



A COMPARATIVE ANALYSIS OF PARENTING APPROACHES AMONG PARENTS OF ADHD AND NON- ADHD CHILDREN

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ABSTRACT

The way parents raise their children has a profound effect on their personality, social skills, and ability to succeed in school. The research utilized a case-control design. Researchers from the Psychiatry Department carried out the investigation. One hundred and ten parents of children (ADHD=45, Without ADHD=45) were interviewed and found to have met the requirements for enrollment. The parents' parenting style was evaluated using a Bangla Parenting Style and Dimension Questionnaire (PSDQ), while socio-demographic factors were captured using a semi-structured questionnaire. An analysis of variance (ANOVA) was used to analyze the data, and post hoc comparisons were made with the use of the Bonferroni correction. There was a strong correlation between parenting methods and profession. Parents who stayed at home to raise their children showed a strong correlation with authoritarianism ($p = 0.032$). While the reality that different parenting approaches impact ADHD symptoms can seem like a setback, it really presents a chance for positive transformation.

Keywords: Authoritative, Authoritarian, Permissive, Psychiatric, Parents

I. INTRODUCTION

Being a parent to a kid who has Attention Deficit Hyperactivity Disorder (ADHD) is never boring or static. Since various parenting styles may have a substantial impact on the conduct and academic achievement of children with ADHD, parenting plays an essential role in the development and treatment of this disorder. There are many different kinds of parenting styles that have been found by academics and doctors. The most common ones are authoritarian, authoritative, permissive, and neglectful. Different methods have different effects on children with ADHD, influencing how they cope with the disease,

their social interactions, self-esteem, and emotional control.

For children who suffer from Attention Deficit/Hyperactivity Disorder, several experts recommend an authoritative parenting style. Warmth and responsiveness, together with clear expectations and persistent discipline, define this approach. Children with ADHD benefit from having authoritative parents who can help them cope with their symptoms by providing structure, limits, and emotional support. Academic performance, social skills, and emotional management are all areas where children with authoritative parents often do better,



according to research. Structured settings are ideal for children with ADHD because they provide both the structure they need to succeed and the emotional support they need to feel understood and cared for. Because they learn that their efforts are appreciated regardless of whether they succeed or fail, these youngsters often exhibit better levels of self-esteem and self-regulation.

Conversely, a lack of responsiveness and strong expectations characterize an authoritarian parenting style. Authoritarian parents tend to be cold and unfeeling toward their children, as well as very rule-oriented. Children who already have difficulty controlling their impulses and emotions may find this approach much more challenging, making their ADHD symptoms worse. For children with ADHD, the cold, uncaring environment typical of authoritarian parents may amplify symptoms of anxiety, poor self-esteem, and rejection. As a defense mechanism against the overwhelming strain and emotional detachment, these kids may act out more often. Conflict with authority figures and social issues are common outcomes for children with ADHD whose parents are authoritarian. This is because these youngsters may have a harder time controlling their behavior and emotional reactions.

On the other hand, a permissive parent is very caring but not too demanding. In contrast to authoritarian parents, who are strict with their children, permissive parents are more forgiving and kind. Being too lenient might be problematic for children with ADHD, who benefit from routine and limits. Lack of self-regulation and delayed gratification skills, as well as poor impulse

control, are possible outcomes for children brought up in too lenient settings. Children with ADHD may have trouble regulating their behavior, focusing in class, and making friends if their parents don't set firm limits for them. Even though most parents are kind and loving, those who are unable to set boundaries might create an atmosphere where children don't feel responsible for their actions, which can worsen their behavioral and academic problems.

The most harmful method for children with ADHD is the Neglectful Parenting Style, which is characterized by low demands and low warmth. When parents aren't engaged, they don't offer their kids the emotional support or structure they need. It may be especially detrimental for youngsters with ADHD if they don't participate. A variety of emotional and behavioral issues, such as low self-esteem, poor academic performance, and trouble developing healthy relationships, may arise when children experience feelings of abandonment, neglect, and lack of support. A child's capacity to learn good coping methods for ADHD symptoms may be impaired, and negligent parenting may exacerbate existing behavioral problems.

Parents of children with ADHD may display a mix of characteristics from each of these approaches, but it's vital to remember that parenting is an evolving process. As an example, a parent's style may range from authoritative most of the time to permissive when they're tired or frustrated. In a similar vein, a parent's approach to discipline might vary from authoritative to authoritarian based on the child's actions and the situation. Other variables, such as the child's age, the



intensity of their ADHD symptoms, and the existence of other developmental or psychiatric disorders, may also influence the efficacy of a certain parenting style.

II. REVIEW OF LITERATURE

Marino, Regina et al., (2020) In this research, 26 moms whose children or adolescents were diagnosed with ADHD by the same neurologist had their parenting styles, views on quality of life and social support, and behavioral profiles analyzed. Participants ranged in age from first year of elementary school all the way through freshman year of high school, for an average of 9.5 years. Research found that caregivers exhibited less signs of adaptive functioning and more behavioral difficulties when patterns of negative practices were present. People who score poorly on measures of social and familial support and quality of life are also more likely to engage in negative parenting behaviors. In contrast, good habits are linked to more desirable actions, more social support, and a higher quality of life.

Adimora, Dorothy et al., (2015) Adolescents enrolled in secondary school in Nigeria's Obollo-Afor Education zone were the subjects of this research, which sought to identify factors influencing their academic adjustment, including parenting styles and ADD/ADHD. It was based on two hypotheses (one true and one false) and two research questions. The study used 45 public secondary schools and 3,362 students from junior secondary school class eleven (JSS11) as its population, and it used a correlational survey research methodology. The study's sample size was 624 secondary school pupils. The research made use of a device that has three distinct

clusters. Analysis of variance (ANOVA) was used at a 0.05 probability level to evaluate the hypotheses, while Pearson r and R -squared were used to examine the research issues. The academic adjustment of in-school teenagers is substantially predicted by the parenting style of the parents and by the presence or absence of ADHD in the children. Among other things, it was suggested that parents should be cognizant of the ways in which different parenting styles might either hinder or aid their children's academic adjustment and progress.

Moghaddam, Mahboobeh et al., (2013) An efficient and realistic approach to treating children exhibiting incongruent conduct is parenting management training that is grounded in social learning concepts. Methods used to raise children with ADHD and typically developing youngsters are compared in this research. Methods. The year 2012 saw the completion of this research in Zahedan. Participants' ages ranged from seven to twelve. A patient group and a normal group were formed. A questionnaire developed by Baumrind was used to assess various parenting styles. Analysis was performed using SPSS ver. 18. End result. Parents of children with ADHD scored lower on the permissiveness scale than the control group, whereas the control group scored lower on the authoritarianism scale. There is no discernible difference between the two categories in terms of the official score. The parenting techniques were also impacted by the parents' age, gender, and level of education. Discussion. The results of this research show that parents whose children have ADHD use a variety of parenting strategies, with gender and parental education being significant determinants of



these approaches. This result was also included in a few earlier polls. There is a lot of evidence that shows how teaching parenting styles may help parents with ADHD children have better relationships within their own families. Final thoughts. Parental authoritarianism and a lack of permissiveness were shown to be characteristics of ADHD parents.

Yousefia, Shakila et al., (2011) In this study, we will examine the stress levels of mothers whose children have attention deficit hyperactivity disorder (ADHD) and those whose children do not. This study used the causal-comparing approach. Referrals from child professional psychiatric clinics (Ibn-e-sina and Shaykh Doctor Hospitals) comprised the statistical community, which included children aged 5 to 12. Fifty parents with children diagnosed with ADHD and eighty mothers with typically developing children (aged 5 to 12) were randomly chosen from primary and preschool classrooms in Mashhad's fourth district. Parenting stress index (PSI) and Diana Bum scale were the components of the tools. The data was derived via statistical T-test approaches in separate groups and analyzed using two different ANOVA methods. Mothers whose children have ADHD report significantly higher levels of parental stress compared to mothers whose children do not have ADHD. Additionally, moms whose children had ADHD had very different parenting approaches than moms whose children did not have ADHD. Mothers of children with ADHD, typically developing children, and children without ADHD exhibited significantly different levels of stress and parenting approaches. When it came to choosing a parenting style for their children with ADHD, the parents' stress

levels had a role. Basically, the level of arbitrary parenting techniques is directly correlated to the level of stress experienced by parents.

Mclaughlin, Deirdre & Harrison, Christine. (2006) To learn about the strategies moms employ while parenting their children with ADHD, we looked at the connections between demographic and behavioral factors, as well as parent traits. Fifty-five moms from Australia who had children diagnosed with ADHD were surveyed. They were asked to rate the intensity of their child's disruptive behavior, their competency as a parent, their feelings of social isolation, and their parenting styles. According to the hypothesis, parents are less likely to use successful parenting approaches when their children exhibit severe disruptive behavior, are older, are classified as "only children," have a lower feeling of their own competence, and are more socially isolated. These factors together explained 32% of the variation in parenting styles as shown in the regression study. Particularly noteworthy were the effects on parental competence and the degree of general behavioral disruption. Discussion of the study's methodological shortcomings is followed by an examination of its theoretical and clinical implications.

III. RESEARCH METHODOLOGY

The parents of 45 children diagnosed with ADHD and 45 parents of 45 children without ADHD participated in this case-control research. The psychiatry department carried out the research. When comparing the patient and control groups according to gender, no significant differences were found.

In order to collect socio-demographic and relevant data, we asked the child's parents to fill out a survey that had already been created. The PSDQ, or Parenting Style and Dimensions Questionnaire, was also given to them to fill out. Parents fill out the PSDQ, which is a self-report survey. It is composed of 35 pieces that are divided into three categories. To be more precise, the domains of authority and authoritarianism each have nine elements, whereas the permissive domain has six.

Each of the three dimensions of parenting was evaluated, and the parents were given a number score to reflect their success. Higher scores indicate a stronger degree of endorsement for that specific parenting style. The scores for each style were determined by taking the mean of the items. A sufficient degree of internal consistency was shown by the PSDQ's Cronbach's alpha coefficient, which was discovered to be 0.84. In contrast to the 0.78 and 0.88 values for the authoritarian and permissive domains, respectively, the authoritative domain had a Cronbach's alpha coefficient of 0.95.

A tabulation sheet was used for the methodical recording of all data. After the data was manually processed, SPSS version 25 for Windows was used for statistical analysis. Mean and standard deviation were used to summarize the quantitative data. We used percentages and frequency counts to summarize the qualitative data. We compared means using a one-way ANOVA test, and we utilized Bonferroni correction for post hoc comparisons. A statistically significant result was defined as a p-value less than 0.05.

IV. DATA ANALYSIS AND

INTERPRETATION

Table 1: Parenting style of the parents

Particulars	ADHD (%)	Without ADHD (%)
Authoritative	55.32	54.27
Authoritarian	27.18	25.31
Permissive	17.50	20.42
Total	100.0	100.0

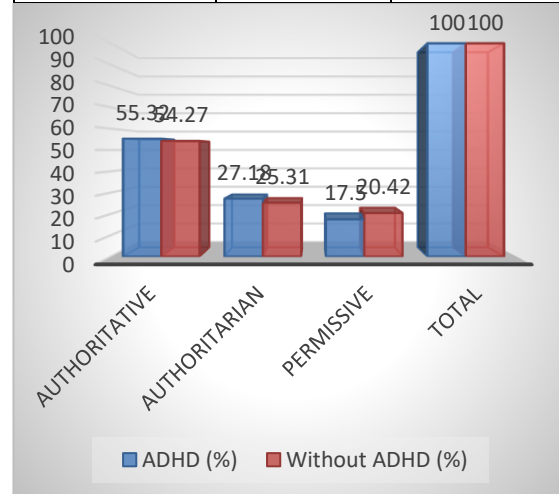


Figure 1: Parenting style of the parents

According to the data in the table, 55.32% of parents with children who have ADHD use an authoritative parenting style. Nearby at 27.18% and 17.50%, respectively, are authoritarian and permissive parenting styles. Although the number is somewhat lower for children without ADHD (54.27%), authoritative parenting is still the most common style of parenting. While permissive parenting accounts for the majority at 20.42%, authoritarian parenting is seen in 25.31% of instances.

Table 2: Relationship between parenting style and gender of parents

Charac teristic s	To tal	Autho ritativ e	Autho ritaria n	Per missi ve
	%	Mean ± SD	Mean ± SD	Mea n ± SD
ADHD				
Father	22 %	3.51 ±0.64	2.85 ±0.42	2.53 ± 0.65
Mother	78 %	3.72 ±0.68	3.11 ±1.12	3.31 ±1.77
p-value		0.362	0.580	0.341
Without ADHD				
Father	33. 3 %	3.47±0 .60	2.85±0 .57	3.3±0 .54
Mother	66. 7 %	3.64±0 .69	2.73±0 .58	3.27± 0.43
p-value		0.571	0.51	0.405

Fathers, who make up 22% of the sample, reported an average authoritative parenting score of 3.51 ± 0.64 , an authoritarian score of 2.85 ± 0.42 , and a permissive parenting score of 2.53 ± 0.65 , according to the data shown in the table for children with ADHD. Mothers, who made up 78% of the sample, had higher average scores for authoritative parenting (3.72 ± 0.68), authoritarian parenting (3.11 ± 1.12), and permissive parenting (3.31 ± 1.77). Parents of children with ADHD do not vary significantly by gender in terms of parenting style, with p-values for authoritative (0.362), authoritarian (0.580), and permissive (0.341) styles all above the 0.05 significance threshold.

On average, dads (represented by 33.3% of the sample) with children who did not have ADHD reported an authoritative style of 3.47 ± 0.60 , an authoritarian style of $2.85 \pm$

0.57 , and a permissive style of 3.3 ± 0.54 . A little higher values of 3.64 ± 0.69 , 2.73 ± 0.58 , and 3.27 ± 0.43 were reported by mothers (66.7% of the sample) for authoritative, authoritarian, and permissive approaches, respectively. Parental styles such as permissive (0.405), authoritarian (0.571), and authoritative (0.571) did not change significantly by gender for children without ADHD, suggesting that these styles are not influenced by the disorder.

Table 3: Relationship between parenting style and occupation

Charac teristic s	To tal	Autho ritativ e	Autho ritaria n	Per missi ve
	%	Mean ±SD	Mean ±SD	Mea n ±SD
ADHD				
Service	22. 0 %	3.86±0 .60	2.56 ±0.52	2.56± 0.25
Busines s	3.5 %	4.19±0 .00	1.80±0 .00	2.83± 0.00
House wife	55. 5 %	3.67±0 .64	3.41±1 .15	3.49± 2.05
Others	19. 0 %	3.62±0 .79	3.08±1 .03	2.72± 0.72
p-value		0.766	0.98	0.592
Without ADHD				
Service	13. 6 %	3.55±0 .62	2.54±0 .54	3.02± 0.12
Busines s	9.4 %	4.09±0 .15	2.09±0 .31	3.35± 0.18
House wife	53. 7 %	3.53±0 .62	3.01±0 .64	3.16± 0.56
Others	23. 3 %	3.67±0 .73	2.52±0 .33	3.21± 0.50
		0.551	0.027	0.78

With p-values for authoritative (0.766),

authoritarian (0.98), and lenient (0.592) parenting styles all beyond 0.05, the table shows that there were no significant variations in parenting styles among jobs for children with ADHD. The majority of parents, housewives (55.5%), used a variety of approaches to raising their children. A significant variance in the authoritarian parenting style was seen for children without ADHD (p-value 0.027), with housewife parents reporting higher scores for this approach. Nonetheless, there were no discernible variations in authoritarian (p=0.551) or permissive (p=0.78) parenting styles across the various professions.

Table 4: Relationship between parenting style and family history of psychiatric illness

Charac teristic s	Tot al	Autho ritativ e	Autho ritaria n	Per missi ve
	%	Mean ±SD	Mean ±SD	Mea n ±SD
ADHD				
Present	36. 67 %	3.67±0 .73	3.38 ±1.33	3.85 ±2.4 9
Absent	63. 33 %	3.70±0 .58	2.89±0 .75	2.71 ±0.4 5
p-value		0.843	0.195	0.064
Without ADHD				
Present	13. 0%	3.62±0 .75	2.93±0 .046	3.32 ±0.5 6
Absent	87. 0%	3.58±0 .63	2.66±0 .65	3.13 ±0.4 3
p-value		0.870	0.456	0.35

That is, the table analyzes Since the p-values for authoritative (0.843), authoritarian (0.195), and permissive (0.064) parenting styles were all more than

the 0.05 threshold, it follows that there were no significant changes in parenting styles for children with ADHD depending on the family history of mental illness. Although there was a small increase in liberal parenting among parents whose children had a history of mental illness, this trend was not statistically significant. When looking at children who did not have attention deficit hyperactivity disorder (ADHD), similar trends emerged, with no statistically significant differences between the two groups in relation to authoritative (p=0.870), authoritarian (p=0.456), or permissive (p=0.35) parenting styles.

V. CONCLUSION

While both sets of parents display authoritative, authoritarian, and permissive parenting styles, the results imply that parents' and children's socio-demographic traits do not significantly impact the approach to parenting, especially when it comes to ADHD. The influence of socio-demographic factors on parenting styles seems to be limited, with the exception of a few small differences, such as a somewhat more lenient approach among parents whose children have attention deficit hyperactivity disorder (ADHD). What this means is that parenting styles may be more influenced by characteristics like psychological makeup and upbringing than by traditional demographic variables. Optimizing parenting practices for children with ADHD should be better understood with more study on various effects.

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