Parents' Coping Strategies for their School Children's Issues: A Systematic Literature Review

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Abstract
Coping strategies are mechanisms to avoid or lessen danger, damage, and loss or to alleviate distress from stressful situations and environments. This Systematic Literature Review (SLR) research objectives were to examine and summarize coping strategies parents use with children attending school when they face issues. This review will provide comprehensive and well-structured perspectives for scholars interested in studying coping strategies usage and their effectiveness in future research. Related articles and studies were retrieved from Scopus, Science Direct, and Education Resources Information Center (ERIC) databases. This review has identified 27 articles for SLR after performing quality approval according to PRISMA 2020 protocol. The thematic analysis data were classified into ten emerging themes: (1) problem-focused and active coping, (2) help-seeking, support-seeking or social support, (3) disengaged, avoidance, escaping, denial or self-distraction, (4) self-blame, (5) spiritual or religiosity, (6) positive reappraisal or reframing, (7) venting, (8) humor, (9) acceptance, and (10) substance use. Moreover, findings from this SLR suggest that coping strategies are crucial when parents face stressful issues or incidents regarding their school children since education is very important to them. This review will offer valuable insights into the use and effectiveness of coping strategies for researchers and scholars. It will provide a well-structured perspective for future studies on this topic.
Keywords: Systematic Literature Review, Parent, School, Coping Strategy, Stress, Family

Introduction
Coping is an ongoing and adaptive procedure for perceiving and handling stressful situations (Lazarus & Folkman, 1984). It encompasses the application of cognitive and behavioral strategies, which are typically classified as either emotion-focused (i.e. disengaged) or problem-focused (i.e. engaged; Carver et al., 1989; Terry, 1994). Emotion-focused coping aims to diminish distressing emotions and feelings. Some examples of emotion-focused coping behaviors include reframing positively, self-distract, avoidance, and self-care. Problem-focused coping involves employing deliberate, proactive problem-solving strategies such as planning and instrumental action to resolve the issue or eradicate the cause of stress.

Coping strategies are recognized for its ability to lessen both stressful and depressive encounters Kim et al (2008); Kadhiravan and Kumar (2012), and can be perceived as either approach (i.e., strategies for adapting thoughts or actions to a given situation) or avoidant (i.e., behaviors consistent with ignoring or dissociating from given situations; Folkman and Lazarus, 1988). Coping strategies that involve approaching stressful events (adaptive) are more effective than those that involve avoidant coping (maladaptive) according to Babore et al (2020), as approaching coping involves modifying one's interaction with the environment, whereas avoiding coping relies on distractions and redirection to evade confronting and addressing the stressors (Morgan et al., 2022). One coping strategy survey questionnaire that can assess the parent's stress level when handling children and family issues is the Coping Orientation to Problems Experienced (COPE) questionnaire. This questionnaire was developed by (Carver et al., 1989). The following are the scales' names and the statements they assigned in Table 1. The COPE scale is divided into two coping styles by streaming items into the following categories: problem-focused coping (Religion, Acceptance, Planning, Positive reframing, Active coping, Instrumental support, Emotional support, and Humor) and emotion-focused coping (Self-distraction, Denial, Venting, Behavioral disengagement, Self-blame, and Substance abuse).

Some of the coping strategies can be applied when in stressful condition according to Carver et al (1989) are a*ctive coping which* involves undertaking actions aimed at removing or reducing the stressor or its consequences while *planning* implicates considering the ways of coping with the stressor. *Seeking instrumental support* permits someone in looking for advice, help, or information compare to *seeking emotional support* strategy which looking for moral support, sympathy, or understanding from others. Coping strategy *suppression of competing activities* comprises of avoiding other activities not connected with the problem when situation require to cope with the problem more efficiently. *Turning to religion or spirituality* can be define when feel religion as a source of emotional support and guidelines for positive re-evaluating and development. *Positive reinterpretation and development* is a way of coping by finding in a given situation potential for development and perceiving the situation in a more positive light. *Restraint coping* makes someone to refrain from acting prematurely through waiting for the right moment. *Acceptance* is applied by accepting the situation as irreversible, as something one has to get used to and learn to live with. *Focus on and venting emotions* strategy occurs through concerning about one's emotions and the tendency to vent to them to reduce their stress. *Denial* mainly conduct by ignoring or denying that something has happened while *mental disengagement* consist of avoiding in thinking about the consequences of the situation by engaging in other activities such as sleeping or watching television. *Behavioral disengagement* strategy is used when people feel helplessness or expecting poor coping outcomes, result in them to resign from efforts to reach the goals. *Substance abuse or use* happen through consuming alcohol or taking other psychoactive substances to temporarily relieve unpleasant emotions.

Currently, there is a lack of comprehensive review of the coping strategies applied by parents regarding their school children when they are in stressful situations. By doing a Systematic Literature Review (SLR), the author(s) attempt to make sense of large bodies of information by identifying what works and what does not questions (Petticrew and Roberts, 2006). An SLR is also used to identify, examine, and assess all the research applicable to a research question, topic, or phenomenon of interest (Kitchenham, 2004). Identifying and critically evaluating the available evidence can provide an up-to-date overview of the state of the field and help guide future research. Petticrew and Roberts (2006) concluded that SLR adheres closely to a set of

scientific methods to limit systematic error or bias, mainly by attempting to identify, appraise and synthesize all relevant studies to answer the specific research question(s).

The SLR proposed in this study focuses on the research evidence review analysis of past studies to answer the following research question: what coping strategies are applied by parents when they face issues or stressful incidents regarding their children attending school? Due to this gap in the literature, the current study will help inform future research regarding the coping strategies parents apply in stressful situations due to their family issues, especially involving their school children. The children is not limited to any specific school type as long they attended the obligatory education while the stressful situations can either be related to issues happened inside or outside the school environment such as the impact of pandemic, availability of local facilities, or government policy. Scholars and academicians will be able to use this SLR to determine which coping strategies they should emphasize in their future research.

Methodology
Review protocol-PRISMA 2020
The present study was guided by Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 review protocol. It aims to assist systematic reviewers in clearly documenting the rationale behind conducting the review, the methods employed by the authors, and the outcomes they discovered. Note that the 2009 statement has been replaced by the PRISMA 2020 statement. It incorporates updated reporting guidance that encompasses advancements in techniques for identifying, selecting, evaluating, and combining studies. Changes have been made to the structure and presentation of the items in order to make implementation easier (Page et al., 2021). Guided by PRISMA 2020, the SLR process began with formulating the research questions by applying the PICo method; 'P' for Problem or Population, 'I' for Interest, and 'Co' for context.

Afterwards, the strategy for documented searching was conducted according to three systematic phases: identification, screening, and eligibility. A quality appraisal process was necessary for this SLR and was conducted based on the adapted criteria outlined by (Hong et al., 2018). Here, the quality of each selected article was determined before being integrated into the review. The final step involved processing the selected articles through several stages, including data extraction and analysis. The primary research question guided the data extraction process, while qualitative data synthesis (thematic synthesis) was performed to analyze the extracted data. When applicable, the authors incorporated the recommendations proposed in the review by exploring alternatives to ensure that the review protocol aligned with the review's objective.

Formulations of Research Question
In this study, the research questions are developed to guide the SLR. The research question was developed using the mnemonic PICo, which stands for 'P' (Problem or Population), 'I' (Interest), and 'Co' (context) (Lockwood et al., 2015). PICo is a tool that help authors to develop suitable research question for the review. The review incorporates three primary elements, namely parents (Population), coping strategies (Interest), and school children's issues (context), drawing upon these concepts. This enabled the authors to formulate the main research questions of this study: what are the coping strategies applied by parents when facing issues or stressful incidents regarding their children attending school?

Systematic Searching Strategies

Three phases, namely: identification, screening, and eligibility, proposed by Shaffril et al. (2018), were involved in the systematics searching strategies for this review to retrieve the relevant articles. These phases were implemented to ensure the conduct of a rigorous investigation (Figure 1) in answering the review's objectives. Besides, it allows the authors to comprehensively locate and synthesize the studies in a well-organized and transparent SLR.

Identification

Identification is the first phase of the systematics search strategies and is performed by deciding the keywords to be applied in the search process. Durach et al (2017) suggest that the optimal combination of keywords should be chosen by considering the inclusion/exclusion criteria of the research question in the review. To ensure that the search process encompasses all relevant studies and omits irrelevant ones, this step is critical. Timeline of the research is important since coping strategies is such a broad topic. So, by limited to 5 years, we can focus on coping strategies that are still relevant to the academic fields nowadays. Using multiple databases is also crucial to prevent retrieval bias (Durach et al., 2017). The search relied on these three main keywords: parent, coping strategy, and school, based on the formulated research question. This SLR aims to investigate parents' coping strategies regarding any issues that occur to their school-going children. The basic functions of Boolean operator OR or AND or AND NOT, as well as field code, phrase searching, wildcards, and truncation, were deployed whenever possible.

The article was scrutinized based on three main indexing databases in the scientific community; Scopus, Science Direct, and Education Resources Information Center (ERIC). ERIC database was chosen due to this database provides studies related to education research and information. Each article obtained from these databases has undergone thorough scrutiny beyond its study's title and abstract, intending to select the most appropriate article that aligns with the objectives of this SLR. This effort of the search process retrieved 685 potential articles from the selected databases.

Table 1

Search string used in the selected database

Database	String
Scopus	TITLE-ABS("school*" AND "coping strateg*" AND "parent*" AND NOT "universit*" AND NOT "college*" AND NOT "infant*")
Science Direct	("school" OR "schools") AND ("coping strategy" OR "coping strategies") AND ("parent" OR "parents")
ERIC	title:"coping strategy parent"; abstract:"coping strategy parent"

Table 2
Inclusion and exclusion criteria

Criterion	Inclusion	Exclusion
Timeline	2019-2023	2018 and earlier
Document types	Articles (with empirical data)	Review article, book chapter, book, proceeding of conference etc.
Language	English	Non-English
Subject area	Education, social sciences, psychology, nursing, environmental science, health professions, arts and humanities	Medical, neuroscience, economics, computer science, business, management, accounting, biological sciences, biochemistry

Screening

The screening phase, known as the second process, aims to identify appropriate articles for the SLR by applying a specific set of criteria to differentiate them from unsuitable ones. According to Kitchenham and Charters (2007), authors can choose any criteria for the review as long as it aligns with the research question and allows for accurate interpretation and classification of study articles. Articles published between 2019 and 2023 were chosen, considering the idea of 'research field maturity' highlighted by (Kraus et al., 2020). This particular timeline was selected due to an adequate number of published studies were available to conduct a comprehensive review. Another criterion was that the articles were empirical research papers since they offered primary data, not thesis or dissertation reports, review papers, or were in the form of a newsletter.

Since the SLR objective related to school education, parenting and family issues, choosing education, social sciences, psychology, nursing, environmental science, health professions, as well as arts and humanities as criteria for the subject area was believed to increase the possibility of attaining more articles related to the research question. According to Linares-Espinos et al. (2018), the articles to be reviewed are limited to English to avoid confusion and reduce time consumption. Therefore this SLR has selected English-language articles only. After discarding 547 articles that had failed to meet the mentioned criteria, 138 articles were retained to check for any duplication. Eleven duplicate records were recognized, and after excluding the duplicates, the potential articles were reduced to 127 articles for the next stage of the selection process.

Eligibility

Eligibility was the third process of systematics search strategies, where the 127 selected articles were re-examined to determine adherence to the selection criteria. Durach et al (2017) argue that when conducting a systematic review, it is important to go beyond the title and abstract of a study to fully understand its significance. Besides, it also emphasizes the need to delve deeper into the information provided in each article to accurately assess its relevance and contribution to the review. The authors manually examined the remaining papers to determine if they met the established inclusion criteria, which involved reviewing the title, abstract, or the entire paper. During the title screening stage, 14 articles were not

considered, and during the abstract screening stage, 45 articles were eliminated. After reading the content of the selected articles, the authors excluded an additional 41 articles. In total, 100 articles were removed in this stage since they did not focus on the coping strategies applied by parents for their children, the coping strategies are for other categories of people (teachers, children, students), and the coping strategies application are in fields unrelated to school education. As a result, 27 articles were finally selected for the SLR (see Fig. 1).

Quality Appraisal
The purpose of the quality appraisal stage, a crucial step in the research process, is to meticulously examine and evaluate the methodology and analysis employed in the selected studies, ensuring that they have been executed to a level that meets or exceeds the expected standards. This stage serves as a rigorous quality control mechanism to ascertain the research findings' reliability, validity, and credibility. By subjecting the chosen studies to comprehensive scrutiny, researchers can confidently determine the trustworthiness and robustness of the evidence presented, enhancing these studies' overall integrity and credibility. The Mixed-Method Appraisal Tool (MMAT) developed by Hong et al (2018) was employed for this objective. According to Hong et al (2018), MMAT allows researchers to evaluate a systematic review combining various studies, including qualitative research, randomized controlled trials, non-randomized studies, quantitative descriptive studies, and mixed methods studies. Using the research design, the quality of the chosen articles was evaluated by applying five main criteria. Two co-authors assisted the corresponding author in assessing each article's methodological and analytical thoroughness. Each article was carefully read, focusing on its methodology section and the analysis undertaken.
The MMAT examined the articles, such as the consistency between the sampling undertaken in each study and the analysis undertaken (non-random sampling vs confounders accounted) (Table 3). Each article was scrutinized based on the five criteria, with three options provided in presenting their answer (Yes, No, and Can't Tell). The articles were incorporated in the SLR if they passed at least three criteria. Decisions for the inclusion of each article were based on a mutual agreement where the authors would quickly settle any disagreement via discussion. From this quality appraisal process, all authors agreed all 27 articles had passed the minimum quality requirement regarding the methodology and analysis. In summary, 13 articles fulfilled all criteria, while six achieved at least 4 criteria, and the other eight managed to secure at least three criteria (Table 3).

Data Extraction and Analysis
The review aims to identify if parents use any coping strategies in stressful situations regarding their children's issues in school. Guided by this research question, the authors conducted a data extraction process to pinpoint coping strategies mentioned in the selected studies. The qualitative syntheses approach was performed through thematic analysis to evaluate the captured data since this is the most suitable method to integrate the diverse research designs (Whittemore & Knafl, 2005). This review also relied on thematic synthesis due to the suitability of this approach for synthesizing data from diverse research designs due to its flexible mode, as Flemming et al. (2019) suggested. The thematic analysis attempts to find out and tell the researcher any pattern in the existing studies by identifying the themes based on their similarities and correlations that could be existed in the abstracted data (Braun & Clarke, 2006, 2019). For this SLR data extraction, the thematic synthesis followed the steps

suggested by (Kiger & Varpio, 2020). First, the authors familiarized themselves with the data of the article through active and repeated readings.

The second process involved generating initial codes where data is organized at a granular and specific level. During this stage, the researchers carefully reviewed all the chosen articles and collected any relevant data that pertained to the primary research question. They meticulously analyzed the information to extract key findings and insights. The third process is theme generation, where in this process, the authors performed inductive coding frameworks. An inductive approach to data coding and analysis is a bottom-up approach driven by what is in the data (Braun & Clarke, 2012). This approach allows the codes and themes to be derived from the data's content. Besides, what is mapped by the researcher during the analysis will closely match the content of the data. Inductive frameworks allowed researchers to explore interests, similarities, and connections between the extracted data centered on the coded data. Through this inductive practice, the themes were derived from the coded data, associated with the original data, and reflected the entire dataset (Braun & Clarke, 2019).

The authors identified and developed 20 themes during this theme-generation process. The next process is reviewing the developed themes, where the researchers examined the suitability of these themes. The authors decided to combine three themes: problem-focused, active coping, and planning, into one theme, namely problem-focused and active coping. The next theme is support seeking which is formed through the combination of help-seeking, support-seeking, and social support themes. These five themes: disengaged, avoidance, escaping, denial, and self-distraction, have been included together under one theme due to their significant similarities. Meanwhile, spiritual and religiosity themes were combined into one theme, followed by positive reappraisal and reframing, which were also placed under one theme. In total, the main themes were reduced to ten themes only.

Table 3
Result of the quality assessment

Study	Research Design	QA 1	QA 2	QA 3	QA 4	QA 5	Number of criteria fulfilled	Inclusion in the review
Amireh (2019)	QN (DC)	Y	N	Y	C	Y	3/5	Y
Ilias et al. (2019)	QL	Y	Y	Y	Y	Y	5/5	Y
Johnson et al. (2020)	QL	Y	Y	Y	N	C	3/5	Y
Tu et al. (2020)	QN (NR)	Y	Y	Y	Y	Y	5/5	Y
Aznar et al. (2021)	QN (DC)	Y	N	Y	C	Y	3/5	Y
Boor et al. (2021)	QL	Y	Y	Y	Y	Y	5/5	Y
Dawes et al. (2021)	QL	Y	Y	Y	Y	Y	5/5	Y
Donker et al. (2021)	QN (NR)	Y	Y	N	N	Y	3/5	Y
Karaca and Konuk Şener (2021)	QL	Y	Y	Y	Y	Y	5/5	Y
Kurowska et al. (2021)	QN (DC)	Y	N	Y	N	Y	3/5	Y
Santiago et al. (2021)	QN (NR)	Y	Y	Y	Y	Y	5/5	Y
Wong and Wong (2021)	QL	Y	Y	Y	Y	Y	5/5	Y
Auriemma et al. (2021)	QN (NR)	Y	Y	Y	Y	Y	5/5	Y

AlBusaidi et al. (2022)	QN (DC)	Y	Y	Y	Y	Y	5/5	Y
Cepuch et al. (2022)	QN (NR)	Y	C	Y	Y	C	3/5	Y
Disasa (2022)	QL	Y	Y	Y	Y	Y	5/5	Y
Gül et al. (2022)	QN (DC)	Y	Y	Y	Y	Y	5/5	Y
Lewis et al. (2022)	MX	Y	Y	N	Y	N	3/5	Y
Morgan et al.(2022)	QN (NR)	Y	Y	Y	C	Y	4/5	Y
Rajan and Romate (2022)	QN (DC)	Y	Y	Y	Y	C	4/5	Y
Ünlütabak and Velioğlu (2022)	MX	Y	Y	Y	Y	N	4/5	Y
Brillet et al. (2023)	QN (NR)	Y	Y	Y	N	Y	4/5	Y
Chara et al. (2023)	MX	Y	Y	Y	Y	N	4/5	Y
Liu et al. (2023)	QL	C	Y	Y	Y	C	3/5	Y
Saini et al. (2023)	QL	Y	Y	Y	Y	Y	5/5	Y
Wilmot et al. (2023)	QL	Y	Y	Y	Y	Y	5/5	Y

QA=Quality assessment; QN (DC) = Quantitative descriptive; QN (NR) = Quantitative non-randomized; QL = Qualitative; MX = Mixed-Method; C = Can't tell
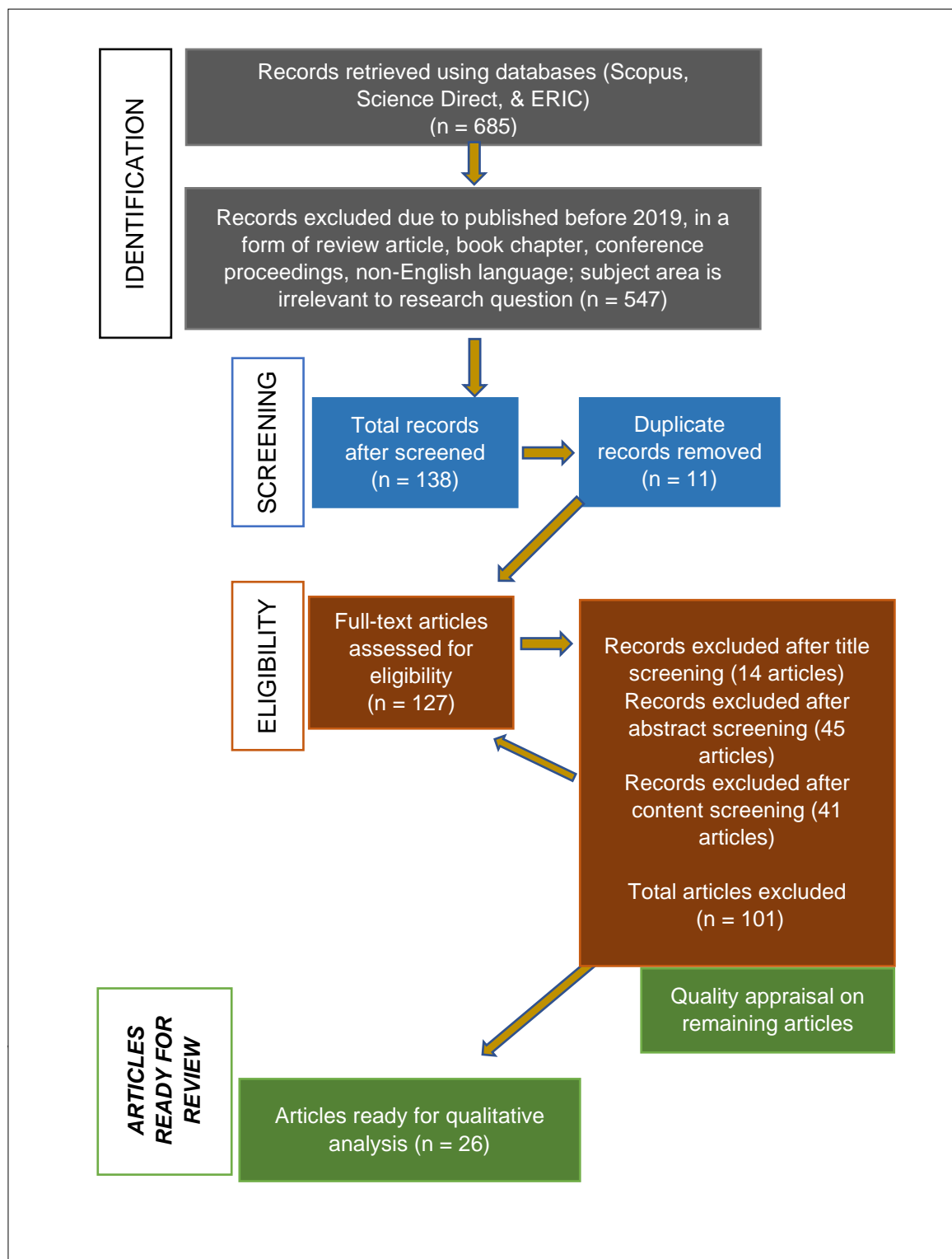
Figure 1: Flow diagram of the systematic search strategies for the SLR

Results

Background of the Selected Studies

This SLR of 26 articles has identified a total of five papers conducted their studies in United States Auriemma et al (2021); Johnson et al (2020); Lewis et al (2022); Morgan et al (2022); Tu et al (2020), three in United Kingdom Aznar et al (2021); Dawes et al (2021); Saini et al (2023), two in Australia Santiago et al (2021); Wilmot et al (2023) and three in Turkey (Gül et

al., 2022; Karaca & Şener, 2021; Ünlütabak & Velioğlu, 2022). Besides that, the following studies have been focused on China Liu et al (2023), Ethiopia Disasa (2022), France Brillet et al (2023), Hong Kong Wong & Wong (2021), India Rajan & Romate (2022), Iran Boor et al (2021), Jordan Amireh (2019), Malaysia Ilias et al (2019), Netherlands Donker et al (2021), Oman AlBusaidi et al (2022), and Peru Chara et al (2023) (see Figure 2).

Furthermore, the review revealed the research design employed, where a total of 13 studies conducted quantitative analyses AlBusaidi et al (2022); Amireh (2019); Auriemma et al (2022); Aznar et al (2021); Brillet et al., 2023; Cepuch et al., 2022; Donker et al., 2021; Gül et al (2022); Kurowska et al (2021); Morgan et al (2022); Rajan & Romate (2022); Santiago et al (2021); Tu et al (2020) while the other ten research employed qualitative analyses (Boor et al., 2021; Dawes et al., 2021; Disasa 2022; Ilias et al., 2019; Johnson et al., 2020; Karaca & Konuk Şener, 2021; Liu et al., 2023; Saini et al., 2023; Wilmot et al., 2023; Wong & Wong, 2021). Meanwhile, three studies have applied the mixed-methods approach Chara et al (2023); Lewis et al (2022); Ünlütabak & Velioğlu (2022) (see Figure 3).

Regarding the context of issue touched by the selected studies, a total of seven papers involved raising autism children (AlBusaidi et al., 2022; Amireh 2019; Brillet et al., 2023; Gül et al., 2022; Ilias et al., 2019; Johnson et al., 2020; Lewis et al., 2022), while five articles related to COVID-19 pandemic (Aznar et al., 2021; Dawes et al., 2021; Morgan et al.,2022; Saini et al., 2023; Ünlütabak & Velioğlu, 2022) and raising intellectual disabilities children (Auriemma et al., 2021; Disasa 2022; Karaca & Şener, 2021; Rajan & Romate, 2022; Wilmot et al., 2023). Two papers focused on the parent-children relationship issue (Boor et al., 2021; Donker et al., 2021) while following issue each research is regarding academic challenges (Tu et al., 2020), the coping strategy applied by children Santiago et al (2021), online learning from home Chara et al (2023), parent level of stress Cepuch et al (2022), raising Attention Deficit/ Hyperactivity Disorder (ADHD) children Wong and Wong (2021), raising disabled children (Kurowska et al., 2021), and social adjustment by left-behind children (Liu et al., 2023) (see Figure 4).

This review also identified the category of parents' children studied in every research. A total of seven papers focused on the autism children (AlBusaidi et al., 2022; Amireh 2019; Brillet et al., 2023; Gül et al., 2022; Ilias et al., 2019; Johnson et al., 2020; Lewis et al., 2022), while six papers focused on disabled children (Auriemma et al., 2021; Disasa 2022; Karaca & Konuk Şener, 2021; Kurowska et al., 2021; Rajan & Romate, 2022; Wong & Wong, 2021). Meanwhile, five papers concentrated on adolescents (Boor et al., 2021; Donker et al., 2021; Morgan et al., 2022; Saini et al., 2023; Tu et al., 2020), while the other three papers fixated on preschool & elementary school children (Chara et al., 2023; Dawes et al., 2021; Ünlütabak & Velioğlu, 2022). The following category of children contain a paper each: Children with leukemia or lymphoma (Cepuch et al., 2022), dyslexia children (Wilmot et al., 2023), children of Mexican origins (Santiago et al., 2021), home-school children (Aznar et al., 2021) and left behind children (Liu et al., 2023) (see Figure 5).
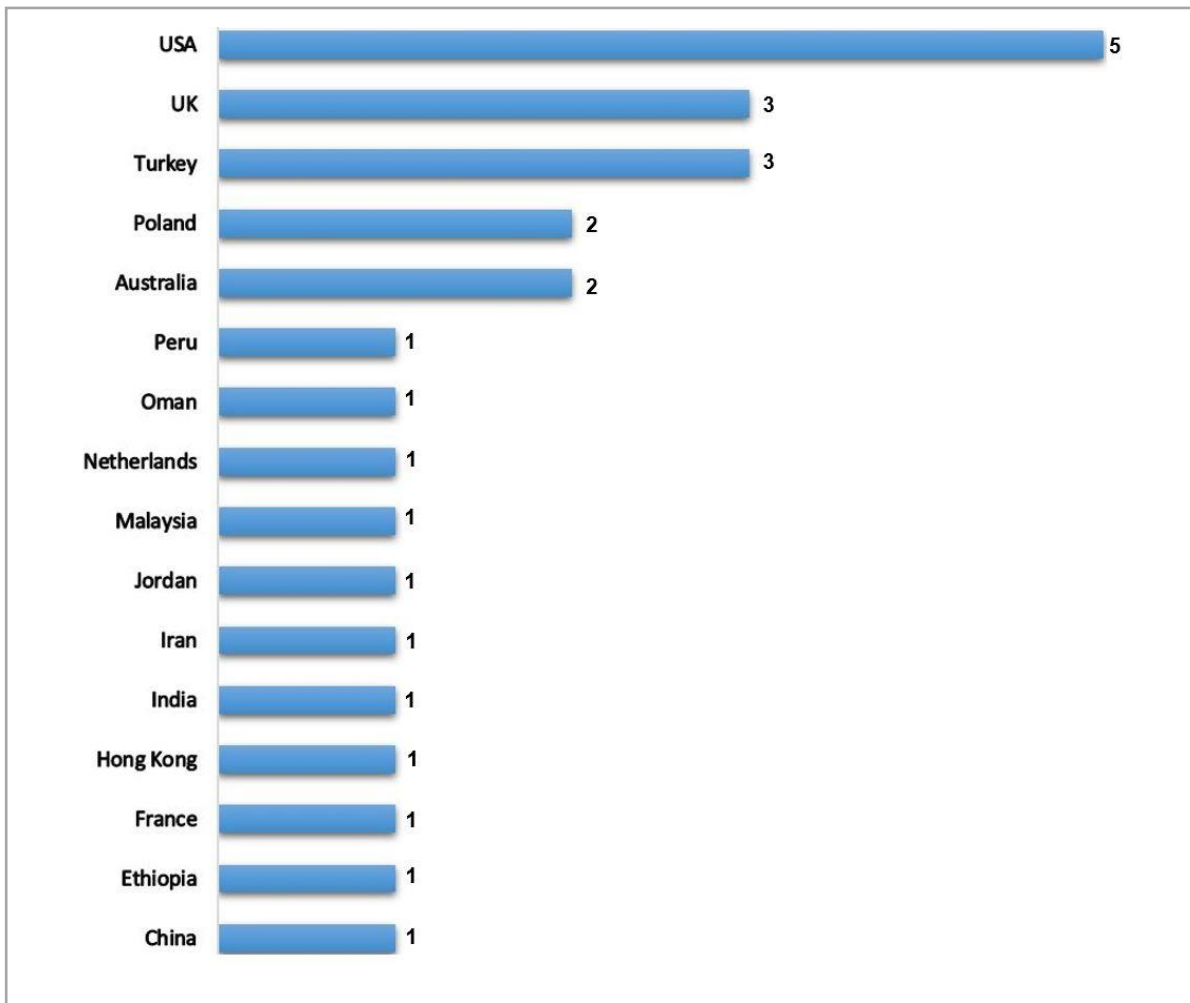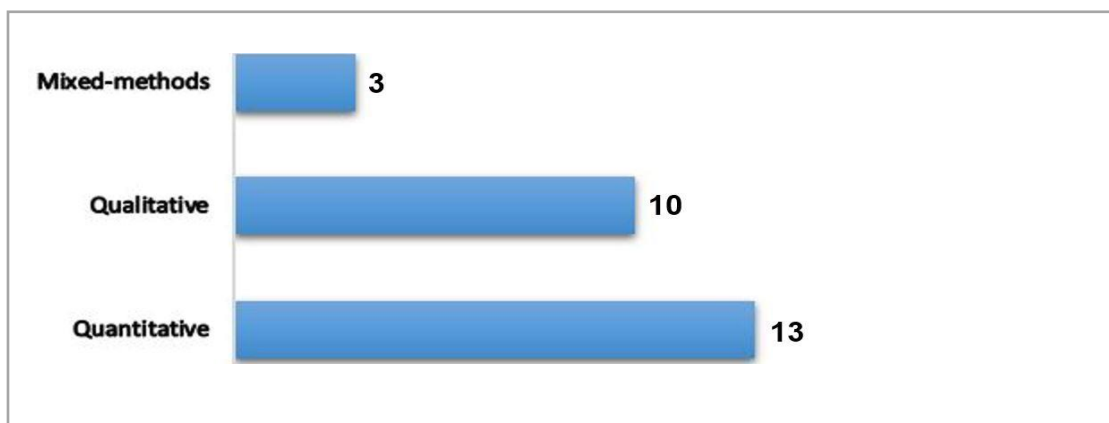
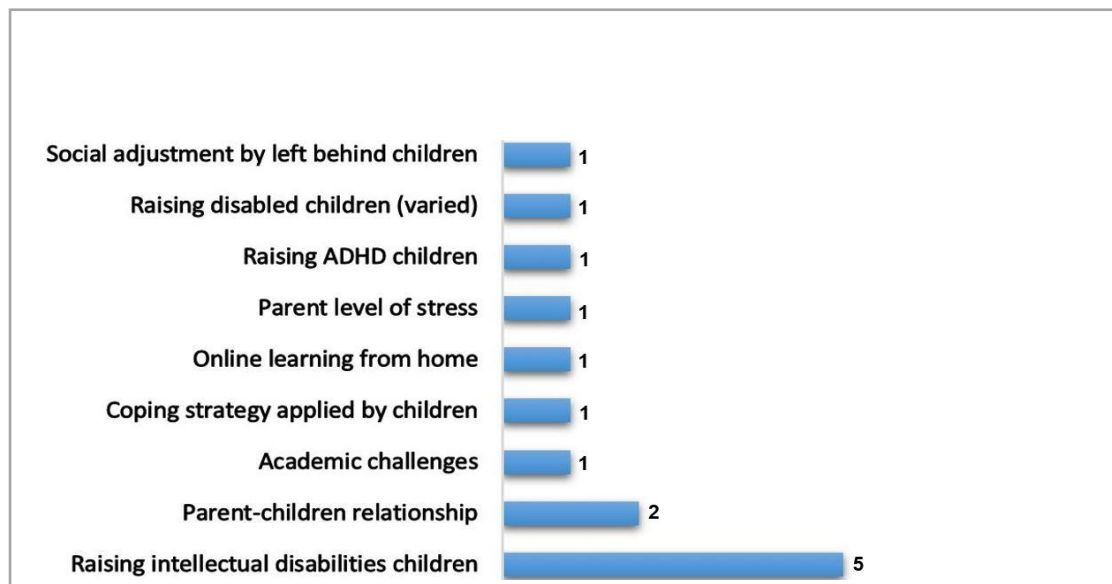Figure 2   Countries where the selected studies were conducted

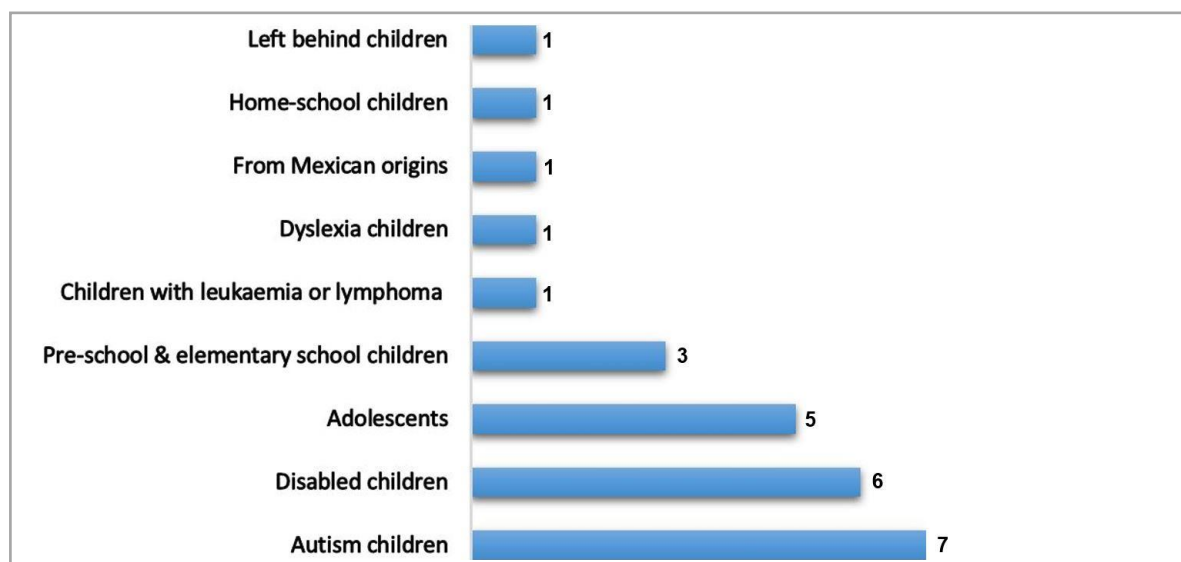Figure 4 Context of issue by selected studies

Figure 5 Category of parents' children studied

The Developed Themes

The authors conducted inductive data analysis, mainly focused on identifying the coping strategy that has been applied and recorded scientifically for the past five years when parents are facing issues regarding their school's children. Based on the thematic analysis, the following themes were drawn out: (1) problem-focused and active coping, (2) help-seeking, support-seeking or social support, (3) disengaged, avoidance, escaping, denial or self-distraction, (4) self-blame, (5) spiritual or religiosity, (6) positive reappraisal or reframing, (7) venting, (8) humor, (9) acceptance, and (10) substance use. Based on the results, these ten themes answered this review's main research question on parents' coping strategies when facing issues or stressful incidents regarding their school children.

Problem-focused and active coping

Problem-focused and active coping is a way to handle stress through the hands-on approach to the problem itself. These coping strategies were mentioned by Tu et al (2022), where problem-focused has been used more compared to disengaged strategy regarding children's academic challenges. Tu et al (2022) also determine that problem-focused advice provides more specific and concrete actions to manage these academic challenges.

Table 4
Findings

Authors/Themes	Problem-focused and active coping	Support seeking	Disengaged /Avoidance / Escaping / Denial/ Self-Distraction	Self-blame	Spiritual/ Religiosity	Positive reappraisal /Reframing	Venting	Humor	Acceptance	Substance use
Tu et al. (2020)	/	/	/							
AlBusaidi et al. (2022)		/	/			/				
Kurowska et al. (2021)	/		/			/		/	/	/
Brillet et al. (2023)	/	/	/	/						
Lewis et al. (2022)	/	/				/				
Santiago et al. (2021)	/					/				
Auriemma et al. (2021)	/					/				
Donker et al. (2021)	/	/								
Gül et al. (2022)	/	/				/			/	
Chara et al. (2023)	/	/	/	/	/				/	/
Saini et al. (2023)	/	/								
Wilmot et al. (2023)		/				/				
Liu et al. (2023)	/				/					
Disasa (2022)	/	/			/					
Cepuch et al. (2022)	/	/	/		/		/	/	/	/
Rajan and Romate (2022)		/	/		/		/			
Ünlütabak and Velioğlu (2022)	/	/			/					
Morgan et al.(2022)	/	/	/							
Boor et al. (2021)	/	/								
Karaca and Konuk Şener (2021)	/				/					
Aznar et al. (2021)				/		/			/	
Dawes et al. (2021)	/		/							
Wong and Wong (2021)	/					/			/	
Johnson et al. (2020)		/			/					
Ilias et al. (2019)	/	/			/	/				
Amireh (2019)	/	/	/	/	/	/	/	/		/

The studies by Auriemma et al (2021); Kurowska et al (2021) determined that parents of children with intellectual disabilities or other developmental disorders often used problem-focused strategies such as active coping and planning. Meanwhile, Karaca and Şener (2021)

research identified that the problem-focused strategy applied by mothers of children with intellectual disabilities, such as handicrafts, walking, or cooking, was soothing for them. ADHD is a mental disorder marked by inattention, hyperactivity, and impulsivity and will interfere with children's cognitive and social development (National Institution of Mental Health, 2020). A study by Wong and Wong (2021) revealed that parents in Hong Kong have applied problem-focused coping methods such as hiring a private tutor to help their child with schoolwork when they feel burdened taking care of their ADHD children.

Parents face challenging and complex situations when raising children with Autism Spectrum Disorder (ASD). Among the clinical diagnostic symptoms of ASD include (a) difficulties in social communication and social interaction across various contexts and (b) an inclination to engage in restricted, repetitive patterns of behaviour, interests, or activities (American Psychiatric Association, 2013). When facing stressful situations regarding their autistic children, some parents have to use problem-focused strategies such as active coping, planning, enrolling in a course related to special education, as well as attended workshops and seminars (Amireh, 2019; Gul et al., 2022; Ilias et al., 2019; Brillet et al., 2023; Lewis et al., 2022; Kurowska et al., 2021).

Santiago et al (2021) discovered problem-focused strategy is used by some family with children of Mexican origin when facing stressful family problems. Problem-focused strategy is also used when parents in China leave behind their children due to working in far-away locations (Liu et al., 2023). Meanwhile, Dawes et al (2021); Morgan et al (2022); Saini et al (2023); Ünlütabak and Velioğlu (2022), reported the use of problem-focused coping strategies such as active coping, planning, and different kinds of activities when facing the stressful condition during the COVID-19 pandemic. Planning also has been applied when parents face stress when their children are hospitalized for leukaemia or lymphoma (Cepuch et al., 2022).

An active coping strategy, such as evaluating child progress, has been used when parents want to minimize psychological challenges regarding their intellectual disabilities children issues (Disasa, 2022). Meanwhile, Donker et al (2021) discovered that parents used active coping regarding their relationship problems with their adolescent children. Research by Boor et al (2021) discovered active coping strategies such as filling children's free time with sports, studies, training programs, scientific and educational programs, and online courses were used for handling communication challenges with their adolescents due to the influence of the Internet and social media.

Support Seeking

Seeking support from human or non-human sources is one of the most common coping strategies parents apply. For instance, Tu et al (2022) revealed that parents employed help-seeking coping strategies to help their children adaptively when facing academic challenges. Meanwhile, research by Boor et al (2021) about parents' stress regarding communication with their school children due to Internet and social media influence has employed seeking support coping strategies such as getting help from a counsellor. Support-seeking strategies, such as engaging in social relations, were also chosen by parents during the COVID-19 pandemic to cope with the stressful condition caused by the pandemic (Morgan et al., 2022; Saini et al., 2023; Ünlütabak & Velioğlu, 2022).

Parents experience stress while raising children with autism, prompting them to adopt strategies for seeking social support. This was researched by (Albusaidi et al., 2022; Amireh, 2019; Brillet et al., 2023; Gul et al., 2022; Ilias et al., 2019; Johnson et al., 2020; Lewis et al., 2022). For parents raising children with intellectual disabilities, seeking social support also

was employed as a coping strategy when in a stressful situation (Auriemma et al., 2021; Disasa, 2022; Rajan & Romate, 2022; Wilmot et al., 2023). Seeking emotional and instrumental support has been employed by parents whose stressful when their children are hospitalized due to leukaemia or lymphoma diseases (Cepuch et al., 2022).

Disengaged/Avoidance/Escaping/Denial/Self-distraction

This review has combined the following themes: disengaged, avoidance, escaping, denial, and self-distraction, into one theme due to significant similarities between these five coping strategies where these strategies might not be able to solve any issues effectively. A study by Tu et al (2022) identified a disengaged coping strategy parents employ when their children face academic challenges. The disengaged strategy is also used by parents when raising disabled children Kurowska et al (2021), parents with children hospitalized due to leukaemia or lymphoma diseases Cepuch et al (2022), and parents when raising autistic children (Amireh, 2019).

For escaping and avoidance coping methods, this strategy has been discovered in research by (Albusaidi et al., 2022; Brillet et al., 2023; Kurowska et al., 2021; Morgan et al., 2022; Rajan and Romate, 2022). Meanwhile, an avoidance strategy is also applied by parents to limit their engagement with the rolling news coverage of the COVID-19 pandemic on television or social media (Dawes et al., 2021). Some parents also predicted later depression and anxiety symptoms through greater use of avoidant coping strategies (Morgan et al., 2022). The denial coping method is applied when parents do not acknowledge their reality or the consequences (Costa, 2017). This coping strategy is applied when parents are stressed when their children are diagnosed with leukaemia or lymphoma diseases (Cepuch et al., 2022) and when parents feel stressed while raising their autistic children (Amireh, 2019).

Self-distract or distraction strategy is performed by diverting attention from the stressful event, where individuals employ activities like watching television, working out, reading, or participating in enjoyable pursuits (Allen & Leary, 2010). For self-distraction strategy, it was employed by parents raising disabled children (Kurowska et al., 2021) and also by parents with autistic children in their families (Amireh, 2019).

Self-blame

Self-blame is a coping strategy that criticizes oneself for being responsible (Carver, 1997) and makes oneself feel guilty during stressful events (Chara et al., 2023). This review has identified self-blame strategy has been applied when parents are stressed in raising autistic children (Amireh, 2019; Brillet et al., 2023), coping with the stressful condition during the COVID-19 pandemic for their home-school children (Aznar et al., 2021), and regarding online learning methods occurred to their school's children during the pandemic (Chara et al., 2023).

Spiritual/Religiosity

Religiosity or turning to religion coping strategy has been employed for left-behind children by parents in China (Liu et al., 2023), parents that are stressed when their children are hospitalized with leukaemia or lymphoma diseases (Cepuch et al., 2022). Meanwhile, research by Disasa (2022), Karaca and Konuk Sener (2021), and Rajan and Romate (2022), regarding raising intellectually disabled children also identified that parents had applied religious and spiritual approaches while coping with the stressful situation. Parents facing challenges raising autistic children also turn to religion as a coping strategy (Amireh, 2019; Johnson et al., 2020). At the same time, the study by Ilias et al. (2019) also revealed that

parents having and raising autistic children strengthened their spiritual faith. When parents are stressed due to their children needing to go through online learning from home, parents employ a spiritual coping strategy (Chara et al., 2023).

Positive reappraisal/Reframing

Positive reappraisal (also known as positive cognitive restructuring) is the adaptive process by which stressful events are re-construed as benign, valuable, or beneficial where some parents of children with autism have applied this coping strategy during stressful situations (Albusaidi et al., 2022; Gul et al., 2022; Ilias et al., 2019; Lewis et al., 2022). Positive reappraisal was also reported to be employed by parents when raising children with intellectual disabilities (Auriemma et al., 2021; Wilmot et al., 2023). A study by Aznar et al. (2021) has suggested that positive reappraisal can improve higher parenting self-efficacy and home-schooling relationships. Meanwhile, parents also applied positive reappraisal while raising their ADHD children (Wong & Wong, 2021).

Positive reframing involves focusing on ways that a stressor may actually be positive or beneficial, and this coping strategy has been identified to be used by parents when raising their autistic children (Amireh, 2019; Kurowska et al., 2021). Some parents applied a positive reframing strategy in the stressful environment during the COVID-19 pandemic by treating the situation as vacation (Ünlütabak & Velioğlu, 2022). Meanwhile, a study by Santiago et al. (2021) identified that positive reframing was used by a family of Mexican origins in a Midwestern city in the United States when in a stressful situation.

Venting

Venting might be harmful as a coping strategy when used by parents during stressful conditions since this coping strategy can occur by releasing or exhibiting "negative" emotions such as anger, resentment, hatred, or jealousy. This review identified this theme in the research by Cepuch et al (2022) regarding parents handling difficulties when their children are hospitalized due to leukaemia or lymphoma disease. Cepuch et al. (2022) also suggested that the anxiety level of parents is also related to the frequent usage of the venting coping strategy.

In the meantime, a study by Rajan and Romate (2022) discovered that parents with intellectually disabled children applied venting during stressful situations. Meanwhile, a study by Amireh (2019) regarding parents' challenges in raising autistic children has noted venting as one of the coping methods employed by these parents.

Humor

When in a stressful situation, humor is used oneself by joking and laughing with the hope of dampening the negative effects of the stressor. In Kurowska et al. (2021) study of the coping strategies parents apply regarding the stressful situation when raising disabled children, humor is one of the strategies employed by these parents. A study by Amireh (2019) also identified humor as one of the coping strategies the parent applies when raising their autistic children. Meanwhile, parents with children hospitalized due to leukaemia or lymphoma disease also use humor strategy when their situation is stressful (Cepuch et al., 2022).

Acceptance

Acceptance is acknowledging that the problem which causes the stressful situation oneself has happened as it is and the event cannot be undone. This coping strategy can help to

prevent strong pain from escalating to suffering. Parents having difficulties in raising autistic children were determined to have used this coping strategy when they were stressed (Amireh, 2019; Gul et al., 2022; Kurowska et al., 2021). Meanwhile, studies also identified stress parents had applied this coping strategy in raising intellectually disabled children (Disasa, 2022; Kurowska et al., 2021; Wilmot et al., 2023). Research on the coping strategy employed by parents when facing challenges in raising ADHD children by Wong and Wong (2021) has suggested that acceptance of their children's diagnosis and medication could lessen the emotional struggle. A study by Cepuch et al (2022) regarding parent stress levels in handling situations where their children are hospitalized due to leukaemia or lymphoma has discovered an increase in parent anxiety levels when their acceptance rate is low.

Aznar et al (2021) study on the stressful environment during the COVID-19 pandemic has noted that accepting coping strategies results in positive home-schooling relationships for their children. Parents also employ an acceptance coping strategy during stressful events when their children must go through sudden online learning-from-home conditions by accepting the reality without avoiding it (Chara et al., 2023).

Substance use

Examples of substance use are when a person turns to drugs, alcohol, gambling, sex, and other behaviour to cope with their stress and difficult emotions. Instead of addressing the root cause of a stressor, substance use will temporarily numb the pain or provide temporary relief from reality and everyday life. Although not quite heavy use by parents, several studies have reported applying this coping mechanism (Amireh, 2019; Cepuch et al., 2022; Chara et al., 2023 Kurowska et al., 2021). Kurowska et al (2021) study on the coping strategy used by parents revealed that parents raising children with hearing impairments applied substance use strategies less frequently than parents of children without this type of disability.

Meanwhile, a study by Cepuch et al (2022) regarding stressful situations in handling children with leukaemia or lymphoma disease has suggested substance use was, in turn, the least common strategy among all parents, although fathers significantly more frequently chose it. Amireh (2019) also reported the application of substance use strategies by parents in Jordan who are facing difficulties in raising their autistic children.

Discussion

The significance of employing efficient coping strategies in stressful and challenging circumstances is emphasized in this SLR study. Parents play a crucial role in determining how much their children's adjustment during stressful events relies on their own emotional state (Shorer & Leibovich, 2020). Parents who are unable to cope effectively may find it more difficult to assist their children in managing their stress (Cohen & Shulman, 2019). Skinner et al (2003) suggested five core coping mechanisms usually utilized by people: positive cognitive restructuring (positive reappraisal), problem-solving, seeking support, distraction, and escape/avoidance. Interestingly, this review identified at least one of these five main coping strategies in every article. These findings indicate that parents' ways of coping with stress in handling their children did not change much.

Problem-focused coping directly manages or alters the problem causing distress (including problem-solving). As such, problem-focused endeavors frequently involve activities such as defining the problem, generating alternative solutions, evaluating the alternatives in terms of their costs and benefits, choosing among them, planning, and taking action (Lazarus & Folkman, 1984). This coping strategy focuses not only on the environment but can also be

directed inward toward oneself. However, it should be noted that problem-focused coping forms are more plausible when such conditions are appraised as amenable to change, where one can modify hurtful, stressful, or challenging environmental conditions (Lazarus & Folkman, 1984).

In this review, the authors saw that almost all studies employed problem-focused and active coping strategies. This is due to the availability of many parental resources, allowing them to apply this coping strategy, such as seeking information on the Internet or from books (Lewis et al., 2022). Utilizing problem-focused strategies such as active coping, planning, or seeking instrumental support play a crucial role in effectively managing the challenges of daily life such as handling disability children Kurowska et al (2021); Alontaga & Durban (2012); Alós et al (2022); Gül et al (2022), accommodating pandemic new normal Morgan et al (2022); Saini et al (2023); Ünlütabak and Velioğlu (2022) and children bully issues in school (Junainah, 2019).

Support seeking is a coping strategy mainly used by parents due to its easiest route. One can ask for support from other family members, friends, neighbors, or even co-workers if available. Parents can also seek help from the community by contacting relevant public offices, centers, or schools, where these experts should receive recommendations on coping with their children's issues. They can even get help, advice, comfort, and support from professionals, spiritual figures, community leaders, and others (Allen & Leary, 2010). In other words, parents should maximize their environmental resources whenever possible to handle their stressful situations. The social environment is not just a major source of stress; it also provides vital resources the individual can and must draw upon to survive and flourish. To live well, people should cultivate and use those available social resources whenever necessary (Lazarus & Folkman, 1984). A robust social support network has been widely acknowledged to bolster resilience in the face of stress and adverse life events, ultimately enhancing overall well-being (Bromley et al., 2004; Meral et al., 2013). Seeking social support is one of the most common and effective strategies utilized by the parents of children with ASD (Johnson et al., 2011).

This review identified that belief in spirituality and turn to religion strategy was employed when parents thought God decided everything or it was their fate to receive this unfavorable situation. They believe God or the universe has planned everything, including their stressful encounters, and this is when they hope all problems will be solved eventually by the unseen force. Parents can apply spiritual coping strategies by focusing on religious behaviors such as praying, attending church, or talking to clergy to define the meaning of their unfavorable situation (Patterson & McCubbin, 1987). In this review, we can see many parents employ spirituality or turn to religion as their coping method Amireh (2019); Cepuch et al (2022); Chara et al (2023); Disasa (2022); Ilias et al (2019); Johnson et al (2020); Karaca & Konuk Şener, (2021); Liu et al (2023); Rajan & Romate (2022) due to their strong religion belief where God will protect and help them anytime anywhere. This coping strategy might be helpful by providing some relief in the early stage. However, it is not effective to cope with stress if the problem remains unsolved. Lazarus and Folkman (1984) believe this coping strategy may dampen or inhibit coping efforts. For instance, believing in a punitive God can lead a person to accept a distressing situation as punishment and do nothing about mastering or managing the situational demands. Meanwhile, believing in fate (an external locus of control) can lead to an appraisal of helplessness, discouraging relevant problem-focused coping.

According to Lazarus and Folkman (1984), when people perceive a life event as unchangeable, they are inclined to develop learned helplessness, resulting in passivity and

limited coping abilities. Following that, they begin employing various coping strategies that prioritize emotions, such as reappraisal (Luthar, 1991; Rajan and Romate, 2022; Wu et al., 2013). Reappraisal of situational redefinition is used when they reassess the significance of their unexpected differences in control over the unfolding event following the stressful encounters. This emotion regulation strategy involves interpreting a situation that may evoke non-emotionally by changing how one views events or situations after consciously reassessing adverse/stressful events (Gross, 2002; Wu et al., 2013).

Usually, parents employ positive reappraisal when they have inadequate resources to use problem-focused strategies such as money, time, energy, or even opportunity. By thinking positively, becoming optimistic, and minimizing negative consequences, one can safeguard against the passive psychological symptoms of anxiety and depression (Lazarus & Folkman, 1984). For example, when parents engage in more frequent positive refocusing by thinking about positive experiences and not about the actual event of how challenging conducting home-schooling during the COVID-19 pandemic, those parents have less suffering parenting stress.

Avoiding addressing, or dealing with the issue at hand is a maladaptive coping strategy called escaping or avoidance, commonly used to handle stressful situations. Conversely, an individual who adopts a distancing coping mechanism acknowledges the issue yet deliberately distance themselves from it to diminish its importance and influence (Rayan & Ahmad, 2018). In this review, it was interesting that the coping strategy distancing was less mentioned in the studies. It is more frequently replaced by the terms disengaged, avoidance, escaping, and self-distract.

Different researchers have varying opinions on whether distancing is a beneficial or detrimental coping mechanism. Meanwhile, some experts argue that distancing can negatively affect mental health. Others believe it can serve as a useful, though temporary, mediator in the connection between stressors and mental well-being (Dardas & Ahmad, 2015; Smith et al., 2008). Despite that, escape avoidance serves as a coping strategy for parents, potentially enhancing their quality of life and temporarily alleviating stress (Folkman & Lazarus, 1988). A study by Kashdan et al (2006) identifies that avoidance might provide short-term benefits for parents. However, it is not an appropriate approach for managing situations involving chronic stressors as it can escalate depression and anxiety levels. Due to that, avoidant coping strategies are frequently seen as ineffective or maladaptive since they have a harmful impact on psychological well-being (Carver et al., 1989).

According to Allen & Leary (2010), to divert one's attention from a stressful event, self-distract or distraction can be achieved through activities like watching TV, working out, reading, or participating in enjoyable pursuits. Distraction involves a passive approach to coping where the individual avoids directly confronting the situation or evades attempting to resolve the issue (Connor-Smith et al., 2000; Skinner & Wellborn, 1994; Walker et al., 1997). According to Brandstadter et al (1977), distraction is occasionally seen as a coping strategy that involves adjusting one's objectives to embrace failure, unfavorable circumstances, or other difficulties. Negative chain reactions will probably persist if an individual heavily depends on maladaptive coping mechanisms such as disengagement or avoidance after facing a hardship (Rutter, 1999). Experiencing these reactions for an extended duration can perpetuate negative consequences from adversity and increase susceptibility to future adversities. Judge (1998) suggests that these strategies hinder parents from promptly addressing the stress or burden of raising a child with a disability, thus impacting their competence and sense of control.

When parents are not able to accept or solve their problem, they are sometimes involved in using substances such as cigarettes, beer, and drugs to escape by numbing their emotional pain. By drinking beer, smoking, or taking drugs, they believe they will be able to think less about stressful situations since the substance makes them feel good and temporarily relieves unpleasant emotions (Carver et al., 1989; Hull, 1981). They drank alcohol or took drugs in order to feel better and think less about their family problems. However, in reality, the problem remains there, and the stressful environment still awaits them.

A study by Kurowska et al (2021) even discovered that stressed parents residing in a metropolitan area exhibited a higher frequency of employing the substance use strategy than parents residing in a rural village or a small town. This happens maybe due to the tough environment of living in a big city due to the pressure of high living costs plus issues with their children. By utilizing alcohol and drugs, parents might forget their worries and difficulties, but applying this coping strategy may create their own issues since excessive use of alcohol or drugs can lead to other social and health problems (Carver & Connor-Smith, 2010). Individuals who turn to substance use in response to environmental stress or negative emotions are not effectively addressing the underlying cause of their distress, and the consumption of drugs or alcohol can impede an individual's capacity to engage effectively in elaborative or flexible thought processing (Heggeness et al., 2019).

It was interesting that parents used many coping strategies during the COVID-19 pandemic. Some of the popular choices of coping mechanisms for stressful events during the pandemic are problem-focused Chara et al (2023); Dawes et al (2021); Morgan et al (2022); Saini et al (2023); Ünlütabak & Velioğlu (2022) and support seeking (Chara et al., 2023; Morgan et al., 2023; Saini et al., 2023; Ünlütabak & Velioğlu, 2022). These approach coping strategies are more effective than those that involve avoiding those events since approach coping causes individuals to adjust their interactions with their environment. At the same time, avoidant coping distracts them from confronting and addressing stressful events (Babore et al., 2020).

Managing stress through coping required parents to tax or exceed their resources and approach coping, allowing them to adapt their self's behavior and encourage effective handling of emotions and feelings (Folkman & Lazarus, 1988). Regrettably, successful utilization of approach coping in times of stress frequently necessitates instruction, such as providing resources in clinical settings (Babore et al., 2020; Ergüner-Tekinalp & Akkök, 2004). On the other hand, individuals can easily acquire and adopt avoidant coping mechanisms, like substance abuse, that strengthen their tendency to ignore present stressful situations (Tate et al., 2006). Among adults, including parents, avoidant coping has been more commonly employed than approach coping strategies during periods of crisis, such as the pandemic (Kar et al., 2021; Verger et al., 2020). It was advisable for the authorities or non-governmental organizations (NGOs) to provide helpful resources during the pandemic, in order to relief the burden of these families. Some of the resources can be employed are loan moratoriums, rent exemptions, and basic needs of necessities such as food and daily essentials (Isa et al., 2021).

Until now, a dearth of thorough research has focused on the relationship between coping strategies and stress caused by COVID-19 among parents. Moreover, there is a significant requirement for research focused on parents of school children due to the considerable and distinctive pressure encountered within these households. According to findings reported by Morgan et al (2022), it appears that parents' utilization of avoidant coping mechanisms exacerbated their mental well-being amid the COVID-19 outbreak. This may be due to increased utilization of avoidant coping strategies linked to elevated levels of depressive

symptoms. In contrast, decreased utilization is linked to reduced depressive symptoms regardless of perceived stress related to COVID-19. In conclusion, using avoidant coping mechanisms was a significant predictor of subsequent symptoms of depression and anxiety. This implies that individuals who relied more heavily on avoidant coping strategies reported experiencing more severe mental health symptoms amid elevated stress caused by the COVID-19 pandemic, for both anxiety and depression (Morgan et al., 2022).

Conclusion
Coping is frequently described as efforts to prevent or diminish threat, harm, and loss or to reduce resulting distress (Carver and Connor-Smith, 2010). The primary reason to study coping is to discover ways individuals can minimize the detrimental effects of stressful situations on their emotional state. However, there is no clear consensus as to which are the most effective coping strategies or methods in terms of how effectively they resolve problems, prevent future challenges, or alleviate emotional distress (Aldwin and Revenson, 1987). This study has systematically reviewed previous studies on coping strategies parents apply in stressful situations while caring for their children attending school. Through the SLR process, 26 articles were appraised for their quality. The thematic analysis was conducted on the articles, which resulted in 10 main themes: (1) problem-focused and active coping, (2) help-seeking, support-seeking or social support, (3) disengaged, avoidance, escaping, denial or self-distraction, (4) self-blame, (5) spiritual or religiosity, (6) positive reappraisal or reframing, (7) venting, (8) humor, (9) acceptance, and (10) substance use.

Based on the findings, it can be concluded that in the past five years, emotion-focused coping strategies were commonly diversifying into more specific coping strategies such as reappraisal, reframing, spiritual, self-blame, self-distract, avoidance, and acceptance. This evolving research focus on stress and coping strategies is significant, especially in shedding some light on what coping strategies that are trending recently. By providing information on coping methods used worldwide by parents in stressful situations, this review might open new doors for other researchers to identify which strategy is really effective and what not for those parents to apply. By knowing the reliability of each strategy, recommendations can be suggested to parents or caregivers to implement these coping mechanisms when relevant.

Several limitations were inherent in this study. One of the limitations is the usage of only three databases, namely Scopus, Science Direct, and ERIC. Although Gusenbauer and Haddaway (2020) suggested that 14 databases are well-suited to search for relevant articles, due to limitations regarding access to these databases, the mentioned previously three databases were only used for this review. The second limitation is that the quality appraisal process relies on MMAT. If the articles were examined based on different quality assessment tools, it was anticipated to produce variations in the quality appraisal result. For future reviews, examining these articles, either more or less than 26 articles using other assessment tools, was suggested. Thirdly, despite the encouragement to conduct a meta-analysis in SLRs due to its ability to provide a more accurate understanding of the relationships within the population compared to individual studies, including able to minimize bias, this review chose to prioritize a Qualitative Systematic Literature Review (QSLR) due to the diverse range of methods employed in the selected studies.

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