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Evaluating the Challenges Faced by Caretakers of Indian Elementary Education for Specially Gifted Children: Sources of Stress and Solution

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Abstract

God has manifested in various forms which delight and enlighten our ways of living. Specially gifted children have been sent to Indian families as they need special care protection, affection and love. These gods' gifted children remind us the various challenges and problems which are inherent in living. There is a need for special care, attention and support in providing elementary education to these children. So the care takers undergo various challenges and issues in managing them to provide all-inclusive and holistic education which can transform Indian societies. This research is focused on the various challenges and issues regarding elementary education which is provided to specially abled children in India. The care takers are the prime source of people and connectivity that ensure that all their needs are taken care of and their elementary education is also given. Education could provide a sustainable future for them as they can be active engaging contributing members of our Indian society. As the care takers provide immense support and care for these special children the need for constant attention to minor details and constant engagement with them increases stress. This could affect the overall psychological wellbeing of these care takers. This study is an evaluation on the various stress factors which are more prevalent for care takers who provide elementary education to special children in India.

This research is empirical and quantitative in its nature and approach. This research is exploratory as it explores in to the various stress factors of caretakers who provide elementary education for specially gifted children in India. This study is conclusive as it would provide strategies and solutions to reduce stress among specially gifted children caretakers who provide elementary education in India. This would lead to an increase in psychological well being as holistic approaches would be provided. Primary data for this study would be collected with survey approach using questionnaire. Secondary data for this study would be collected from various published sources. Primary data has been collected from 155 sample respondents which are inclusive of teachers, parents & supportive staff. This study covers various regions all over India. For this study stratified random sample method has been used as the sample has been stratified based on age, education, gender, location and type of elementary school education in India.

Data analysis has been done with socio demographic and descriptive analysis methods as reliability, ANOVA, correlation & regression has been done. This study provides an SEM model as the outcome of the study which provides various stress factors which are more prevalent for caretakers.

Keywords: Specially gifted children and elementary education, challenges and issues with specially gifted children, caretakers and their role, stress factors in caretakers, sustainable strategies for caretakers for psy

chological well-being towards 2035

1. Introduction

Mentally Specially Gifted Children shows characteristics like mental capacities, intellectual potential, slow to learn and thus there is a need for care taker or care giver which is essential for their entire lifetime. Globally, the disability degree with respect to mental health are increasing with major impact on health, financial consequences and human rights. Caregivers of 84 percent are women and of about 96 percent are working age. Hence more amount of mental and physical health is needed for maintaining the stability in between the children needs and self-necessities. Specifically children with Attention Deficit Hyperactivity Disorder (ADHDs), Intellectual Disabilities (IDs) and Autistic Spectrum Dis order (ASDs) are highly depends on care givers and thus they are depressed towards their social life. Caregivers are stressed, tired and isolated or frustrated from family and it said to be challenging. They supports the mentally Specially Gifted Children with daily activities like dressing, eating, washroom activities, taking medications and doctor visits. For standard living empowerment they are supporting the mentally Specially Gifted Children. The key factors like occupation, financial condition, family, gender, age impacts the stress of caregiver. Hence the stress accompanied with family and other household pressure apart from taking care of special children. Hence the caretakers who invest more resources like energy, money, time and care for the mental disability children experiences greater degree of stress level (McConnell & Savage, 2015) (Khanna, Prabhakaran, Patel, Ganjiwale, & Nimbalkar, 2015; Twinkal & Jadhav, 2024).

The landscape of elementary education in India is marked by its diversity and the inclusion of children with disabilities. While significant strides have been made towards ensuring equitable education for all, the role of caretakers—such as parents, teachers, and special educators—has become increasingly critical in facilitating the learning and development of these children. The challenges faced by caretakers are multifaceted and often compounded by systemic inadequacies, social stigma, and limited resources (Jaisim, 2003; Washington-Nortey et al., 2024).

This research aims to delve into the myriad sources of stress experienced by caretakers of Specially Gifted Children in Indian elementary schools. By employing a quantitative approach, this study seeks to systematically evaluate the primary stressors and their impact on the well-being and effectiveness of caretakers. Furthermore, it aims to identify viable solutions that can mitigate these challenges, thereby enhancing the quality of education and support for Specially Gifted Children (Desai, Divan, Wertz, & Patel, 2012).

Understanding the sources of stress and potential solutions is essential for policymakers, educators, and stakeholders to create an inclusive and supportive educational environment (Gull, Kaur, & Kaur, 2024). This study not only highlights the existing gaps but also provides a roadmap for future interventions and policy enhancements. Through rigorous data analysis and evidence-based recommendations, the research endeavors to contribute to the ongoing discourse on inclusive education in India, ultimately fostering a more equitable and compassionate society for all.

1.1.Problem statement

Caretakers of Specially Gifted Children in Indian elementary education face substantial challenges that affect their ability to provide optimal support. The key factors of challenges may include occupation, financial condition, family, gender, age impacts the stress of caregiver. Hence the stress accompanied with family and other household pressure apart from taking care of special children (Tiwari, Joshi, Rai, &

Satpathy, 2021). Hence the caretakers who invest more resources like energy, money, time and care for the mental disability children experiences greater degree of stress level. The compounded stress not only impacts the caretakers' mental and physical well-being but also hinders the educational and developmental outcomes of Specially Gifted Children. Despite growing awareness and policy efforts, there remains a critical need to systematically evaluate the specific stressors and develop targeted solutions to alleviate these burdens in elementary education.

1.2.Research Objectives

The research objectives considered for this research includes,

- To identify the major source of stress level experienced by caretakers of Specially Gifted Children in Indian elementary education through quantitative approach.
- To examine the impact of stress level on caretakers physical and mental well-being and effectiveness in their occupation.
- To identify and measure the potential solutions and support which can alleviate the identified stress factors.
- To provide futuristic suggestions for educators and policy makers to enhance the training and support systems for Specially Gifted Children and caretakers.

1.3.Paper Organization

The following section 2 describes the related works of the challenges faced by caretakers of Indian elementary education for Specially Gifted Children. Followed by research methodology is described in section 3. Section 4 illustrated the results and discussion of the selected quantitative study. Section 5 concluded the research.

2. Literature review

The following section 2 describes the related works of challenges faced by caretakers of Indian elementary education for Specially Gifted Children.

(Ramachandran, Vyas, & Pothiyil, 2020) performed survey based study among 101 caregivers from *National Institute for Empowerment of Persons with Multiple Disabilities*, Chennai, Tamil Nadu, with availing services like follow-ups and therapies, using the Kingston Caregiver Stress scale, stress level has examined. Time-bound complete enumeration technique has used for data collection, and from the findings exhibited that 13.8 percent shows lower level stress, 64.3 percent shows severe stress level and 21.7 percent shows moderate level of stress. For understanding the burden and psychological press faced by caregivers the analysis of stress level is significant.

(Anjali, 2023) focused on analysing the BRC intervention impact on caregivers. Qualitative study followed and 5 caregivers selected for the study. The findings shows that the transformation in a family impact the social, psychological and social dimensions of caregivers. BRC has provided supports to caregivers and persons for deal with challenges and improvised the educational chances.

(Jaffrin, Vinothkumar, & George, 2022) aimed at understand the association among coping strategies and caregiver burden among special children parents. Purposive sampling technique has used with 65 respondents among the ages 22 to 46 years from Tamilnadu. The findings shows that there is major association among coping and emotion and caregiver burden concentrated on predicting the burden of caregiver.

(Bedewy, 2021) focused in analysing the stress among the multiple Specially Gifted Children caregivers and for establishing psychometrically examines an instrument for measuring the psychological stressful

sources among the caregivers. 24 items scale is used for measurement from experts of 12, and 209 caregivers of both male and female involved in everyday care of the Specially Gifted Children directly.
(Krishna et al., 2020) explored on how refinement and implementation of EI program for children with behind development has informed by structured, iterative and intentional measurement process. Because of lacking in rehabilitation programs and therapists, offering access to earlier intervention therapy for kids are challenging in Indian rural areas. However from the outcomes it shows that certain organization overcame the struggles in establishing the digital technology.
(Kalpurniya, Ramachandran, & Chandramohan, 2023) employed survey data in offering light on stress level deals with families with children with disabilities. From sample of 100 parents the survey data collected =, who attended the NIEPMD rehabilitation services. The study contributed to parenthood, overall family well-being with disabilities children and inform support and policy initiatives. The research identified the intervention areas and planned methods in supporting the parents for better family and encourages positive results for children with disabilities. According to (Muthukaruppan et al., 2022), family centred intervention programmes, has offered education and training to caregivers of disabilities children and it proved that there is a positive transformation in family empowerment and caregivers stress level.
(Dhiman et al., 2020) recognized greater prevalence of depression and major transformation in stress level viewed by caregivers during pandemic period. Several factors related with bad mental health and alleged stress level can be utilized for supporting in protecting caregivers. (Bashir, Tariq, Khan, Ali, & Azman, 2023) focuses on identify the coping strategies and challenges of single parent or single mothers who take care of special children. From Srinagar, Kashmir, India, 3 mothers were selected for interview and case studies were prepared. The findings explored that several responsibilities and roles shows severe impact on single mothers' psychological wellbeing, deals with economic burden of their child needs. Moreover the also have an experience in stigmatization and social burden for being single parent. The research suggested the formation of welfare packages like stipend funding, free medical care, therapies for special needs and children and their mothers(Bashir et al., 2023) f, free counselling and broad education.

2.1.Research gaps

From the existing studies it has identified that more qualitative studies have explored the experiences of caretakers, there is a scarcity of quantitative data that systematically measures the sources and levels of stress faced by caretakers of Specially Gifted Children in India. Existing research tends to highlight the challenges without adequately addressing potential solutions or interventions that can mitigate these challenges(Murthy, Parker Harris, & Hsieh, 2024). There is a need for more inclusive studies that incorporate the perspectives of various stakeholders, including parents, teachers, special educators, and policymakers. According to (Fu, Mei, Wu, Liu, & Ma, 2023), it is important for holistic strategy for policies and support programmes which may implemented at school and community levels of elementary education in India (Sengupta et al., 2023). Uncertain sample size also considered in future researches (Bunga, Manchala, Ravindranath, & Shankar, 2020) and hence larger and longitudinal studies are need for exploration of stress factors deal with caretakers of Indian elementary education for Specially Gifted Children.

3. Research Methodology

This study will adopt a quantitative research design to evaluate the challenges faced by caretakers of Indian elementary education for Specially Gifted Children. The approach involves collecting numerical data, an-

alyzing statistical relationships, and deducing conclusions based on empirical evidence.

Target population: The population for this study will include caretakers (teachers, parents, and support staff) involved in the education of Specially Gifted Children at the elementary level in various regions across India.

Sample: A stratified random sampling technique will be employed to ensure diverse representation. Nearly 160 samples of caretakers of Indian elementary education is considered for the research.

Data collection: Primary data will be collected through structured questionnaires and surveys. These instruments will include closed-ended questions to identify the sources of stress and potential solutions. Questionnaire is used to collect data about the sources of stress experienced by caretakers and their solutiona and support mechanisms. The questionnaires will use a Likert scale also to measure stress levels. Hence the survey is used to identify the challenges deals by caretakers and also measure the solution and support for them.

Data analysis: the collected data will analysed statistically through SPSS package tool.

The following research hypothesis is considered from this study,

H1: The primary sources of stress key factors and challenges experienced by caretakers of Specially Gifted Children in Indian elementary education significantly impact their mental and physical well-being.

H0: The primary sources of stress key factors and challenges experienced by caretakers of Specially Gifted Children in Indian elementary education significantly not impact their mental and physical well-being.

H2: Implementing targeted solutions and interventions can significantly reduce the stress levels of caretakers and improve their effectiveness in supporting Specially Gifted Children.

H0: Implementing targeted solutions and interventions cannot significantly reduce the stress levels of caretakers and improve their effectiveness in supporting Specially Gifted Children.

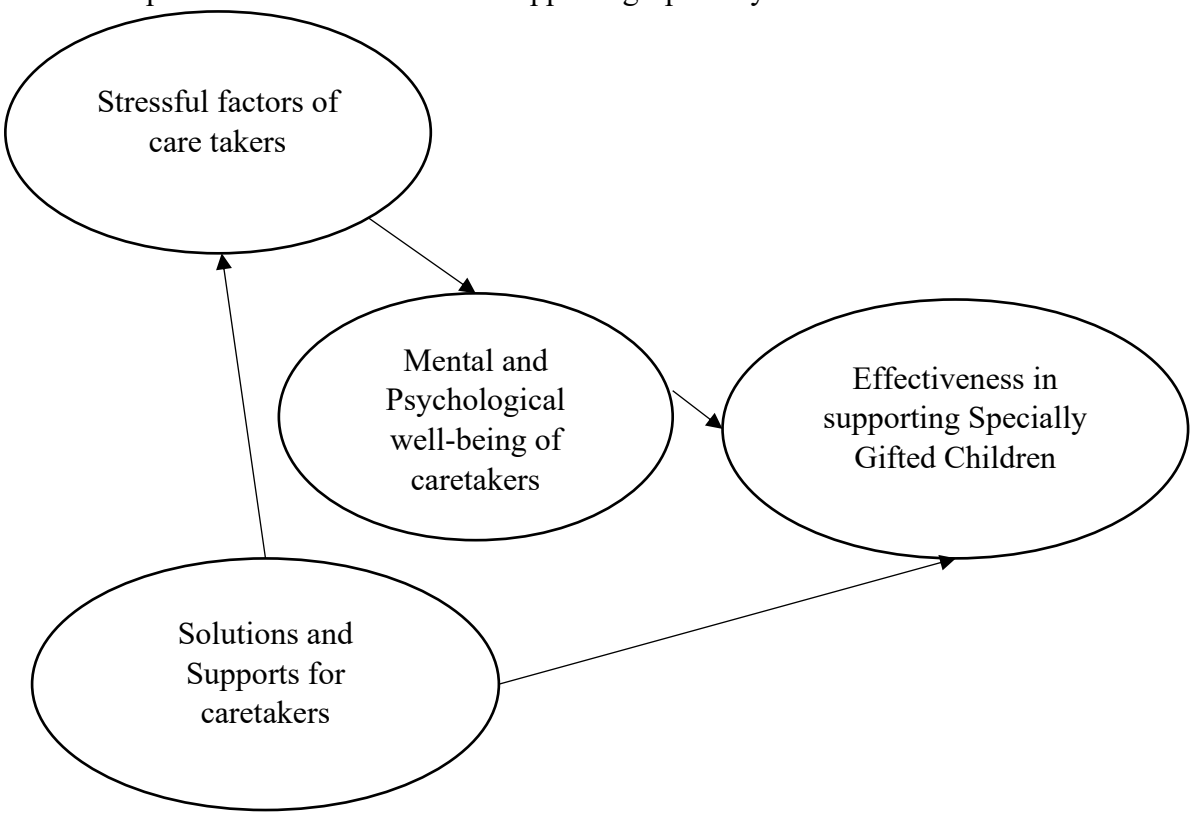


Figure 1: Conceptual Framework

The above conceptual framework for this study is based on the interaction between stressors, the well-being of caretakers, and the effectiveness of caretakers in supporting Specially Gifted Children.
Research Model for this research is as follows,

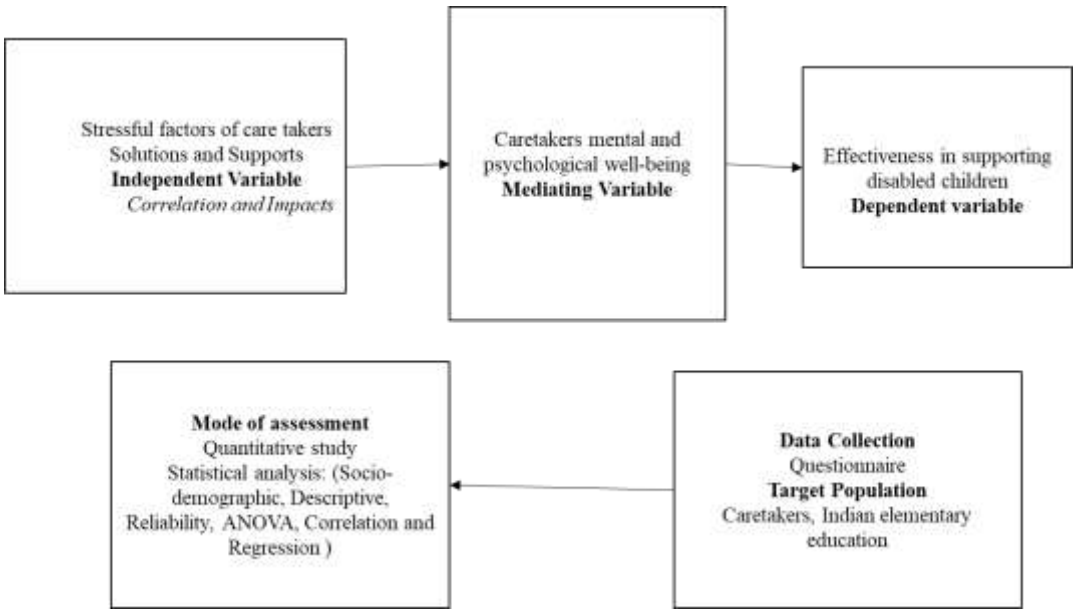


Figure 2: Research Model

4. Data analysis & Interpretation

Table 1: Demographic analysis

Age	**Frequency**	**Percent**
21 - 30 years	31	20.00
31 - 40 years	64	41.29
41 - 50 years	50	32.26
More than 50 years	10	6.45
Gender	**Frequency**	**Percent**
Male	109	70.32
Female	46	29.68
Education	**Frequency**	**Percent**
Under graduate	121	78.06
Post graduate	34	21.94
Experience	**Frequency**	**Percent**
0 - 2 Years	31	20.00
2 - 5 Years	35	22.58
5 - 10 Years	45	29.03
10 - 15 Years	42	27.10
15 - 20 Years	2	1.29
Total	**155**	**100.00**

The demographic analysis presents a comprehensive overview of the respondents' age, gender, education, and experience, providing key insights into the study's participant composition. The age distribution indicates that the majority of respondents belong to the 31–40 years category, comprising 41.29% of the sample. This is followed by the 41–50 years age group, which accounts for 32.26%, while the younger age group of 21–30 years represents 20.00%. A relatively smaller proportion, 6.45%, includes individuals aged more than 50 years. The dominance of mid-career professionals suggests that the perspectives captured in the study are primarily from individuals with substantial professional experience, which may influence their responses to the research variables. Gender representation in the sample indicates that a higher proportion of respondents are male, constituting 70.32% of the total, while females make up 29.68%. This distribution suggests a gender imbalance that may be reflective of industry norms or societal factors affecting participation. The higher male representation may influence the findings, particularly in areas where gender perceptions and experiences play a role in shaping opinions.

The educational qualifications of the respondents reveal that a significant majority, 78.06%, hold an undergraduate degree, whereas 21.94% have pursued postgraduate studies. The predominance of undergraduate degree holders suggests that the sample comprises individuals with foundational academic exposure, potentially influencing their decision-making processes and professional competencies. The lower representation of postgraduate degree holders could indicate a practical, experience-driven workforce rather than one dominated by higher academic pursuits. Regarding work experience, the distribution is spread across various levels, providing a balanced mix of perspectives. The largest group consists of respondents with 5–10 years of experience, accounting for 29.03%, followed closely by those with 10–15 years of experience at 27.10%. Professionals with 2–5 years of experience make up 22.58%, while individuals with less than two years of experience represent 20.00% of the sample. A small fraction, 1.29%, has 15–20 years of experience. This diversity in experience levels ensures that the study incorporates viewpoints from both early-career professionals and seasoned experts, adding depth to the analysis.

Table 2: Primary Sources

Primary Sources	Frequency	Percent
Accessibility Issues	12	7.74
Lack of support	14	9.03
Physical	7	4.52
Financial	54	34.84
Emotional	68	43.87
Total	155	100.00

The distribution of primary sources of stress among caretakers of Indian elementary education for Specially Gifted Children highlights significant challenges, with emotional and financial burdens emerging as the most dominant factors. Emotional stress accounts for the largest proportion, comprising 43.87% of the respondents. This suggests that caretakers experience substantial mental and psychological strain, possibly due to the demanding nature of their responsibilities, the emotional attachment to the children they care for, and the overwhelming burden of ensuring adequate support and resources for the children's education. The high prevalence of emotional stress underscores the need for psychological support mechanisms, counseling services, and stress management programs tailored for caretakers.

Financial stress follows closely, representing 34.84% of the total responses. The significant financial burden associated with providing for Specially Gifted Children, including medical expenses, special education fees, assistive devices, and transportation costs, likely contributes to this high percentage. The financial strain on caretakers may also reflect broader socioeconomic challenges, such as insufficient government funding, limited access to subsidies, and inadequate financial aid programs. Addressing this issue would require policy interventions, including financial assistance programs, better funding for inclusive education, and subsidies to alleviate the economic burden on caretakers.

Lack of support accounts for 9.03% of the responses, indicating that a portion of caretakers struggles with inadequate assistance from institutions, government bodies, or their communities. This lack of support could manifest in various forms, such as limited access to special educators, insufficient parental guidance programs, or an overall absence of social and institutional backing. The relatively lower percentage suggests that while it is not the primary stressor for most respondents, it remains a significant challenge that must be addressed through strengthened support networks and enhanced collaboration between schools, policymakers, and caregivers. Accessibility issues contribute to 7.74% of the stress sources, highlighting the difficulties in physically reaching schools or obtaining necessary educational resources. This could be due to inadequate infrastructure, such as the absence of ramps, transportation difficulties, or inaccessible learning materials. Improving accessibility would require infrastructural modifications, technological advancements in learning tools, and policy-driven initiatives to make education more inclusive and accommodating for Specially Gifted Children. Physical stress is the least frequently reported, making up 4.52% of the responses. This may involve physical exhaustion from daily caregiving responsibilities, mobility challenges, or fatigue associated with handling special education needs. Although this factor appears less significant compared to emotional and financial stress, it remains an important concern, particularly for caregivers who must provide direct physical support to children with disabilities.

Table 3: Correlation

Correlations	Stressful Factors	Solutions	Mental and Psychological well-being	Effectiveness in supporting Specially Gifted Children
Stressful Factors	1	.841**	.886**	.776**
Solutions	.841**	1	.925**	.921**
Mental and Psychological well-being	.886**	.925**	1	.874**
Effectiveness in supporting Specially Gifted Children	.776**	.921**	.874**	1

The results show a strong positive correlation between stressful factors and solutions ($r = 0.841$, $p < 0.01$), suggesting that as stressful factors increase, there is a greater need for solutions to address these challenges. Similarly, stressful factors are highly correlated with mental and psychological well-being ($r = 0.886$, $p < 0.01$), indicating that higher stress levels are closely linked to mental health concerns. Additionally, stressful factors exhibit a substantial positive correlation with effectiveness in supporting Specially Gifted

Children (r = 0.776, p < 0.01), implying that stress plays a crucial role in determining the overall effectiveness of support systems. The correlation between solutions and mental and psychological well-being is particularly strong (r = 0.925, p < 0.01), highlighting that effective solutions significantly contribute to improved mental well-being. Furthermore, solutions are highly correlated with the effectiveness of supporting Specially Gifted Children (r = 0.921, p < 0.01), underscoring the importance of implementing support mechanisms to enhance the overall effectiveness of assistance provided to Specially Gifted Children.

Mental and psychological well-being also demonstrates a robust positive correlation with the effectiveness of supporting Specially Gifted Children (r = 0.874, p < 0.01). This suggests that when individuals experience better mental well-being, they are more effective in providing necessary support to Specially Gifted Children. Given these findings, it is evident that addressing stressful factors, implementing solutions, and improving mental well-being are all crucial elements in enhancing the effectiveness of support systems for Specially Gifted Children. These results reinforce the need for interventions that reduce stress, provide structured solutions, and promote mental health to ensure comprehensive and effective support for children with disabilities.

Table 4: Regression analysis

Model	Sum of Squares	df	Mean Square	F	p value
Regression	195.172	3	65.057	282.68	.000b
Residual	33.601	146	0.23		
Total	228.773	149			
Coefficientsa	B	Std. Error	Beta	t	p value
(Constant)	0.731	0.128		5.725	0.00
Stressful Factors	-0.062	0.058	-0.073	-1.064	0.29
Solutions	0.73	0.078	0.787	9.387	0.00
Mental and Psychological well-being	0.208	0.096	0.211	2.159	0.03

The regression analysis provides a thorough understanding of the relationships among stresses, treatments, mental and psychological health, and the general effectiveness of carers in helping impaired youngsters within Indian main schools. With an F-value of 282.68 and a p-value of 0.000 the model is statistically significant, meaning that the independent variables taken together have great predictive ability for the dependent variable. With the regression sum of squares at 195.172, the model's overall sum of squares, 228.773, shows that the predictors significantly explain a proportion of the variance in the dependent variable, therefore producing a residual variance of 33.601. Analysing the coefficients reveals a constant term of 0.731 with a standard error of 0.128, meaning that in the absence of the independent factors, the baseline effectiveness of carers in helping challenged youngsters is 0.731. With a zero.00 p-value for this constant, statistical significance is shown. With a standard error of 0.058 and a beta value of -0.073, the coefficient for stressful elements is -0.062, therefore demonstrating an inverse relationship with the dependent variable. The t-value of -1.064 and the related p-value of 0.29 show that this relationship has no statistical relevance. This implies that, while stresses may reduce effectiveness, their direct impact on the model is insufficiently strong to be judged relevant, maybe owing to their influence being mediated by mental and psychological well-being or relieved by the availability of cures.

With a coefficient of 0.73, a standard error of 0.078, and a beta value of 0.787, solutions make the main predictor in the model. The extremely low p-value of 0.00 and the high t-value of 9.387 confirm that this variable significantly and statistically favourably influences the effectiveness of help for handicapped youngsters. This finding emphasises the crucial need of planned interventions, financial assistance, emotional support, and accessibility improvements in reducing carer problems and directly increasing their ability to offer efficient treatment. With a coefficient of 0.208, a standard error of 0.096, and a beta value of 0.211, mental and psychological well-being has a positive and significant impact. This association is statistically significant at the 5% level according to the t-value of 2.159 and the p-value of 0.03. This shows that improvements in mental and psychological well-being favourably affect the effectiveness of caretakers. Though the impact is less clear than that of treatments, it is noteworthy and emphasises the importance of psychological resilience development among carers, stress management strategies, and mental health support availability.

Test of hypothesis

Table 5: Chi-square 1

	Effectiveness in supporting Specially Gifted Children					
Stressful Factors	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Strongly Disagree	7	12	0	0	0	19
Disagree	0	7	13	0	7	27
Neutral	0	0	0	0	7	7
Agree	0	0	6	0	14	20
Strongly Agree	0	0	0	14	68	82
Total	7	19	19	14	96	155
Chi-Square Tests	Value	df	p-value			
Pearson Chi-Square	188.375a	16	0.00			
Likelihood Ratio	164.318	16	0.00			

The chi-square test findings and study of the given table provide important new perspectives on the relationship between stresses and the effectiveness of caretakers in helping Specially Gifted Children. The cross-tabulation shows how differently stressed out caretakers evaluate their performance in fulfilling their obligations. Low stress levels were indicated by a large number of respondents (68 out of 82) who favourably rate their effectiveness in helping challenged children, suggesting that a key element in improving caring outcomes is therefore reduced stress. On the other hand, among those who strongly disagree with their effectiveness, the most focus is seen among caretakers under extreme stress; 7 out of 14 express strong disapproval. Notably, only seven replies in this category represent the small number of people who remained neutral on both dimensions. This shows a significant relationship between stress levels and efficacy wherein higher stress lowers perceived effectiveness and lower stress enhances caring

performance. According to the figures, none of the respondents who strongly disagreed with stressful factors evaluated their effectiveness as neutral or higher. On the other hand, they generally showed low effectiveness, which supports the idea that stress interferes with excellent care.

This conclusion is validated by the chi-square test results. With 16 degrees of freedom and a p-value of 0.00, the Pearson chi-square statistic of 188.375 shows a quite strong relationship between stressful events and the effectiveness of help for challenged youngsters. With a result of 164.318 and a same p-value, the likelihood ratio test supports this correlation. Much below the 0.05 level, the p-value causes a strong rejection of the null hypothesis, which holds no link between stress and effectiveness. The statistical relevance emphasises the great influence of stress on the quality of care given by carers; thus, therapies meant to reduce stress in carers may provide significant improvement in their ability to help Specially Gifted Children. According to the study, stress directly reduces a carer's ability to provide appropriate help. While people with lower stress levels saw themselves as more effective, caretakers under great stress report decreased efficacy. The strong statistical link between these elements emphasises the necessity of coordinated support networks, stress management programmes, and government policies aiming at reducing stress and enhancing the caring experience in Indian elementary education for children with disabilities.

Table 6: Chi-square 2

	Effectiveness in supporting Specially Gifted Children					
Solutions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Strongly Disagree	7	12	0	0	0	19
Disagree	0	7	6	0	0	13
Neutral	0	0	13	0	0	13
Agree	0	0	0	7	28	35
Strongly Agree	0	0	0	7	68	75
Total	7	19	19	14	96	155
Chi-Square Tests	Value	df	p value			
Pearson Chi-Square	280.712a	16	0.00			
Likelihood Ratio	221.009	16	0.00			

Strong proof of a major connection between interventions and the effectiveness of carers in helping Specially Gifted Children comes from the analysis of their relationship. With 68 out of 75 categorised so, the cross-tabulation findings show that most carers who highly praise the value of their support also firmly accept the presence of solutions to their problems. This suggests that a carer's potential to give efficient help is much enhanced by having access to well-ordered solutions. Likewise, of those who recognise the presence of solutions, 28 out of 35 agree with their effectiveness, therefore supporting the positive impact of solutions on the success of caregiving. On the other hand, the data show that those who strongly reject

the idea of solutions also usually see themselves as greatly ineffective in their employment; 7 out of 14 respondents indicate both severe disagreement with solutions and a lack of effectiveness. Those who reject solutions also follow a similar pattern as most of them fall under less effective categories. This inclination emphasises how the absence of workable answers aggravates problems for caretakers, therefore lowering their sense of effectiveness in their ability to help Specially Gifted Children.

Results of the chi-square test confirm this strong link. With 16 degrees of freedom and a p-value of 0.00, the Pearson chi-square statistic of 280.712 shows a rather strong link between solutions and caring effectiveness. This result is supported by the likelihood ratio test, which produces 221.009 and a matching p-value. Being well below the 0.05 level, the p-value causes a strong rejection of the null hypothesis, which holds no link between solutions and efficacy. This statistical relevance emphasises how urgently solid support systems for carers are needed. The findings highlight how important it is to have answers if we want to find the effectiveness of caretakers helping challenging youngsters. Those who have access to efficient solutions report substantially greater perceived effectiveness; those without such solutions find it difficult to provide enough treatment. This suggests that governments and institutions have to give certain interventions—including carer training programmes, financial help, mental health support, and improved resource accessibility—top priority formulation and execution. By addressing these problems with methodical solutions, the quality of care for Specially Gifted Children may be greatly improved, therefore improving the developmental outcomes of the children they help as well as the well-being of the carers.

Table 7: Chi-square 3

	Effectiveness in supporting Specially Gifted Children					
Mental and Psychological well-being	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Strongly Disagree	7	12	0	0	0	19
Disagree	0	7	6	0	0	13
Neutral	0	0	7	0	0	7
Agree	0	0	6	7	48	61
Strongly Agree	0	0	0	7	48	55
Total	7	19	19	14	96	155
Chi-Square Tests	Value	df	p value			
Pearson Chi-Square	227.292a	16	0.00			
Likelihood Ratio	179.488	16	0.00			

The figures clearly indicate the relationship between mental and psychological well-being and the effectiveness of caretakers in helping underprivileged children. The cross-tabulation results show that those who report strong mental and psychological well-being are much more likely to see themselves as effective in their caring roles. Of the people who strongly affirm their mental and psychological well-being, 48 out of 55 also highly affirm their effectiveness in helping difficult youngsters; another 7 agree

with their efficiency. Those who confirm their well-being follow a similar trend; 48 out of 61 strongly claim their efficacy in the caring capacity. This trend suggests a direct positive association between mental well-being and caregiving effectiveness, therefore hinting that psychological resilience and emotional stability enhance the quality of the provided care. On the other hand, caretakers with poor psychological and emotional well-being might see themselves as failing in their roles. Of those who strongly disagree with their mental health, seven out of fourteen also strongly disagree with their efficacy; the other seven express disagreement. Similarly, among individuals who challenge their mental health, most fall in the bottom run of effectiveness. This suggests that caretakers' ability to offer required necessary help to challenged children is much hampered by emotional pain, anxiety, and psychological tiredness. The findings underline that mental health is not just a personal matter but also a major determinant of the effectiveness of caring.

The results of the chi-square test confirm again another strength of this link. With 16 degrees of freedom and a p-value of 0.00, the Pearson chi-square statistic of 227.292 shows a quite strong correlation between mental and psychological well-being and caring effectiveness. This result is validated by the likelihood ratio test, which produces an equal p-value of 179.488. With a p-value well below the 0.05 threshold, the null hypothesis—which holds that mental well-being and caring effectiveness are independent—is strongly refuted. According to statistical relevance, carer effectiveness is much influenced by mental and psychological well-being. These findings highlight the urgent need psychological support networks that caretakers have. The emotional weight of caring is great, and unaddressed, it negatively affects the child getting help as well as the carer. Improving the welfare of carers depends on the establishment of mental health support systems, counseling facilities, and peer support networks. Moreover, workplace interventions include emotional resilience seminars and stress management courses could help carers to efficiently handle the challenges they come with. Giving carers' emotional and psychological well-being top priority can help to greatly increase the effectiveness of the treatment for challenged youngsters, thereby improving their developmental results and creating a more environmentally friendly caring surrounding.

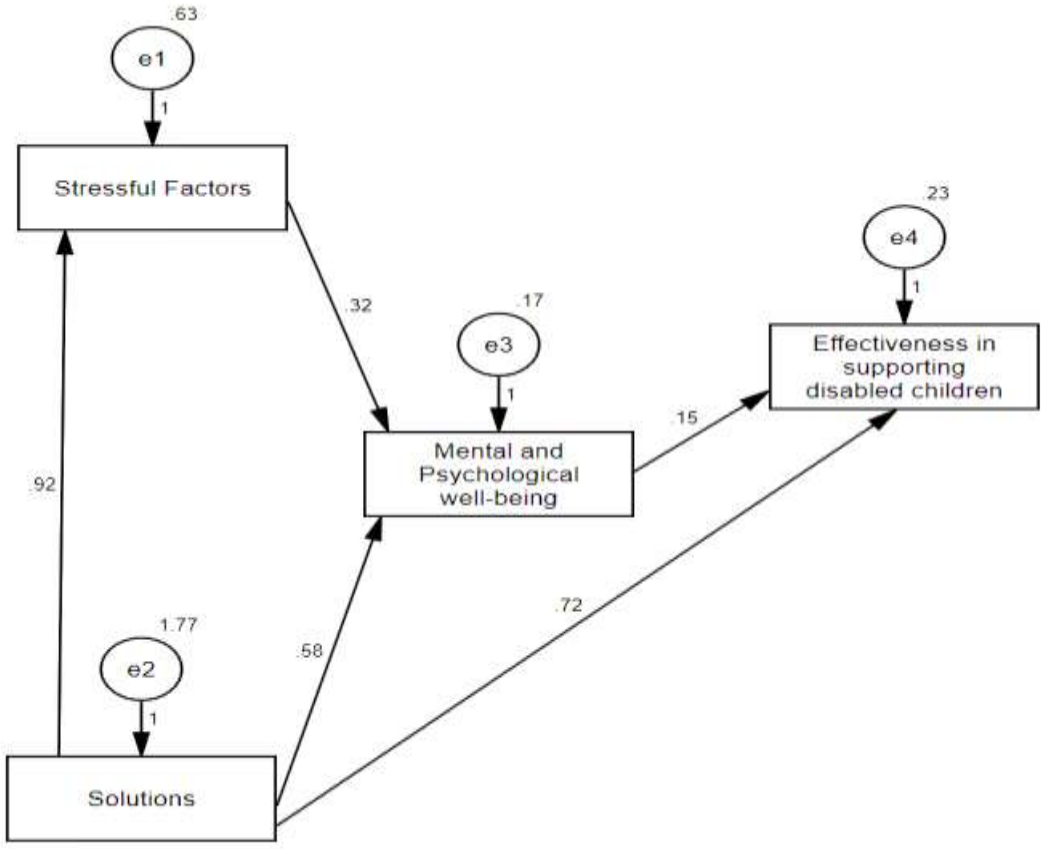
Table 8: Reliability analysis

Reliability Analysis		
Variables	No of items	Cronbach Alpha
Sources of stress	6	0.946
Solution and support	5	0.935

The degree of internal consistency among the items used to evaluate the constructs shows by the reliability analysis conducted on the study variables a noteworthy degree. Renowned measure of dependability, Cronbach's alpha assesses how closely different items within each variable line up to provide a consistent outcome. Comprising six items, the "Sources of Stress" variable has a Cronbach's alpha value of 0.946. This shows a great degree of reliability as values over 0.9 are usually seen as sign of a strong degree of internal consistency. The high alpha value shows a good connection across the components evaluating stress sources, therefore providing a consistent assessment of stress sources. Comprising five components, the "Solution and Support" variable also has a Cronbach's alpha score of 0.935. This also fits the higher range and confirms that the instruments gauging support systems and solutions are quite constant in capturing the intended build. The consistency of the alpha values for both measures suggests that the

survey instrument is well-designed and fairly represents the underlying traits of stress and support claimed by respondents.

SEM Model



The structural equation model depicted in the image shows the complex relationships among stressors, advised interventions, mental and psychological well-being, and the general effectiveness of caretakers in helping handicapped children within Indian primary school. The model clarifies the important paths by which stress influences caretakers and how treatments could solve these problems, therefore improving their ability to provide competent treatment. Crucially important in the model, the variable "Stressful Factors" directly affects "Mental and Psychological Well-being" as well as "Solutions." The path coefficient of 0.32 between "Stressful Factors" and "Mental and Psychological Well-being" shows that an increase in stressful factors results in a deterioration of psychological health of carers. This implies that caretakers who have high stress—emotional, financial, or physical—are more prone to mental tiredness, worry, and burnout, therefore compromising their ability to provide enough help to Specially Gifted Children.

With a path coefficient of 0.92 the model shows a strong association between "Stressful Factors" and "Solutions". This suggests that the development of coping strategies and solutions is necessary for a notable frequency of stresses. Important for reducing the stress experienced by carers are therapies include financial aid, psychiatric counseling, social support, and changes in accessibility. The somewhat significant error term (1.77) connected to "Solutions" suggests that additional unconsidered factors could possibly influence the effectiveness of these solutions. A path coefficient of 0.58 between "Solutions" and

"Mental and Psychological Well-being" shows even more the impact of solutions since the application of successful interventions helps the psychological health of carers, so reducing stress and enhancing their capacity to manage their caring responsibilities. Carers have far more mental resilience when financial problems are resolved, emotional support is given, and structural changes are implemented.

With a route coefficient of 0.15, the last section of the model ties "Mental and Psychological Well-being" to "Effectiveness in Supporting Specially Gifted Children". This suggests, albeit to a limited degree, an improvement in the psychological well-being of caretakers favourably affects their effectiveness in administering treatment. This link emphasises the need of mental stability in allowing caretakers to focus on their responsibilities, show patience, and provide Specially Gifted Children ongoing help. With a strong path coefficient of 0.72, the model shows a direct correlation between "Solutions" and "Effectiveness in Supporting Specially Gifted Children," meaning that, independent of psychological well-being, well-structured solutions significantly increase carer ability to assist disabled students. The inclusion of error variables (e1, e2, e3, e4) in the model indicates the inexplicable variance within each construct, thus demonstrating that while the established correlations are significant, other external factors may maybe affect stress levels, well-being, and caregiving effectiveness. Variations in institutional support, government laws, and personal motivation levels might influence the whole caregiving process. This idea experimentally supports the need of scheduled interventions to reduce carer stress and improve their general efficiency in assisting Specially Gifted Children attending Indian elementary schools. The findings show that while stress compromises mental health, the use of well-organized therapies may greatly improve psychological resilience and caring effectiveness. This study emphasises the great necessity of legal frameworks and institutional support systems that give carer well-being top priority in order to provide a successful and sustainable method of inclusive education.

Table 9: SEM

Variables	Variables	Estimate	S.E.	C.R.	P
Stress	Solution	0.922	0.049	18.943	0.00
Mental	Stress	0.319	0.042	7.577	0.00
Mental	Solution	0.579	0.046	12.514	0.00
Effectiveness	Mental	0.154	0.081	1.892	0.06
Effectiveness	Solution	0.72	0.077	9.386	0.00

With an estimated 0.922, a standard error of 0.049, and a critical ratio of 18.943 ($p = 0.00$), the results show a strong and statistically significant link between stress and solutions. This suggests that the demand for solutions increases in line with rising stress levels, therefore highlighting the requirement of suitable coping mechanisms to address the problems faced by caretakers in Indian basic education for handicapped children. With an estimate of 0. 319, a standard error of 0.042, and a crucial ratio of 7.577 ($p = 0.00$), mental well-being and stress have statistically significant connection. This implies that high stress damages psychological and mental health. With an estimate of 0.579, a standard error of 0.046, and a critical ratio of 12.514 ($p = 0.00$), solutions clearly have a very favourable effect on mental well-being. This realisation shows that improving the mental and psychological well-being of caretakers depends on the availability of solutions and support networks. Psychological well-being and interventions influence the effectiveness of help for Specially Gifted Children as well. With an estimate of 0.154, a standard error of 0.081, and a critical ratio of 1.892 ($p = 0.06$), the relationship between effectiveness and mental well-

being is positive albeit somewhat minor. The p-value, which somewhat above the 0.05 standard significance threshold, shows a reduced but maybe meaningful impact of mental well-being on efficacy. With an estimate of 0.72, a standard error of 0.077, and a critical ratio of 9.386 (p = 0.00), the connection between effectiveness and solutions is much more significant and far more substantial. This result emphasises the crucial need of practical solutions in improving the effectiveness of help for handicapped youngsters.

5. Final Findings and Conclusion

Major findings

1. Majority of the sample respondents are in the age group of 31-40
2. Majority of the sample respondents are male
3. Majority of the sample respondents have completed their under graduation
4. Majority of the sample respondents have 5-10 years of work experience
5. It is found in this study that Emotional stress accounts for the largest proportion, comprising 43.87% of the respondents.
6. It is also found in this study that there is a high prevalence of emotional stress underscores the need for psychological support mechanisms, counseling services, and stress management programs tailored for caretakers. Financial stress follows closely, representing 34.84% of the total responses.
7. It is found in this study that Lack of support accounts for 9.03% of the responses, indicating that a portion of caretaker's struggle with inadequate assistance from institutions, government bodies, or their communities.
8. It is found that accessibility issues contribute to 7.74% of the stress sources, highlighting the difficulties in physically reaching schools or obtaining necessary educational resources by the caretakers
9. It is found in this study that physical stress is the least frequently reported factor for caretakers.

Correlation analysis

10. It is found that there is a strong positive correlation between stressful factors and solutions suggesting that as stressful factors increase, there is a greater need for solutions to address these challenges.
11. It is also found that stressful factors are highly correlated with mental and psychological well-being indicating that higher stress levels are closely linked to mental health concerns.
12. It is evident from this research that stressful factors exhibit a substantial positive correlation with effectiveness in supporting disabled children implying that stress plays a crucial role in determining the overall effectiveness of support systems.
13. It is also evident that correlation between solutions and mental and psychological well-being is particularly strong highlighting that effective solutions significantly contribute to improved mental well-being
14. It is found that significant relationship between stress levels and efficacy wherein higher stress lowers perceived effectiveness and lower stress enhances caring performance.
15. It is found that Low stress levels were indicated who favorably rate their effectiveness in helping challenged children, suggesting that a key element in improving caring outcomes is therefore reduced stress
16. It is found from the SEM analysis that while stress compromises mental health, as the use of well-organized therapies could greatly improve psychological resilience and caring effectiveness. This

study emphasizes the great necessity of legal frameworks and institutional support systems that give carer well-being top priority in order to provide a successful and sustainable method of inclusive education.

Suggestions and recommendations

1. It is found that there is significant financial burden associated with ways and means to support disabled children, including medical expenses, special education fees, assistive devices, and transportation costs, likely contributes to this high percentage. The financial strain on caretakers may also reflect broader socioeconomic challenges, such as insufficient government funding, limited access to subsidies, and inadequate financial aid programs. It is suggested that policy interventions, including financial assistance programs, better funding for inclusive education, and subsidies to alleviate the economic burden on caretakers should be implemented by Indian government
2. It is suggested that caretakers experience substantial mental and psychological strain, possibly due to the demanding nature of their responsibilities, the emotional attachment to the children they care for, and the overwhelming burden of ensuring adequate support and resources for the children's education.
3. It is found that there is lack of support towards specially abled children which could manifest in various forms, such as limited access to special educators, insufficient parental guidance programs, or an overall absence of social and institutional backing. The relatively lower percentage suggests that while it is not the primary stressor for most respondents, it remains a significant challenge that must be addressed through strengthened support networks and enhanced collaboration between schools, policymakers, and caregivers.
4. It is suggested that inadequate infrastructure, such as the absence of ramps, transportation difficulties, or inaccessible learning materials. Improving accessibility would require infrastructural modifications, technological advancements in learning tools, and policy-driven initiatives to make education more inclusive and accommodating for disabled children
5. From the regression analysis it is suggested that stresses may reduce effectiveness, their direct impact on the model is insufficiently strong to be judged relevant, maybe owing to their influence being mediated by mental and psychological well-being or relieved by the availability of cures. So there is an inherent need to find out suitable strategies and solutions to reduce stress of caretakers of Indian specially abled children.
6. It is found in this study that stress directly reduces a carer's ability to provide appropriate help. While people with lower stress levels saw themselves as more effective, caretakers under great stress report decreased efficacy. It is suggested that necessary coordinated support networks, stress management programmes, and government policies aiming at reducing stress as it could enhance the caring experience in Indian elementary education for children with disabilities
7. It is suggested that governments and institutions have to give certain interventions—including carer training programmes, financial help, mental health support, and improved resource accessibility—top priority formulation and execution. By addressing these problems with methodical solutions, the quality of care for disabled children may be greatly improved, therefore improving the developmental outcomes of the children they help as well as the well-being of the carers.
8. It is suggested that caretakers' ability to offer required necessary help to challenged children is much hampered by emotional pain, anxiety, and psychological tiredness. The findings underline that mental health is not just a personal matter but also a major determinant of the effectiveness of caring.

9. It is suggested that workplace interventions include emotional resilience seminars and stress management courses could help carers to efficiently handle the challenges they come with. Giving carers' emotional and psychological well-being top priority can help to greatly increase the effectiveness of the treatment for challenged youngsters, thereby improving their developmental results and creating a more environmentally friendly caring surrounding.

Conclusion

1. It is evident that the stress levels among caretakers of Indian specially abled children are on the rise. It is evident from the correlation analysis that the rise in the extent of stress among caretakers raises an immediate concern to find suitable sustainable strategies for the long run. It is concluded that there is a need to reduce the lack of support towards specially abled children as more resources access to special educators, sufficient parental guidance programs, or an overall holistic approaches with social and institutional backing have to be provided.
2. It is evident that caretakers experience substantial mental and psychological strain, possibly due to the demanding nature of their responsibilities, the emotional attachment to the children. So it is concluded that Indian schools must ensure sufficient ways and means which can increase psychological well being of caretakers. Motivational programs, life enrichment talks, guidance and constant support for caretakers has to be ensured.
3. It is concluded that suitable infrastructure, such as the increase in ramps, improvised transportation, accessible learning materials should be provided for these special children. It is concluded that implementation of support by improving accessibility would require infrastructural modifications, technological advancements in learning tools, and policy-driven initiatives to make education more inclusive and accommodating for these specialized children has to be given at all times.
4. It is concluded that these special children are the gifts of God as they need special attention and care which can ensure holistic transformations which also could have socio economic implications, regional development, balanced growth and sustainability of Indian schools towards 2035.

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