compared to other groups. Also, parents who were motivated toward a higher degree of involvement and took part in their child or children’s school were more educated than other parents (Alotaibi, 2017; Ren et al., 2020; Westergård & Galloway, 2004). Studies have indeed linked inadequate home-school interaction to parents’ concerns regarding their kid’s educational opportunities (Starr & Foy, 2012; Zablotsky et al., 2012). This may be one reason for parents’ anxiety and their negative feelings surrounding the resources and services their children receive, which absolutely affects students’ success. Thus, school administrators and teachers should be aware of the inadequate experience and knowledge parents may have regarding their children’s needs in school. Previous studies have shown that parents’ education level impacted their children’s academic achievement when their parents helped them at home with schoolwork (Grolnick et al., 2015; Hill & Craft, 2003).

Additionally, statistically important distinctions were observed when it comes to the extent of parents’ anxiety regarding the school environment based on the grade levels in question .Parents who had children in elementary school differed from parents who had children in middle and high school. Furthermore, statistically important distinctions were observed around the same parameters when it comes to school communication. Parents who had children in elementary school differed from Parents who had children in high school regarding communication with the children’s school. This may be connected to the fact that parents of children ages 4-8 reported knowing less about and having even less

exposure to special education programs than folks with children without disabilities, and that they reported not getting full information when they communicated with education professionals and participated in the educational decision-making that takes place within the school. Parents were reportedly disappointed and anxious about their children's education and school environment (Applequist, 2009; Starr & Foy, 2012). Parents of students in classes three, six, and nine who'd been having academic difficulties felt unclear regarding whether or not their children were receiving special education assistance, according to research by Johnsen and Bele (2013). Both Martinez et al. (2012) and Meppelder et al. (2015) discovered that parents worried a lot about their children's' schoolwork and social development.

The current study's findings associated with RQ3 indicate that only one IV, child's grade level ( $p = .004$ ), turned out to be an important predictor of the overall anxiety experienced by parents. In particular, keeping other elements in control, every added grade level for the child in question was linked to a -2.148-point fall in the anxiety being measured, with regards to the children's school environment and communication with their children's school. Essentially, parents who had children in higher grade levels were less anxious about the school environment and communication. This result is consistent with prior research showing that parents worry a great deal concerning their children's success in school and in developing positive relationships with others (Martinez et al., 2012; Meppelder et al., 2015). Parental dissatisfaction and anxiousness over their child's schooling and educational environment was also reported by parents of child aged 4-18 who reported having a hard time getting relevant information from school staff and taking part in school decision making (Applequist, 2009; Starr & Foy, 2012). Therefore, in order to minimize the obstacles that promote parental concern, school officials and leadership must build good communication styles with families to enable them to be engaged in the learning system and to establish appropriate educational settings for pupils. Hornby (2015) stated that improving the education system and addressing all the skills required in the learning environment depended essentially on parents and their communities.

## 6 Conclusions and Recommendations

This study investigated the levels of anxiety that are experienced by parents living in Saudi Arabia, with a focus on specifically parents with children with ID, and the school services that their children receive. The paper works by identifying differences within parents' levels of anxiety about school services on two anxiety subscales, namely, school environment and communication, as per demographic factors. The researcher then examined the impact that these factors had on the parents' extent of anxiety. The results of this work show that no statistically important distinctions were noted in parents' levels of anxiety about the school environment and communication based on gender. Moreover, the findings outline that the level of education that a parent had informed no significant statistical variability in parents' level of anxiety about the school environment. However, a significant variance was observed for those who had completed high school and parents who had completed some college in their levels of anxiety about school communication. Regarding the children's grade level, results show that parents who had children in element school differed from parents who had children in middle and/or high school with respect to parental anxiety about school environment. Furthermore, parents who had children in elementary grades were different from parents who had children in high school when it comes to their levels of anxiety about communication with the school. Furthermore, this study yielded a significant predictor of parents' overall anxiety. Parents who had children in higher grade levels were more anxious about the school environment and communication.

Moreover, given the gap of research on the subject, this work contributes to the existing body of works by investigating Saudi Arabian parents' anxiety about school services for their child with ID. The findings outline that some problems could lead to public awareness when it comes to the education-oriented options for the children in question, alongside their other peers.

Furthermore, alternative methods of research may prove useful when it comes to examining the extent of anxiety that parents hold toward school services being received by their children with ID. It is imperative to glean more data by organizing larger studies with a bigger set of participants in the future, so that the findings and conclusions can be generalized and reinforced. This can also help address any statistical discrepancies or gaps that may exist.

## Conflict of interest

The authors declare that there is no conflict regarding the publication of this paper.

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