

NAVIGATING THE JOURNEY: LIVED EXPERIENCES OF PARENTS RAISING CHILDREN WITH DYSLEXIA IN MALAYSIA

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Abstract Background and Purpose: Dyslexia is one of the most common learning disorders affecting children's academic and emotional development. In Malaysia, parents of dyslexic children often face multiple challenges due to limited awareness, inadequate institutional support, and societal stigma. This study aims to explore the lived experiences of parents raising children with dyslexia, focusing on the emotional, educational, and developmental challenges they encounter. Methodology: Guided by Bronfenbrenner's Ecological Systems Theory, a qualitative case study design was employed, involving five Malaysian parents of children formally diagnosed with severe dyslexia. Data were collected through semi-structured interviews and analyzed thematically following Braun and Clarke's (2006) six-phase framework. Findings: Five major themes emerged: (1) Initial Reactions and Delayed Recognition, (2) Emotional and Psychological Burdens, (3) Financial and Institutional Barriers, (4) Educational Challenges, and (5) Child Developmental Profile. Parents reported emotional fatigue, financial strain, limited school support, and diagnostic confusion. Contributions: The findings highlight the urgent need for early screening, affordable intervention programs, and comprehensive teacher training on dyslexia. They also underscore the importance of

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