

The Relationship Between Stress Levels and Social Support and the Psychological Well-being of Parents of Children with Special Needs in Bandung

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Abstract

The emotional health of parents is frequently influenced by the complex responsibilities associated with raising a child who has special needs. Their ability to adjust to their child's condition is shaped by numerous elements, particularly the degree of stress they experience and the availability of supportive social relationships. Accordingly, this research was designed to investigate how parental stress and social support are associated with the psychological well-being of parents caring for children with special needs in Bandung. Using a quantitative, correlational methodology, the study involved 56 respondents selected through *purposive sampling*. Information was gathered by administering structured questionnaires, while the data were processed using Pearson's correlation analysis and multiple correlation procedures. The findings revealed a statistically significant positive association between stress levels and psychological well-being ($r = 0.757$, $p < 0.001$). Likewise, social support demonstrated a meaningful positive relationship with psychological well-being ($r = 0.640$, $p < 0.001$). Furthermore, the combined influence of stress and social support exhibited a very strong connection with psychological well-being ($R = 0.806$, $p < 0.001$). Overall, these outcomes suggest that both parents' emotional experiences and the social assistance they receive are closely interconnected with their overall psychological well-being.

Keywords: Stress Levels; Social Support; Psychological Well-Being

1. Introduction

Individuals classified as children with special needs possess distinctive developmental conditions that necessitate tailored assistance, specialized interventions, and continuous care to ensure their developmental potential can be achieved as effectively as possible across multiple aspects of growth. There are various types of children with special needs, categorized into several groups, including sensory impairments (visual impairment, hearing impairment), physical/motor impairments (physical disability), intellectual impairments (intellectual disability, learning disability), neurodevelopmental disorders (autism, ADHD), communication and emotional disorders (emotional disturbance), as well as children with exceptional talents. Children with special needs require treatments such as therapy, which also poses a challenge for parents in providing the necessary emotional and physical support. This situation demands greater preparedness from parents and often leads to emotional stress, as well as physical and

psychological exhaustion. Therefore, it is important to examine how these conditions affect parents' psychological well-being.

The preliminary evidence supporting this investigation originated from interviews conducted with several participants receiving services at a therapy center in Bandung. The interview findings indicated that a number of parents raising children with special needs were capable of embracing both their personal circumstances and their child's condition immediately after birth. In addition, they demonstrated constructive approaches to overcoming challenges and successfully established positive interpersonal relationships, reflecting a favorable level of psychological well-being. However, some other parents experience difficulty managing their emotions, are less able to build good relationships with others, and tend to vent their anger through maladaptive behaviors, thereby exhibiting low psychological well-being. Psychological well-being reflects the optimal functioning of a person's psychological aspects. Individuals with good psychological well-being do not merely pursue happiness but are able to direct their lives toward more positive outcomes. In line with this, other findings also reveal that parents' anxiety about their children's future has the potential to negatively impact their psychological well-being.

Caring for a child with special needs frequently places parents under considerable emotional and mental pressure. According to the interview results, respondents explained that receiving assistance from their spouses including maintaining effective communication, participating in therapeutic activities, and sharing responsibilities related to childcare—substantially reduced the psychological strain they experienced while fulfilling their parenting roles. However, there are also parents who struggle to manage their emotions, such as channeling their anger through self-harm, and who lack support from their surrounding community. Research on “([Ekanesia et al., 2024](#)) indicates that low social support is associated with reduced psychological well-being and increased emotional symptoms in individuals. Events that affect psychological well-being and go beyond a person's capability to handle can trigger stress ([Kalos et al., 2023](#))

Stress experienced by parents of children with special needs constitutes a mental condition resulting from an individual's limited capacity to accommodate caregiving obligations ([Fitriani et al., 2021](#)). The stress experienced by an individual can prompt them to take various steps to reduce or minimize the stress they feel. ([Putra & Nuradina, 2023](#)) . If not managed properly, stress can disrupt social relationships, reduce life satisfaction, and increase negative behavior ([Rosmawaty & Fikri, 2025](#)) . Additionally, prolonged stress can affect parents' physical and psychological well-being, such as a decline in immune function and the emergence of negative emotions.

Among the various elements that help reduce the challenges encountered by parents, especially those responsible for raising children with special needs, social support represents one of the most influential protective factors. Social support can be understood as the collection of emotional, informational, and practical resources that individuals receive through reciprocal interpersonal connections, including those established with spouses, relatives, friends, and members of the wider community ([Ekanesia et al., 2024](#)). Previous findings have consistently demonstrated that the psychological well-being of parents caring for children with special needs is strongly associated with the quality and availability of social support surrounding them ([Sulistia & Maryatmi, 2025](#)) . One form of social support implemented at a therapy clinic in Bandung is the Self-Help Group program, which serves as a means of providing social support. Through this program, parents can share their personal experiences regarding the care regarding children with special needs. The interview results show that the program is considered

beneficial because it helps parents feel supported and inspires them to improve the quality of care they provide for their children with exceptional needs.

In response to these conditions, the present research seeks to investigate how stress intensity and the availability of social support are associated with the psychological health of parents nurturing children with special needs in Bandung. Furthermore, the findings are expected to provide valuable empirical insights for designing and strengthening psychological intervention programs to foster and enhance the psychological health of parents of children with special needs.

2. Literature Review

2.1. *Psychological Well-Being*

Psychological well-being refers to an individual's positive mental condition, characterized by the capacity to function effectively, embrace personal strengths and limitations, maximize self-development, and pursue a purposeful and fulfilling existence. According to [Ryff \(1989\)](#), “psychological well-being represents a multidimensional framework composed of six fundamental components, namely self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth, all of which collectively illustrate an individual's optimal psychological functioning”. Meanwhile, according to [\(Egan et al., 2025\)](#), “psychological well-being reflects a condition in which individuals maintain constructive perceptions of both themselves and other people while demonstrating the capability to make independent judgments and effectively regulate their own behavior”. Likewise, psychological well-being can be interpreted as a favorable psychological condition that signifies an individual's highest level of functioning through the six dimensions formulated by Ryff [\(Muttaqin, 2022\)](#).

Research by [\(Chandra Astiti and Valentina, 2024\)](#) in a literature review indicates that parents of children with special needs experience complex psychological dynamics, ranging from a phase of denial to acceptance, which subsequently affects their psychological well-being. Furthermore, research by [\(Bantam, 2022\)](#) also found that psychological well-being is influenced by social support and gratitude, indicating that psychosocial factors play a significant role in enhancing an individual's psychological well-being.

Ryff conceptualizes psychological well-being as a multidimensional theoretical framework comprising six interconnected domains that collectively portray an individual's overall psychological health and functioning [\(Purnama et al., 2022\)](#). Drawing upon this perspective, the current research adopts [Ryff's \(1989\)](#) “psychological well-being model, utilizing its six core dimensions as the primary indicators for evaluating the psychological well-being of parents raising children with special needs”. Although this construct has been widely explored across numerous scholarly investigations, studies that specifically examine psychological well-being within the Indonesian context are still relatively scarce, thereby highlighting the importance and relevance of the present investigation.

2.2. *Stress Level*

Stress is a psychological condition that arises when an individual perceives environmental demands to exceed their ability to cope with them. In the concept of perceived stress, [Cohen, Kamarck, and Mermelstein \(1983\)](#) explain that stress is “an individual's perception of a situation that is considered unpredictable, uncontrollable, and that causes a feeling of being overwhelmed by excessive demands”. The study conducted by [\(Rahman et al., 2024\)](#)

demonstrates “that the degree of stress experienced by caregivers of children with special needs is determined not only by the responsibilities associated with child-rearing but also by the psychological strengths possessed by the caregivers themselves. Elements such as social support, self-efficacy, and resilience function as essential psychological resources that enable parents to better manage the emotional challenges encountered throughout the caregiving process”. Consequently, parenting related stress among households nurturing children with special needs may be viewed as a psychological state resulting from the interaction between internal personal capacities and external environmental influences, both of which contribute to an individual's level of psychological well-being. These conclusions are aligned with the evidence presented by [Sukmawati et al. \(2021\)](#), “who revealed that most mothers caring for children with special needs experienced stress at a moderate level. This evidence further suggests that parenting children with special needs introduces numerous emotional and psychological demands that require continuous adjustment from parents”. Nevertheless, the stress levels experienced have not yet reached an excessively high category, so parents are still able to adapt and fulfill their parenting roles effectively.

2.3. Social Support

Social support is a source of assistance that individuals receive from their social environment whether from family, friends, partners, or the community which can help them cope with various life stresses and problems. [Sarafino and Smith \(2014\)](#) “describe social support as a multidimensional construct consisting of emotional assistance, instrumental aid, informational guidance, and appraisal support”. Collectively, these forms of support contribute to helping individuals feel appreciated, accepted, understood, and more competent when confronting stressful circumstances. Likewise, according to ([Savitri and Purwaningrum, 2023](#)), “social support refers to the various forms of help received from people within an individual's surrounding environment, including emotional encouragement, practical assistance, useful information, and positive acknowledgment. Such support is intended to strengthen personal motivation while assisting individuals in managing different forms of life stress and overcoming everyday challenges more effectively”. According to ([Amalina et al., 2023](#)) , “social support from close family members and the surrounding community can have a positive impact on the self-acceptance of parents who have children with special needs”.

Findings reported by ([Hasanah et al., 2025](#)) indicate “that both social support and adaptive coping mechanisms make substantial contributions to strengthening the psychological well-being of parents raising children with disabilities. Adequate support from family members, friends, and the surrounding community can alleviate emotional strain while simultaneously increasing parents' ability to respond to stressful situations in a more adaptive manner”. Similarly, ([Arzeen et al., 2023](#)) “identified that greater levels of social support are positively related to higher subjective well-being and, at the same time, are associated with lower levels of psychological distress among parents caring for children with intellectual disabilities”. These findings reinforce the importance of supportive interpersonal relationships in maintaining positive psychological functioning.

Social support represents an external psychological resource derived from interpersonal relationships and the broader social environment, providing individuals with valuable assistance when dealing with various life challenges. Across parents looking after children with special needs, this resource has consistently been recognized as an important protective factor that helps minimize psychological distress while simultaneously promoting higher levels of psychological well-being. By receiving meaningful support from others, parents become better

equipped to adjust to the emotional demands related to nurturing children with special needs and are more capable of maintaining healthy psychological functioning throughout the parenting process.

Numerous earlier investigations have identified perceived stress and the availability of social support as essential factors related to the psychological health of parents nurturing children with special needs. Nevertheless, the majority of those investigations were undertaken in populations and sociocultural environments that differ considerably from the Indonesian setting. In addition, scholarly work exploring the combined influence of perceived stress and social research regarding support toward the psychological health of parents of children with special needs across Bandung continues to be comparatively insufficient. Consequently, the present research was undertaken to enrich the existing empirical literature by examining the interconnections among these three constructs in the sociocultural environment of Bandung.

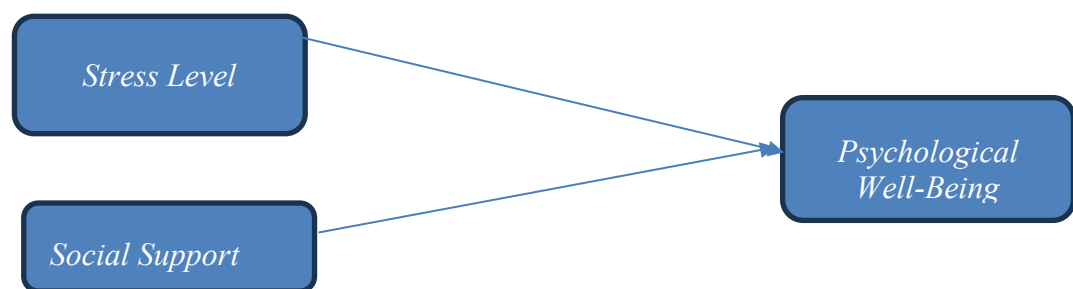


Figure 1. Conceptual Framework

Drawing upon the theoretical foundation and the body of existing literature, the research propositions formulated for the present investigation are presented as:

- H1: There is a positive and significant relationship between stress levels and the psychological well-being of parents of children with special needs in Bandung.
- H2: There is a positive and significant relationship between social support and the psychological well-being of parents of children with special needs in Bandung.
- H3: There is a very strong, simultaneous, and significant relationship between stress levels and social support and the psychological well-being of parents of children with special needs in Bandung

3. Research Method

This investigation adopted a quantitative methodology ([Apandi et al., 2025](#)) utilizing “an associative research framework to examine the relationships among the variables”. The analytical procedures relied on statistical methods to evaluate Hypotheses 1 and 2, while *multiple linear regression* analysis was applied to assess Hypothesis 3. This methodological approach was considered appropriate because it facilitates the collection of objective evidence that can be examined systematically and rigorously in accordance with the established research objectives ([Nurfaijah & Gumilar, 2024](#)) .

The target participants of this investigation were parents of children with special needs residing in Bandung who had been officially enrolled at one of the city's clinics. A total of 56 individuals

were recruited as research participants through a purposive sampling technique based on predetermined eligibility requirements, namely parents of children with special needs registered at the selected clinic who provided voluntary approval to be involved in the research process.

The present investigation relied on primary quantitative information as its principal data source. This type of information was intended to generate measurable evidence that could subsequently be processed and interpreted using statistical procedures to identify, describe, and explain the phenomenon being investigated ([Mukti et al., 2022](#)). Information was gathered by distributing structured questionnaires to all participants. Every questionnaire item was constructed according to the operational indicators representing each research variable and employed a four-point *Likert* scale as the response format.

The measurement tools implemented in this investigation comprised three separate instruments assessing perceived stress, social support, and psychological well-being. The perceived stress measurement was specifically constructed by the researchers with reference to the *Perceived Stress Theory* introduced by [Cohen, Kamarck, and Mermelstein \(1983\)](#), “encompassing the dimensions of unpredictability, uncontrollability, and overload”. The social support assessment was adapted from ([Sembiring, 2024](#)), which was grounded in the framework proposed by [Sarafino and Smith \(2014\)](#), “incorporating the dimensions of emotional support, appraisal support, tangible support, and informational support”. In contrast, the psychological well-being assessment was adapted from [Sembiring \(2024\)](#), drawing upon [Ryff’s \(1989\)](#) “theoretical model that encompasses six dimensions, namely self-acceptance, positive interpersonal relationships, autonomy, purpose in life, personal growth, and environmental mastery. Each measurement instrument applied a four-point *Likert* scale with response scores ranging from 1 to 4”.

4. Results and Discussion

Table 1. Respondent Characteristics

Criteria	Category	n	%
Parental Status	Father	8	14.29%
	Mother	48	85.71%
Age	20–29 years	7	12.50%
	30–39 years	28	50.00%
	40–49 years	21	37.50%
Occupation	Housewife	46	82.14%
	Laborer	6	10.71%
	Other ^a	4	7.14%
Child Categories	ADHD	12	21.43%
	Autism	10	17.86%
	Cerebral Palsy	15	26.79%
	Intellectual Disability	7	12.50%
	Down Syndrome	5	8.93%
	Other ^b	7	12.50%
Child’s Age	0–6 years	30	53.57%
	6–12 years	19	33.93%
	13–20 years	7	12.50%
Duration of Therapy	0–12 months	18	32.14%
	1–2 years	32	57.14%

>2 years

6

10.71

Note: a = civil servants, early childhood education teachers, self-employed individuals, and entrepreneurs; b = sensorineural hearing loss (SNHL), speech delay, deafness, and mobility impairment (unable to walk). Categories with a frequency of less than 5 were combined to meet the assumptions of data analysis.

Respondent characteristics indicate that the majority of parents participating in this study were mothers (85.71%), aged 30–39 years (50.00%), and housewives (82.14%). Based on the children's characteristics, cerebral palsy was the most common category (26.79%), with the majority of children in the 0–6 age range (53.57%) and having undergone therapy for 1–2 years (57.14%).

In general, the study respondents were predominantly mothers functioning as the principal caregivers for children with special needs, with the children's characteristics primarily consisting of early childhood age and ongoing therapy.

4.1. Descriptive Statistics of Research Variables

Table 2. Descriptive Statistics

Variable	Mean	SD	Min	Max
Stress Level	32.4643	5.44	16.00	46.00
Social Support	51.6250	6.78	29.00	78.00
Psychological Well-Being	68.5357	9.18	30.00	97.00

The results of the statistical tests above show that this study involved 56 respondents (N=56)

Regarding the stress level construct, participants obtained scores spanning from 16 to 46. The average score was 32.46, with a standard deviation of 5.44, reflecting the overall distribution of respondents' stress measurements. The mean, which falls in the middle, indicates that the respondents' stress levels are in the moderate category. Based on the hypothetical score calculations, the hypothetical mean was 30, and the hypothetical standard deviation was 6. The categorization shows that scores <24 fall into the low category, scores 24–36 fall into the moderate category, and scores ≥ 36 fall into the high category. Thus, the respondents' average stress level falls into the moderate category.

Regarding the social support construct, respondents reported values ranging from 29 to 78. The computed average was 51.63, with a standard deviation of 6.78, indicating the spread of participants' perceived social support scores across the sample. These results indicate that, in general, the respondents fall into the category of having fairly high levels of social support. The larger standard deviation compared to the stress level variable suggests greater variation in the respondents' answers.

With respect to psychological well-being, respondents recorded scores varying from a minimum of 30 to a maximum of 97. The calculated mean amounted to 68.54, whereas the standard deviation was found to be 9.18. These statistical findings suggest that the participants generally demonstrated a psychological well-being condition that can be classified within the moderate to relatively favorable category. The largest standard deviation among the three variables suggests that the variation in the respondents' psychological well-being is more diverse compared to the other variables.

4.2. Validity and Reliability Tests

Table 3. Results of Validity and Reliability Tests

Instrument	Number of Items (r range)	Validity	Reliability	Interpretation
Stress Level	10	0.364 – 0.830	0.845	Reliable
Social Support	20	0.328 – 0.744	0.891	Reliable
Psychological Well-Being	24	0.322 – 0.749	0.884	Reliable

Findings from the instrument evaluation revealed that the measurement items assessing stress level, social support, and psychological well-being yielded validity coefficients ranging from 0.322 to 0.830. Since every coefficient exceeded the critical *r*-table threshold of 0.263 for a sample size of 56, each statement item fulfilled the required validity criterion. Furthermore, the internal consistency assessment generated Cronbach's Alpha coefficients of 0.845 for the Stress Level scale, 0.891 for the Social Support scale, and 0.884 for the Psychological Well-Being scale. Because all α coefficients exceeded the recommended benchmark of 0.70, all research instruments were considered dependable and appropriate for collecting the study data.

4.3. Normality Test

Table 4. Normality Test Results

One-Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			56
Normal Parameters ^{a, b}	Mean		.0000000
	Standard Deviation		5.43790505
	Most Extreme Absolute Differences		.102
	Positive		.102
	Negative		-.048
Test Statistic			.102
Asymptotic Significance (2-tailed)			.200 ^{c, d}

The normality assessment using the One-Sample Kolmogorov-Smirnov test on standardized residuals yielded a p-value of 0.102. In addition, the obtained Asymp. Sig. (2-tailed) value was 0.200, which exceeded the significance criterion of 0.05. Accordingly, the residuals met the normality assumption, confirming that the normality assumption for subsequent statistical analysis had been satisfied.

4.4. Correlation Test

Table 5. Correlation Results Between Stress Levels and Psychological Well-Being

Variable	r	Sig. (2-tailed)	Description
Stress Level (X1) Psychological Well-Being (Y)	0.757	0.000	Significant

Pearson's correlation analysis yielded a correlation coefficient (*r*) of 0.757, indicating a significant relationship between stress level and psychological well-being ($p < 0.05$). These

outcomes demonstrate a statistically significant positive association between the two constructs. In other words, among the respondents included in this investigation, greater levels of stress were associated with higher psychological well-being.

Table 6. Correlation Results for Social Support and Psychological Well-Being

Variable	r	Sig. (2-tailed)	Description
Social Support (X2)	0.640	0.000	Significant
Psychological Well-Being (Y)			

According to the Pearson product-moment correlation analysis, the association between social support and psychological well-being yielded a correlation coefficient of $r = 0.640$ ($p < 0.05$). This statistical evidence demonstrates a meaningful positive relationship between the two variables. Accordingly, parents who receive greater support from individuals in their social networks are more likely to report enhanced psychological well-being, indicating that stronger social support is associated with better psychological functioning.

4.5. Multiple Correlation

Table 7. Multiple Correlation

Variables	R	p
Level of Stress (X1) and Social Support (X2) with Psychological Well-Being (Y)	0.806	< 0.001

Based on the results of the multiple correlation coefficient, $R = 0.806$. According to Sugiyono's (2019) guidelines, "this value indicates a very strong relationship between stress levels and social support, simultaneously affecting psychological well-being".

Table 8. Results of the F-Test for Multiple Correlations

Test	F	Sig.
Multiple Correlations	49.036	0.000

49.036, with a probability value of 0.000 ($p < 0.05$). These outcomes demonstrate that the entire regression model is statistically meaningful, indicating that stress level (X1) together with social support (X2) simultaneously contributes to explaining variations in psychological well-being. Therefore, both independent variables collectively exert a significant effect on the psychological well-being experienced by the participants.

The overall findings demonstrate that the psychological well-being of parents raising children with special needs cannot be attributed to only one determining element. Instead, it emerges from the combined influence of an individual's internal psychological condition and the external assistance available through their surrounding social relationships. Consequently, both stress levels and the availability of social support should be regarded as essential considerations when developing strategies aimed at strengthening psychological well-being among parents of children with special needs.

4.6. Discussion

4.6.1. The Relationship Between Stress Levels and Psychological Well-Being

The Pearson correlation analysis yielded a correlation coefficient of $r = 0.757$ and a probability value of 0.000 ($p < 0.05$). These findings confirm a statistically significant positive association

between stress levels and psychological well-being. Put differently, participants reporting higher stress levels also tended to obtain higher psychological well-being scores. This outcome contrasts with numerous previous investigations, which commonly identify an inverse relationship between stress and psychological well-being. Such inconsistency may be explained by the unique characteristics of the research participants. The respondents in the present study were parents of children with special needs who had spent a considerable period engaged in caregiving responsibilities. Through these prolonged experiences, they may have gradually developed stronger adaptive capacities, resilience, and greater acceptance of their circumstances. As a result, the stress they encounter is more likely to be experienced as *eustress* instead of *distress*. The concept used in this study is “perceived stress” as defined by [Cohen, Kamarck, and Mermelstein \(1983\)](#), which measures four main dimensions: perceived stress, overload, uncontrollability, and unpredictability. When these dimensions are managed through effective coping strategies, stress ceases to be a burden and instead becomes a catalyst for the psychological growth of parents of children with special needs. The results obtained in this investigation are consistent with the psychological well-being framework introduced by [Ryff, 1989](#), which emphasizes that psychological well-being should not be interpreted simply as the absence of stress or life difficulties. Rather, it reflects an individual's capacity to sustain effective functioning, embrace personal strengths and limitations, continuously develop personal potential, maintain meaningful life goals, and establish healthy interpersonal relationships even while confronting challenging circumstances. From this perspective, the parenting-related pressures experienced by parents of children with special needs do not automatically reduce their psychological well-being, particularly when they possess well-developed adaptive competencies and are capable of finding positive meaning and purpose within their lived experiences.

In addition, the differences from previous studies may also be influenced by the presence of social support and more mature parenting experiences among the respondents. Support from family, partners, and the social environment can improve an individual's capability to deal with pressure, so that the effects of stress do not develop into distress but instead contribute to improved *psychological well-being*. This condition is believed to be the reason why the results of this study show a positive relationship, in contrast to the findings of studies generally conducted on populations with unmanaged stress levels or in early stages of adaptation.

From a practical perspective, the findings of the present investigation emphasize the need to enhance parents' access to effective coping mechanisms alongside adequate social support, particularly for those raising children with special needs. Rather than attempting to eradicate stress entirely, greater attention should be directed toward regulating and controlling it so that it remains within an adaptive range. This objective can be achieved through psychological counseling, emotional regulation interventions, and ongoing psychosocial support that equip parents with healthier responses to daily parenting demands. In addition, social support from family, partners, the community, and *self-help group* activities at therapy clinics can help parents share experiences, receive emotional support, and improve their ability to adapt to raising children with special needs.

4.6.2. The Relationship Between Social Support and Psychological Well-Being

In the Pearson product-moment correlation analysis, the calculated correlation coefficient (r) was 0.640, with a p-value of 0.000, which is lower than the predetermined threshold of 0.05. These statistical outcomes indicate a positive, statistically significant association between the variables examined. In other words, parents who perceive greater levels of social support also

tend to demonstrate higher psychological well-being while caring for children with special needs. This outcome aligns with the findings reported by ([Hasanah et al., 2025](#)), “which revealed that adequate social support, together with adaptive coping approaches, substantially contributes to strengthening the psychological well-being of parents raising children with disabilities. Furthermore, extensive social support has been shown to alleviate psychological strain while simultaneously reinforcing parents’ ability to adapt effectively to various challenges”.

The strength of the relationship observed in this study may also be influenced by the social context of the respondents, who have access to more intensive support through the *self-help group* program at the therapy clinic. This situation strengthens social interaction among parents, so that support is not only individual but also collective, which ultimately enhances the effectiveness of social support in maintaining psychological well-being.

Taken as a whole, the evidence generated in this research suggests that the availability of social support, including participation in *self-help group* programs organized within therapy clinics, provides parents with valuable opportunities to exchange personal experiences, obtain encouragement, and receive emotional reassurance from individuals facing similar circumstances. Such interactions help reduce the perceived burden associated with parenting responsibilities. Under the circumstances of parents of children with special needs in Bandung, stress management and social support serve as a pair of mutually connected factors that collectively influence psychological well-being. When stress is regulated appropriately, it may stimulate positive psychological growth, whereas supportive interpersonal relationships serve as protective resources that lessen the negative consequences of stressful experiences and further strengthen parents’ psychological well-being.

4.6.3. The Relationship Between Stress Levels and Social Support and Psychological Well-Being

The multiple correlation analysis yielded a correlation coefficient (R) of 0.806. Referring to [Sugiyono \(2019\)](#), “this coefficient reflects the existence of a highly significant and very strong concurrent relationship between stress levels, social support, and the psychological well-being of parents raising children with special needs”. The empirical evidence further demonstrates that parents’ psychological well-being is closely connected to their capacity to regulate parenting-related stress while simultaneously benefiting from assistance provided by their surrounding social networks. Parents who are able to respond to stress adaptively and who receive sufficient emotional and social support generally exhibit greater resilience in fulfilling their parenting responsibilities and preserving their psychological health. Consequently, stress management and social support should be viewed as mutually reinforcing dimensions that jointly promote the psychological health of parents nurturing children with special needs.

Additional statistical evidence was provided by the F-test, which yielded an F value of 49.036 and a p-value of 0.000 ($p < 0.05$). These findings confirm that the proposed research model demonstrates simultaneous statistical significance. Accordingly, stress levels (X1) and social support (X2) collectively exhibit a meaningful association with psychological well-being, indicating that both independent variables contribute together to explaining variations in the dependent variable. Therefore, the analytical model applied in this investigation can be considered appropriate and sufficiently robust for describing the relationships among the constructs investigated in the existing study.

5. Conclusion

Based on the research findings, it can be concluded that stress levels have a positive and significant relationship with psychological well-being among parents of children with special needs in Bandung. These findings indicate that the pressures experienced during the parenting process do not necessarily lead to a decline in psychological well-being. Among the study participants, the stress they experienced was managed adaptively through parenting experiences, adaptability, and acceptance of their child's condition, thereby enabling parents to maintain, and even improve, their psychological well-being. Consequently, the results show a positive relationship between stress levels and psychological well-being. This study also shows that social support has a positive and significant relationship with psychological well-being. The more support parents receive from their partners, family, friends, and the surrounding community, the higher their level of psychological well-being. This support helps parents cope with various parenting demands, reduces psychological burdens, and strengthens their ability to adapt to their roles.

Furthermore, the research findings indicate that stress levels and social support together have a very strong and significant association with psychological well-being among parents of children with special needs in Bandung. This suggests that parents' psychological well-being is influenced not only by their ability to cope with and manage the pressures of parenting but also by the social support they receive from their environment. Thus, these two variables complement each other in supporting psychological well-being during the process of raising children with special needs. Based on these findings, parents of children with special needs are encouraged to continue developing adaptive coping strategies and to utilize social support from family, partners, friends, and the community to maintain their psychological well-being. Therapy clinics that provide services to children with special needs are also encouraged to continue developing support programs for parents, such as psychoeducation, counseling, stress management training, and self-help or support group activities that can strengthen parents' adaptive coping skills.

However, this study has a limitation, namely the small number of respondents. Therefore, the results of this study cannot yet be broadly generalized to a more diverse population. Future research is recommended to involve a larger number of respondents across a broader geographic area and to examine other variables related to *psychological well-being*, thereby enriching the findings regarding the psychological well-being of parents of children with special needs.

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