

การศึกษาความสัมพันธ์ระหว่างการรับรู้ความสามารถตนเองในฐานะ
ผู้ปกครองและการเห็นคุณค่าในตนเองของเด็กวัยเรียน
ที่มีความเสี่ยงภาวะบกพร่องทางการเรียนรู้

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วันที่รับต้นฉบับบทความ: 11 มกราคม 2567

วันที่แก้ไขปรับปรุงบทความ: 30 พฤษภาคม 2567

วันที่ตอบรับตีพิมพ์บทความ: 07 มิถุนายน 2567

บทคัดย่อ

นอกจากความยากลำบากในการเรียนรู้แล้ว หนึ่งในความท้าทายของเด็กที่มีความเสี่ยงภาวะบกพร่องทางการเรียนรู้ (Learning Disabilities; LDs) คือ การเห็นคุณค่าในตนเอง งานวิจัยหลายชิ้น ศึกษาการส่งเสริมศักยภาพของผู้ปกครอง ให้สามารถช่วยลูกเผชิญความท้าทายในชีวิตได้ แต่งานวิจัยส่วนใหญ่ จะเน้นการส่งเสริมความสามารถของผู้ปกครองในด้านความรู้ และด้านทักษะในการดูแลลูก LDs เท่านั้น งานวิจัยที่ศึกษาการส่งเสริมเจตคติของผู้ปกครองในการเลี้ยงลูก LDs ยังมีจำกัดอยู่ ทั้งนี้งานวิจัยที่ผ่านมาพบว่า พ่อแม่ที่มีการรับรู้ความสามารถของตนเองในการเลี้ยงดูลูกในระดับสูง มีความสัมพันธ์เชิงบวกกับการเห็นคุณค่าในตนเองของเด็กในระดับสูงด้วย แต่พบว่า ยังไม่มีแบบวัดการรับรู้ความสามารถของตนเองสำหรับผู้ปกครองของเด็ก LDs ดังนั้นงานวิจัยนี้ จึงมีวัตถุประสงค์ เพื่อสร้างแบบประเมินการรับรู้ความสามารถของตนเองสำหรับผู้ปกครองของเด็ก LDs และเพื่อศึกษาความสัมพันธ์ของการรับรู้ความสามารถของตนเองของผู้ปกครอง และการเห็นคุณค่าในตนเองของเด็ก กลุ่มตัวอย่าง คือ ผู้ปกครองและเด็กวัยเรียนที่มีความเสี่ยง LDs ที่มีช่วงอายุ 9-12 ปี และประวัติการรักษาที่คลินิกเด็กและวัยรุ่น ณ สถาบันแห่งชาติเพื่อการพัฒนาเด็กและครอบครัว มหาวิทยาลัยมหิดล จำนวน 27 ครอบครัว เครื่องมือวิจัย คือ แบบประเมินการรับรู้ความสามารถของตนเองสำหรับผู้ปกครองของเด็ก LDs โดยผู้วิจัยสร้างขึ้นจากการทบทวนวรรณกรรมอย่างเป็นระบบ และได้รับการประเมินความตรงเชิงเนื้อหาจากผู้เชี่ยวชาญ 3 คน (CVI = 1) และแบบวัดการเห็นคุณค่าในตนเองของเด็กชั้นประถมศึกษาปีที่ 4-6 ผลการวิจัยจากการวิเคราะห์ความสัมพันธ์สเปียร์แมน พบว่า การรับรู้ความสามารถของตนเองในฐานะผู้ปกครองด้านการเลี้ยงดูและการสื่อสารเชิงบวก ความช่วยเหลือทางด้านการเรียนและการบ้าน และการรับมือกับการเผชิญปัญหา มีค่าสหสัมพันธ์เชิงบวกกับการเห็นคุณค่าในตนเองของเด็กระดับปานกลาง ($r(df) = 0.56^{**}$, $p = 0.002$) ผลการวิจัยนี้ชี้ให้เห็นว่า การให้ความช่วยเหลือผู้ปกครองด้วยทรัพยากร และเครื่องมือที่จำเป็นและตรงจุด จะช่วยเสริมสร้างทั้งการรับรู้ความสามารถของตนเองให้ผู้ปกครองมีความมั่นใจในการเลี้ยงดู และนำไปสู่สุขภาวะระยะยาวของเด็กวัยเรียนที่มีความเสี่ยงภาวะบกพร่องทางการเรียนรู้

คำสำคัญ: การรับรู้ความสามารถตนเองในฐานะผู้ปกครอง การเห็นคุณค่าในตนเอง เด็กวัยเรียนที่มีความเสี่ยงต่อภาวะบกพร่องทางการเรียนรู้ การเลี้ยงดู ภาวะบกพร่องทางการเรียนรู้

A Study of the Relationship between Parents' Self-Efficacy and the Self-Esteem of School-Age Children with the Risk of Learning Disabilities

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Received: *January 11, 2024*

Revised: *May 30, 2024*

Accepted: *June 07, 2024*

Abstract

Besides learning difficulties, one of the major challenges for children with learning disabilities (LDs) is self-esteem. Previous research studied the impacts of parenting programs on parents' abilities to help their children with LDs; however, the parenting programs emphasized promoting parents' knowledge and skills in caring for children with LDs. The parenting program for promoting parents' attitudes in raising children with LDs is limited. Previous research also found that a high level of parents' self-efficacy in raising children was positively associated with high levels of children's self-esteem. Yet, it was found that there was no self-efficacy assessment for parents of children with LDs. Therefore, this research aimed to develop a self-efficacy assessment for parents of children with LDs and to examine the correlations between parents' self-efficacy and children's self-esteem. The sample was 27 parents, each with a child having a medical record at the school-age clinic at the National Institute for Child and Family Development at Mahidol University. The research tools included a self-efficacy assessment form for parents of children with LDs, developed by the researchers using a systematic literature review and evaluated for content validity by 3 experts (CVI = 1), and a self-esteem inventory for 4th-6th grade students. Research results from Spearman correlation analysis found a moderate positive correlation ($r=0.56$, $p = 0.002$) between parents' self-efficacy and children's self-esteem; especially, the parent's self-efficacy in positive parenting and communication, academic assistance, and coping skills to promote children's self-esteem. By providing parents with the necessary tools and resources to support both themselves and their children effectively, their self-efficacy can be enhanced, resulting in positive long-term outcomes for school-age children with LDs.

Keywords: Parents' Self-Efficacy, Self-Esteem, School-Age Children with the Risk of Learning Disabilities, Parenting Practices, Learning Disabilities

Background of Children with Learning Disabilities

Learning disabilities (LDs) encompass various learning process challenges stemming from brain malfunction, affecting skills like reading, spelling, and writing (American Psychiatric Association, 2013). Primary LD impairment includes Dyslexia, Dysgraphia, and Dyscalculia (Saini et al., 2023). Despite significant hurdles, multiple studies affirm that children with LDs generally exhibit average or above-average intelligence (Cirk et al., 2023; Ferrer et al. 2010; Handler et al., 2011; Siegel, 1989). Personalized interventions are essential for children with special needs, particularly those with LDs, yet societal inequalities hinder access to public resources and social inclusion. Hence, addressing social factors, especially within families, is crucial for children's growth and development (Fletcher & Grigorenko, 2017 as cited in Friend et al. 2008; Grigorenko et al., 2020; Hart et al., 2013; Hawke et al., 2007; Taylor et al, 2010; Wadsworth et al., 2010).

Challenges Faced by Children with LDs

Children with LDs commonly struggle with academic and daily life activities, which often leads to feelings of isolation, low self-esteem, and loss of identity (Lithari, 2019 as cited in Burden, 2005). The prevalence of LDs among school-age children is estimated to be between 5-10% (Saksiriphol, 2013), meaning that for every ten school-age children, one is likely to have an LD. In Thailand, the birth rate has been decreasing by 1% since 1988 (Chumchai, 2018). However, official registries in Thailand significantly underestimate the number of children with LDs, indicating a lack of identification and support (Department of Empowerment of Persons with Disabilities, Ministry of Social Development and Human Security, 2019).

Children with LDs often face challenges due to inadequate understanding and support, which can harm their academic, social, and emotional development. Unfortunately, limited government aid compounds this issue, leaving many children without the necessary resources to overcome their difficulties. This not only affects the children themselves but also their families and society at large, as their potential to contribute to their communities and the economy is hindered by the lack of support and resources. (Office of Basic Education Commission, 2020).

The Link between Children with LDs and Low Self-Esteem

Education, crucial for reducing inequality, can pose challenges for children with LDs due to negative attitudes and overcrowded classrooms, leading to self-doubt (Lithari, 2019). Transitioning to secondary school can intensify these issues, increasing the risk of dropout, antisocial behavior, and marginalization (Foreman-Murray et al., 2022; Mallett et al., 2023). Goffman's stigma concept (1990) found that accessing a child with LDs to the education system gives a negative attitude that affects spoiled or fractured academic identity. In school and society, they have been pushed to risk developing distorted or corrupted self-concepts (Burden, 2005; Coleman & Hendry, 2002; Lithari, 2019 as cited in Wortham, 2006). Repeated

negative attitudes can lead to stigmatization and verbal abuse (Sowards, 2015); affecting self-esteem and increasing stress levels (Burenkova et al., 2021; Caqueo-Úrizar et al., 2021).

Children with LDs frequently experience significantly higher levels of depression and anxiety compared to their peers (Aro et al. 2019 as cited in Carroll et al., 2005; Haft et al., 2019; Maag & Ried, 2006; Maughan & Carroll, 2006; Nelson & Harwood, 2011). Additionally, low self-esteem associated with LDs has been linked to an increased risk of criminal behavior (Alexander-Passes, 2006). Studies indicate that individuals with LDs are 2.3 times more likely to engage in recidivism (Rucklidge et al., 2013 as cited in Bullis et al., 2004). This finding is further supported by research identifying a higher proportion of incarcerated juveniles with LDs, suggesting a connection between LDs and recidivism rates (Scandrett, 2022). Inequality and societal exclusion can lead to unemployment and low income (Aro et al., 2019 as cited in McLaughlin et al., 2014). Furthermore, research suggests an increased risk of developing chronic diseases among individuals with LDs (Gudlavalleti, 2018). Individuals with LDs are known to have higher rates of premature death and reduced life expectancy compared to the general population, with estimates suggesting a potential difference of up to 18 years (Thornton, 2019; Nocon et al., 2008).

How Does Parents' Self-Efficacy Matter?

Promoting self-esteem can mitigate challenges faced by children with LDs. Parental support is crucial in fostering self-esteem (Nalavany & Carawan, 2012). Parents need to provide positive experiences and secure attachments for their children, which are essential for their self-esteem and cognitive development (Al-Yagon, 2012). Discovering a child's LD diagnosis may shake parents' confidence, leading to negative impacts on parenting behaviors, children's mental health, and academic performance (Jones & Prinz, 2005; Nicolas et al., 2020). Parents' stress and unhealthy behaviors can affect their children's self-esteem (Kruthi et al., 2012). Understanding parental self-efficacy's role is vital, as it directly affects parenting behaviors and children's self-esteem, aligning with Bandura's theory (1994), on behavior, including choosing and participating in activities, problem-solving, and feeling confident in their abilities (Seree, 2010). The presented data underscores the challenges encountered by children with LDs and parents play a pivotal role in addressing these issues. Unfortunately, significant gaps still exist in Thailand, where assessments primarily focus on academic performance, neglecting the crucial role of self-esteem in the overall well-being and future success of these children. Additionally, research on Thai families is limited, and problems that emerge during adolescence often go unnoticed and unaddressed during schooling. To bridge these gaps, this study aims to empower parents to support themselves and their children, enhance their self-efficacy, and foster positive long-term outcomes for children at risk of or with LDs.

Objectives

- 1) To systematically review previous research studies to derive conclusions from the body of research on the impacts of parenting practice on the self-esteem of school-age children at risk of LDs
- 2) To develop the assessment of parents' self-efficacy toward parenting practice for school-age children at risk of LDs
- 3) To study the level of parents' self-efficacy and self-esteem in children at risk of LDs
- 4) To investigate the correlations between the parents' level of knowledge regarding learning disabilities and their self-efficacy toward parenting practice
- 5) To examine the correlations between parents' self-efficacy and the self-esteem of school-age children at risk of LDs

Operational Definitions

- 1) School-age children with the risk of learning disabilities are defined as 9 to 12-year-old children who are diagnosed with the risk of learning disabilities such as Dyslexia, Dyscalculia, or Dysgraphia by a doctor or specialist and have a medical record at the Child and Adolescent clinic in the National Institute for Child and Family Development at Mahidol University.
- 2) Parents of school-age children with the risk of learning disabilities are defined as primary caregivers of school-age children with the risk of learning disabilities.
- 3) Self-esteem of school-age children with the risk of learning disabilities is the level of feelings about self-satisfaction, ability to learn and accomplish, and self-worth.
- 4) Parents' self-efficacy is defined as the level of the parent's awareness of one's knowledge, skills, and attitude for promoting their children's skills with the risk of learning disabilities.

Research Conceptual Framework

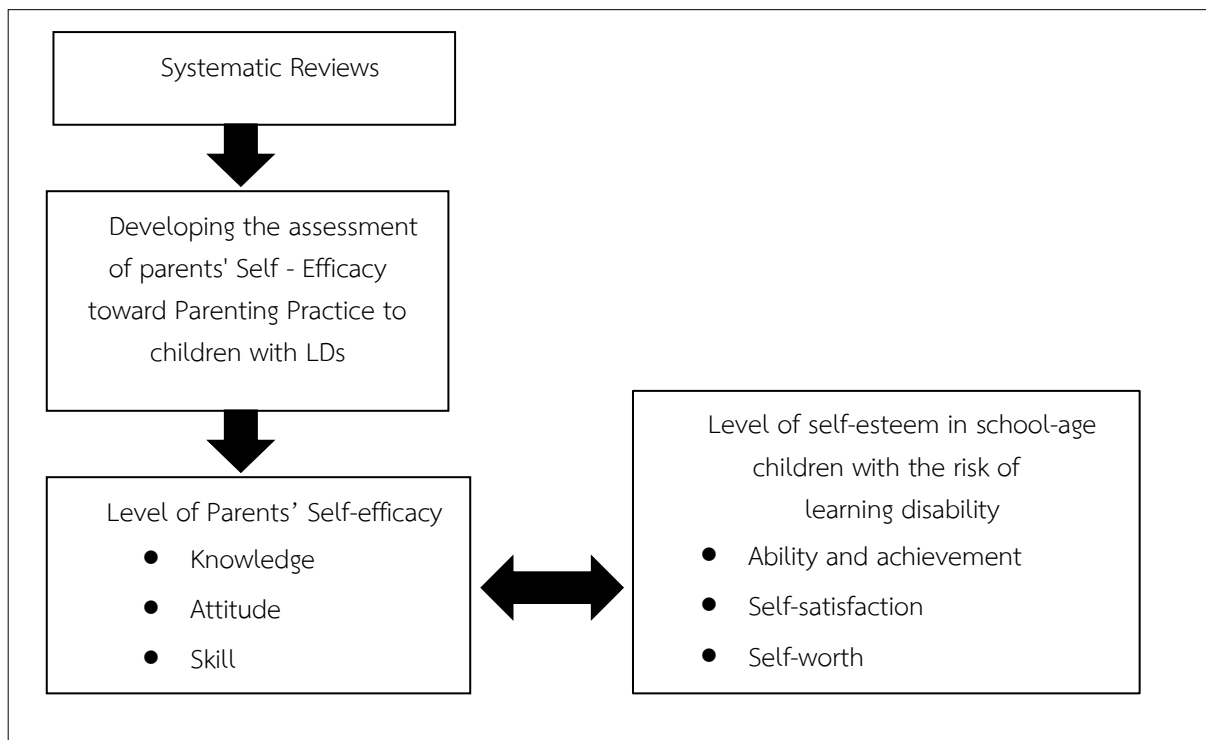


Diagram 1 Research Conceptual Framework

Methods

Research Design: According to the research objectives, quantitative research was designed. For research objectives 1 and 2, the systematic reviews method was utilized to derive the conclusion of research-based – best practices in parenting practices for promoting self-esteem of school-age children at risk of LDs and to develop concept identification and item construction for the assessment of parents' self-efficacy toward parenting practice for school-age children at risk of LDs. For research objectives 3, 4, and 5 Spearman correlation was utilized. Data collection for this research occurred from March to May 2023.

Population and Sample: The population and sample of the current research are divided into two sections based on the research methods. The first section explains the population and selection of the systematic reviews. The second section describes the population and sample of the correlation statistic as follows:

1. The population of the systematic reviews of quantitative research

Out of 819 papers, 10 have been chosen to be included in the systematic reviews. Figure 1 presents a comprehensive overview of the steps involved in identifying the factors needed to develop an assessment of parents' self-efficacy toward parenting children with LDs. The inclusion criteria for the process are also provided in detail.

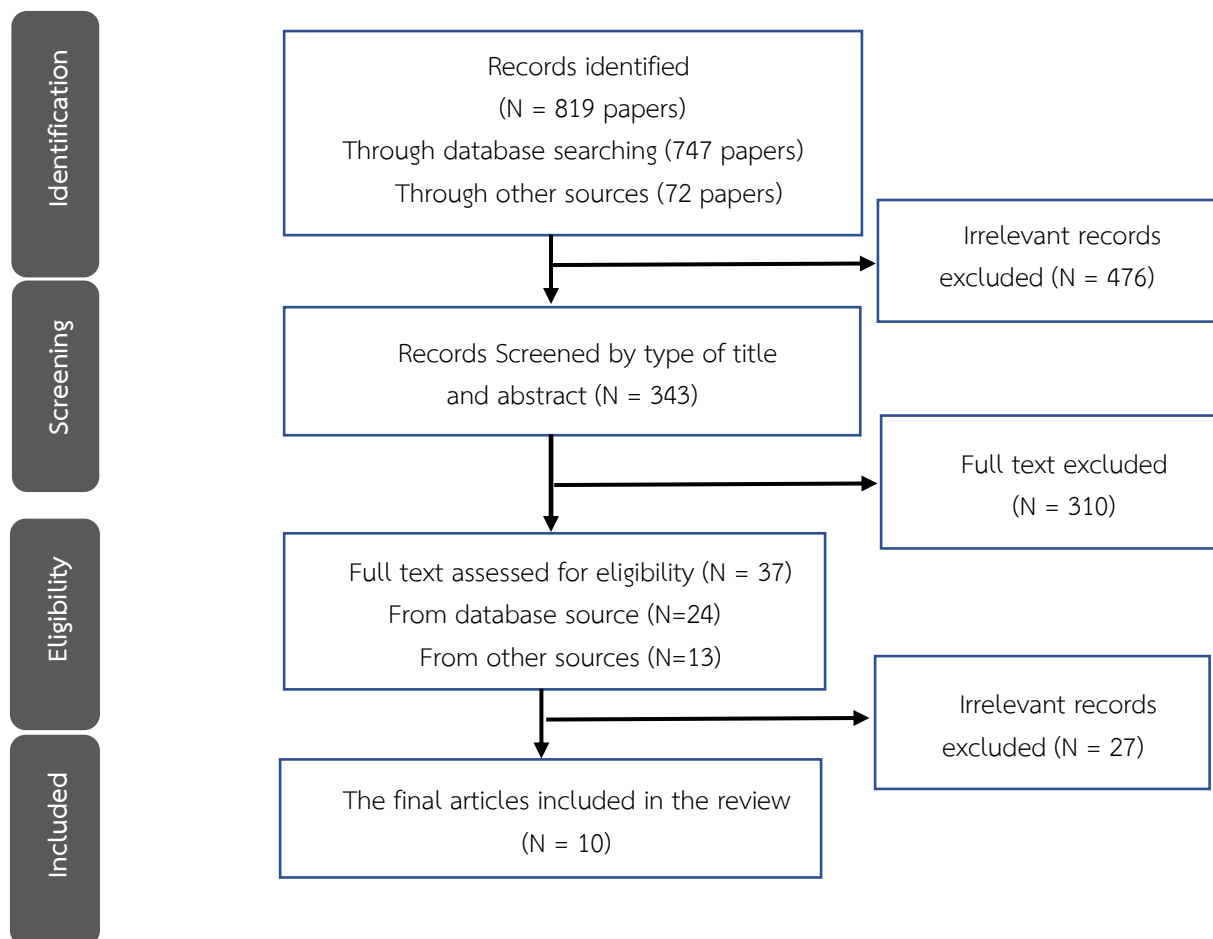


Figure 1 PRISMA Diagram over each Step of the Systematic Review Process

Identifying Literature: The steps for systematic reviews were used to identify the literature, and the following electronic databases were used in the searches, academic journals that were published from January 1, 2011, to December 31, 2020, and found through Scopus, ERIC (Education et al. Centre), TCI (Thai-Journal Citation Centre), and ThaiJo (Thai et al.) databases and additional databases through university library online database and Google scholar search were utilized.

Search Term and Inclusion Criteria: The databases had and related the terms “learning disabilities AND self-esteem,” “parenting AND learning disabilities,” “parental AND learning disabilities,” “families AND learning disabilities,” “parenting AND learning disabilities AND self-esteem,” “parental AND learning disabilities AND self-esteem,” “families AND learning disabilities AND self-esteem” “ภาวะการเรียนรู้บกพร่อง” and “บกพร่องทางการเรียนรู้” in the keyword, abstract, and title of research. The databases used were either written in English or Thai language and had to be selected from academic journals or peer-reviewed sources. A complete research version must be available in a library or accessible through an online library database from universities or institutions.

2. The population of Spearman correlation analytical research focused on 52 parents with children at risk of LDs. However, only 27 families met the study criteria, which included: being a parent of a child aged 9 to 12. A doctor or specialist diagnosed these children at risk with a major diagnosis of LDs: Dyslexia, Dyscalculia, or dysgraphia. A child is a patient and has a medical record at the Child and Adolescent Clinic of the National Institute for Child and Family Development at Mahidol University and both parent and their children consent to participate in the research.

Research Instruments: Two instruments were utilized in this study. Firstly, an assessment of parents' self-efficacy towards parenting practices for children at risk of LDs, was developed by the researchers using a systematic literature review and evaluated for content validity by 3 experts (CVI = 1). This instrument comprised 76 items, divided into 3 sections. The first section consists of 11 questions, divided into 2 parts relating to the knowledge of the characteristics, intervention, and treatment of LDs. The other part is a question for examining the parents' self-efficacy towards their knowledge about LDs asked in part 1. The second section contains 36 questions concerning parents' attitudes towards caring for children with LDs. The third section consists of 28 questions for examining the parents' self-efficacy towards their skills of parenting and supporting self-esteem in children with the risk of LDs. The second instrument was a self-esteem assessment developed by Srijun (2017) for school-age children at risk of LDs, which was divided into two parts. The first part consisted of general questions. The second part consisted of 17 positive questions addressing ability and achievement, self-satisfaction, and self-worth.

Results

The findings were bifurcated into two segments: the first derived from extensive literature reviews, and the second from Spearman correlation analysis. The literature review aimed to gauge parents' self-efficacy in fostering and assisting children with LDs, with only 10 articles specifically addressing knowledge, attitudes, and skills in this domain. Approximately 70% of the research focused on knowledge and attitudes, while merely 10% delved into knowledge and skills or attitudes and skills. The assessment was developed to measure parents' self-efficacy in supporting their school-age children with the risk of learning disabilities. Through a systematic review of relevant theories and research studies, the assessment was divided into three factors: knowledge (12 questions), attitude (36 questions), and skill (28 questions). To ensure its validity, the assessment was evaluated by three expert committee members using the content validation index (CVI) and received a score of 1. Each factor and sub-factor was extensively researched and scrutinized using literature, as shown in Table 1.

Table 1 Data analysis of parents' self-efficacy factors and sub-factors from the systematic reviews

	Abd et al. (2021)	Sahu et al (2018)	Taderera & Hall (2017)	Washburn (2014).	Valle (2018)	Karande, & Kuril	Kruthi et al. (2012)	Fernández-Alcántara et al. (2017)	Punyapas et al. (2015)	Chien & Lee (2013)	Total
Knowledge											
1.1 Cause of learning disabilities and characteristics (5 items)	/	/	/	/			/	/	/	/	8
1.2 Intervention and Treatment (6 items)	/	/	/	/				/	/	/	7
Attitude											
2.1 Learning Disability (4 items)		/	/		/		/	/	/	/	7
2.2 Parent Role (17 items)	/	/	/	/	/		/	/	/	/	9
2.3 Child and their future (15 items)	/	/		/	/		/	/	/	/	8
Skill											
3.1 Positive Parenting & Communication (9 items)	/		/			/	/			/	5
3.2 Positive Reinforcement (4 items)						/					2
3.3 Homework assistance (5 items)				/	/	/		/			5
3.5 Coordination (5 items)	/		/	/	/	/		/		/	7
3.6 Coping (5 items)		/			/		/	/		/	5

The study underscored the importance of possessing knowledge, attitude, and skills in this realm, pinpointing areas necessitating attention and refinement. In the subsequent analysis, researchers explored the correlation between parents' self-efficacy and the self-esteem of school-aged children at risk with LDs. The data revealed high levels of parents' self-efficacy, knowledge, attitude, and skill, albeit moderate parents' self-efficacy of their knowledge level. Similarly, at-risk children exhibited high self-esteem, self-satisfaction, and self-worth, with only average ability and achievement. Spearman correlation analysis indicated a marginally significant relationship between knowledge factors and parents' self-efficacy of knowledge (Spearman's $R = 0.34$, $p = 0.06$, $N = 27$), failing to meet the conventional threshold for statistical significance ($\alpha = 0.05$) as shown in Table 2.

Table 2 Spearman correlation analysis of knowledge factor and parent's self-efficacy of knowledge

Variable (x)	Variable (y)	Spearman's (R)	p-value	T (df:25)	Sig. (2-tailed)	N
K	KS	0.34	0.06	2	0.09	27

K = Knowledge factor

KS = Parents' self-efficacy of knowledge

The following study explores the correlation between parents' self-efficacy and self-esteem in school-aged children with the risk of LDs. The goal is to gain an understanding of the relationship between these factors and to provide insights into how each factor contributes to the assessments. There is a statistically significant positive correlation between parents' self-efficacy and their school-aged children's self-esteem with the risk of LDs. This finding was validated by a Spearman correlation coefficient of 0.56** as shown in Table 3.

Table 3 Spearman correlation analysis of parents' self-efficacy and self-esteem of school-age children with the risk of LDs

Variable (x)	Variable (y)	Spearman's R	p-value	T (df:25)	N
PSEff	CSE	0.56**	0.002	3.4	27

PSEff = Parents' self-efficacy

CSE = Self-esteem of school-age children with the risk of LDs

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

In addition, the study yielded further insights into specific sub-factors, revealing that positive parenting and communication, as well as homework assistance, correlate positively with children's ability and achievement. Moreover, the sub-factors of positive parenting, communication, and coping skills also positively correlated with children's sense of self-worth, as illustrated in diagram 2.

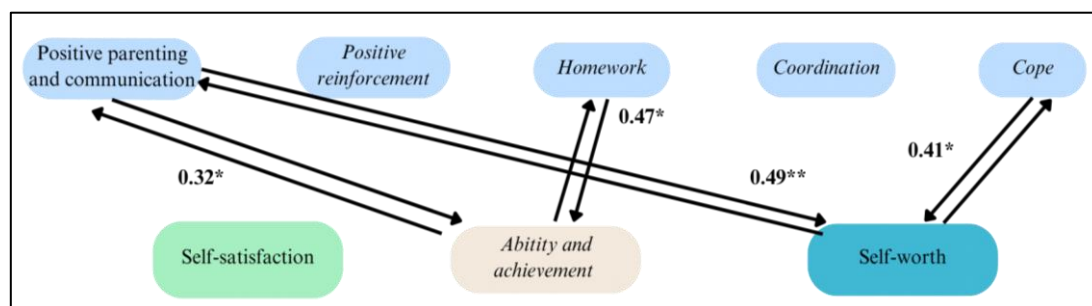


Diagram 2 Spearman Correlation between Sub-Factors Skill of Parent and Sub-Factors Self-Esteem of School-Age Children with the Risk of LDs

Despite other factors related to parents' self-efficacy exhibiting no correlation with their children's self-esteem, researchers have made an intriguing observation by analyzing the correlation among the sub-factors of parents' self-efficacy. These results are presented in Diagram 3.

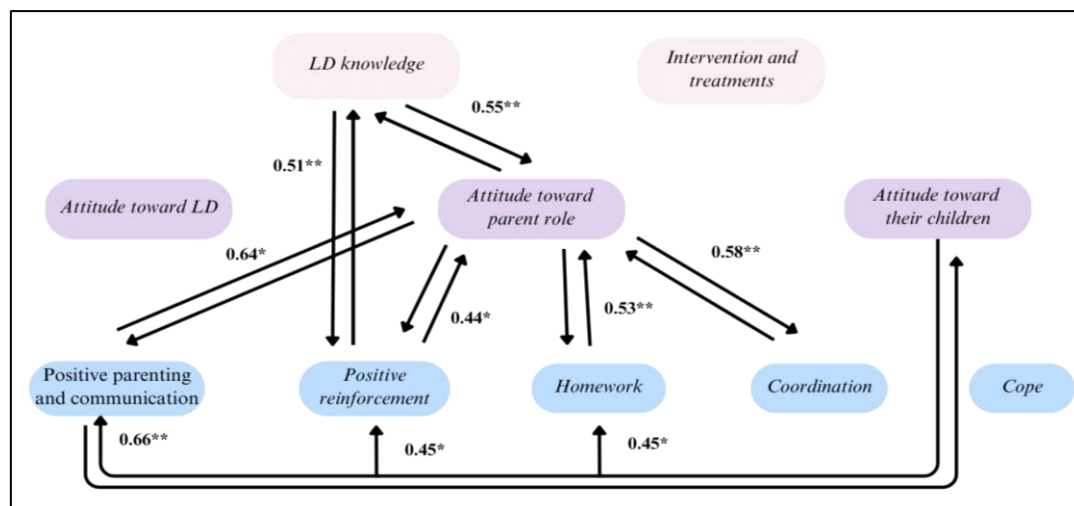


Diagram 3 Spearman Correlation between within Sub-Factors of Parents' Self-Efficacy

Notably, the sub-factor of LD knowledge, which falls under parents' knowledge, displays a moderate positive correlation with attitude towards parent role and positive reinforcement. Similarly, attitude towards parent role depicts a moderate positive correlation with various sub-factors of skill such as positive reinforcement, homework assistance, and coordination skills. Furthermore, it shows a strong positive correlation with positive reinforcement. Additionally, the attitude towards their children also manifests a moderate positive correlation with both positive reinforcement and homework assistance and a strong positive correlation with positive parenting and communication.

Discussion

In a prior study focused on a systematic review of Self-Report Measures of Parental Self-Efficacy (Wittkowski et al., 2017), the researchers found that there was a lack of measures specifically designed for parents of children with LDs. Consequently, researchers had to gather data through systematic reviews to develop the measurement. These studies revealed various factors and sub-factors, highlighting the multidimensional nature of assessing parents' self-efficacy. Each paper contributed unique insights into parents' knowledge, attitudes, and skills for raising children with LDs.

The knowledge factor was divided into two subfactors: 1) comprehension of LDs and 2) intervention and treatment strategies. Various studies conducted by Abd Rauf et al. (2021), Chien and Lee (2013), Kruthi et al. (2012), Punyapas et al. (2015), Sahu et al. (2018), Taderera and Hall (2017), and Washburn (2014) alongside the psychology of children with special needs

handout by Seree (2023), highlighted the significance of parents having a deep understanding and awareness of LDs, as well as interventions and treatments.

For the attitude factor, previous research conducted by Abd Rauf et al. (2021), Chien and Lee (2013), Fernández-Alcántara et al. (2017), Punyapas et al. (2015), Sahu et al. (2018), Taderera and Hall (2017), Valle (2018), and Washburn (2014) provided valuable insights into the aspect of attitude toward LDs, parent role, and child and their child's future. Parents' attitudes significantly had an influence on their interactions with their child and their ability to provide emotional support and encouragement.

Previous research on the skill factors was studied by Abd Rauf et al. (2021), Alcántara et al. (2017), Chien and Lee (2013), Fernández- Sahu et al. (2018), Karande and Kuril (2011), Kruthi et al (2012), Taderera and Hall (2017), Valle (2018), and Washburn (2014) suggested that the parents' abilities required for succeeding in nurturing a child with LDs. The skills needed included positive parenting and communication, positive reinforcement techniques, homework assistance, coordination with professionals and other helping units, and coping strategies. These skills enhance parents' ability to support their child's learning, behavior, and well-being.

Extensive research underscores the importance of a thorough self-efficacy evaluation for parents with children at risk of LDs. Such an evaluation should encompass identified factors and sub-factors to provide a holistic comprehension of parents' abilities and requirements. A comprehensive assessment can steer interventions, track progress, and enable parents to assertively advocate for their children's needs, ultimately leading to better outcomes for both parents and children.

The Levels of Parents' Self-Efficacy toward their Parenting Practices for School-Age Children at Risk of LDs

This study explored parents' self-efficacy in caring for school-age children facing LD risks, revealing gaps in their understanding of academic performance and IQ levels. Improving parental LD knowledge is crucial for better academic support (Sakiz et al., 2015). Knowledgeable parents can seek professional help, use positive reinforcement, and collaborate with specialists, ensuring informed decisions about their child's development. Strengthening parental knowledge and collaboration enhances self-efficacy, benefiting the child's well-being (Chandramuki et al., 2012). Positive parental attitudes correlate with effective parenting strategies, fostering nurturing environments, boosting self-esteem, and reducing LD risks (Burden, 2005). Effective communication by parents, not just teachers, shapes children's LDs perceptions (Sahu et al., 2018). Parents exhibit developed positive skills crucial for nurturing LDs children, fostering supportive relationships, and coping effectively (Azizi et al., 2018; Bloomfield & Kendall, 2012; Fernández-Alcántara et al., 2017; Frank et al., 2010; Karande & Kuril, 2011; Pryor-Kowalski, 2013). Coordination with educators and therapists ensures comprehensive support, correlating with homework and coping skills, vital for consistent

support (Ehrlich et al., 2019). Effective collaboration among stakeholders promotes a cohesive support system, essential for preventing adverse psychosocial outcomes (Ehrlich et al., 2019).

The study found that parents of school-aged children at risk of LDs have high self-efficacy regarding their knowledge of learning disabilities, parenting skills, and communication. Their self-efficacy positively impacts parenting practices and their children's self-esteem. This finding is significant for developing interventions and support programs. Collaborating with professionals and empowering parents can create an inclusive and supportive environment for children at risk. This research provides a broader understanding of factors that influence parental self-efficacy and sets the foundation for further research and targeted interventions.

The Level of Self-Esteem of School-Age Children at Risk of LDs

The self-esteem of school-age children with the risk of LDs was scrutinized across three distinct subscales: self-satisfaction, ability/achievement, and self-worth. The insights gleaned from these findings are invaluable, shedding light on the overall self-esteem of these children and the factors that influence it. These insights are instrumental in designing interventions tailored to their needs (Christy & Mythili, 2020; Miller & Moran, 2012; Nalavany & Carawan, 2012; Robins & Trzesniewski, 2005; Rosenberg, et al., 1995). Despite the challenges posed by LDs, these children generally demonstrated high self-esteem. They had a positive perception of themselves and their abilities, which significantly impacted their emotional and academic development (Goleniowska, 2014; Harris & Orth, 2020; Wagner et al., 2018). While the scores on self-satisfaction were high, the scores on ability/achievement suggested a need for improvement. This underscores the necessity for additional support (Christy & Mythili, 2020; Srijun, 2017). High scores on self-worth among these children served as a protective factor, fostering resilience, and contributing to their overall well-being (Srijun, 2017). Children with LDs are at risk of having lower self-esteem, which underscores the need for targeted interventions and family support to mitigate any adverse effects (Bonifacci et al., 2016; Carawan et al., 2016; Haft et al., 2019; Sakiz et al., 2015). Enhancing self-esteem is critical for their emotional response to LDs and their overall development (Livingston et al., 2018). the necessity for targeted interventions and family support to mitigate adverse effects (Bonifacci et al., 2016; Carawan et al., 2016; Haft et al., 2019; Sakiz et al., 2015). Enhancing self-esteem is critical for their emotional response to LDs and overall development (Livingston et al., 2018).

School-aged children with LDs often face significant challenges in both academic and daily life activities. These struggles can lead to feelings of isolation, low self-esteem, and a loss of identity. Although they have high self-esteem in areas of self-satisfaction, their ability/achievement scores indicate the need for additional support to improve their performance. High self-worth is a protective factor that contributes to resilience and overall well-being. However, children with LDs are at risk of lower self-esteem, which highlights the importance of targeted interventions and family support to mitigate adverse effects. Enhancing self-esteem is crucial for their emotional response to LDs and overall development.

The Correlations between the Level of the Parent's Knowledge and their Self-Efficacy toward Parenting Practice

Moderate confidence levels were found in parents' self-efficacy regarding their knowledge, with a marginally significant positive correlation. Although not statistically significant, these insights hint at the potential link between parental knowledge and self-efficacy. While parents displayed overall confidence in their parenting abilities, their self-efficacy regarding knowledge indicated areas for enhancement. Research indicates average parental knowledge about learning disorders (Punyapas et al., 2015), yet limited understanding persists among parents of children with LDs (Taderera & Hall, 2017) This gap underscores the importance of enhancing parental comprehension to effectively support children with LDs (Chien & Lee, 2013).

Parents' self-efficacy encompasses the basic knowledge of learning disabilities, interventions, and treatments and parents' confidence in their parenting practices. It is essential to determine whether the limit of knowledge and understanding about learning disabilities stems from a lack of basic knowledge or is influenced by parents' self-perceptions, which affect their attitudes. Therefore, an assessment that included these factors could help identify the specific areas that require attention and support. For instance, if parents have a lower attitude score than their knowledge score, interventions could focus on boosting their confidence and attitude. Conversely, suppose the parents demonstrate a higher attitude towards parenting practices but have a low knowledge score. In that case, it is crucial to provide additional support and information to enhance their knowledge and align it with the correct attitudes.

Using such an assessment, parents and professionals could identify the areas needed to improve and target interventions accordingly, whether strengthening knowledge or adjusting attitudes. This approach ensures that the parents receive the proper support and resources to enhance their understanding and confidence in addressing their child's learning disabilities effectively.

The Parents' Self-Efficacy and Self-Esteem of School-Age Children at Risk of LDs

The development of homework assistance skills significantly impacts children's self-perceptions and self-esteem, facilitated by proficient parental support (Chien & Lee, 2013). Collaboration between teachers and parents enhances school success for LDs children, addressing academic and socioemotional needs (Washburn, 2014). Positive parenting and communication foster parent-child bonds, reducing parental stress and depression, and leading to lifestyle improvements (Papageorgiou & Kalyva, 2010). These practices reduce parental stress and depression, promoting lifestyle enhancements (George et al., 2011; Hashemi & Eyni, 2021). The importance of "positive" parenting practices in establishing solid parent-child relationships has been well-established. Research shows that positive parent-child bonds can help children better handle academic challenges, reduce psychological

distress, and lead to long-term academic and social success (Karande & Kuril, 2011). Strong coping skills in parents bolster children's self-esteem by imparting resilience and effective stress management strategies (Chien & Lee, 2013). Effective coping involves a systematic approach to address stressors (Lazarus & Folkman, 1984).

It is of utmost significance for parents to understand the criticality of their role in their child's life, particularly when addressing their distinct needs. By acknowledging and addressing any LDs, parents can help their children develop the necessary skills and knowledge to succeed in life. This, in turn, can improve the child's self-esteem. Therefore, providing parents with pertinent resources and tools is crucial to aid in their child's growth and development.

Recommendations

Future research should encompass a more diverse participant population, including individuals from various backgrounds, with different types of learning disabilities, and from different geographical locations. Additionally, larger sample sizes should be utilized, along with objective measures. The research has significant implications for various groups. Parents can benefit from the insights gathered by realizing that they are not facing their challenges alone. They can also seek the appropriate resources and support systems to boost their confidence in supporting their child's learning and development. Technicians, occupational therapists, and teachers can use the assessment to gain a better understanding of parents' needs and challenges when dealing with children at risk of learning disabilities. This will improve the quality of care, develop targeted interventions, and foster collaboration among professionals involved in the child's care. By utilizing research and assessment. Schools can establish inclusive and supportive environments that promote collaboration and provide necessary resources and support systems. Policymakers can also utilize this research to develop policies that are evidence-based and cater to the needs of families with children who have learning disabilities. This includes advocating for increased funding and support services. The overall goal of this research and assessment is to empower stakeholders to enhance support systems, collaboration, and resources for families of children with the risk of learning disabilities and those who already have them. Ultimately, this will lead to improved outcomes for the children's self-esteem.

Acknowledgment

This thesis is partially supported by the Faculty of Graduate Studies and Graduate Studies of Mahidol University Alumni Association.

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