



PARENTING SKILLS AMONG MOTHERS: A COMPARISON BETWEEN MOTHERS OF CHILDREN WITH CONDUCT DISORDER AND ATTENTION DEFICIT HYPERACTIVITY DISORDER

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Abstract: This study has been undertaken to compare the parenting skills between mothers of children with Conduct Disorder (CD) and Attention-Deficit/Hyperactivity Disorder (ADHD). The fundamental focus of treating children and adolescents who suffer from the CD and ADHD is to teach parents how to learn and employ contingency management programs at home. Parenting skills are very important in caring children with CD and ADHD. Parenting has an important role in improving the performance of a child with CD and ADHD and their families. The authors assume that there is a difference in parenting skills of mothers of children with CD and ADHD. **Research methodology:** A quantitative research approach with descriptive cross-sectional design was adopted for the study. A total of 60 mothers whose children between the age group of 6-18 years diagnosed with CD and ADHD attended the Institute of Mental Health and Neuro Sciences (IMHANS), Kozhikode, were selected for the study. The duration of the study was six months (August 2019 to January 2020). The tools used were semi structured interview schedule and a Parental Handling Questionnaire (PHQ). **Results and discussion:** The mean parenting skills score (17.30 ± 4.65) obtained for group 1 (mothers of children with CD) was higher than the mean score (12.10 ± 3.03) of parenting skills obtained for group 2 (mothers of children with ADHD). There was a significant difference in the mean parenting skills score of mothers in group 1 and group 2 ($t_{(58)} 5.33$, $p < 0.001$). There was a significant association between the parenting skills score and history of physical illness in group 2 ($\chi^2_{(1)} 13.97$, $p < 0.05$).

Index Terms – Parenting skills, Mothers, Conduct Disorder, Attention-Deficit/Hyperactivity Disorder.

INTRODUCTION

Conduct Disorder (CD) is a mental disorder diagnosed in childhood or adolescence that presents itself through a repetitive and persistent pattern of behaviour in which the basic rights of others or major age-appropriate norms are violated. Conduct disorder is comorbid with many other psychiatric conditions including ADHD, depression, learning disorder and thus a thorough psychiatric evaluation is required to understand the psychopathology before initiating an appropriate treatment plan (American Psychiatric Association).

Attention-Deficit/Hyperactivity Disorder (ADHD) is one of the most common mental disorders affecting children. ADHD also affects many adults. Symptoms of ADHD include inattention (not being able to keep focus), hyperactivity (excess movement that is not fitting to the setting) and impulsivity (hasty acts that occur in the moment without thought). The prevalence rate in adolescence is 2.6% and 60 to 80% of children with ADHD continue symptoms in adolescence and up to 40-60% of adolescent exhibit ADHD symptoms into adulthood. (Ola.H M et al 2019). Children with ADHD typically have trouble getting organized, staying focused, making realistic plans, and thinking before acting. They may be fidgety, noisy, and unable to adapt to changing situations. Children with ADHD can be defiant, socially inept, or aggressive. (American Psychiatric Association)

Abid et al (2015) in a study stated that children with CD were cruel, impulsive, and could be aggressive and controlling. They exhibit sorts of antisocial behaviours such as bullying in general, theft, vandalism, and cruelty. Studies also found that parents of children with CD often fail to monitor, track, or set rules. Inadequate parent tracking is also identified. There was a consistent relationship between parental monitoring and behavioural problems of children.

ADHD is often chronic with prominent symptoms and impairment spanning into adulthood. ADHD is often associated with co-occurring disorders including disruptive, mood, anxiety, and substance abuse. The symptoms of the disorder are categorized as follows: inattention, difficulty sustaining attention and mental effort, forgetfulness, and distractibility; hyperactivity-fidgeting, excessive talking, and restlessness; and impulsivity, such as difficulty waiting one's turn and frequent interruption of others. (Wilens T E et al, 2013). Mothers has significant role in the development of positive behaviour among children. Parents of children with CD frequently lack several important parenting skills Mothers who is giving more care and attention will reduce the symptoms of CD and ADHD. The study was aimed to compare the parenting skills between the mothers of children with CD and ADHD.

I. OBJECTIVES:

The study aimed to compare the parenting skills between mothers of children with CD and ADHD.

II. RESEARCH METHODOLOGY

The details are as follows;

3.1 Study Design: A quantitative research approach with descriptive cross-sectional design was adopted for the study.

3.2 Population and sample: The population of the study was mothers of diagnosed children with CD and ADHD. A total of 60 (30+30) mothers were selected for the study.

Inclusion criteria:

- Mothers of children between the age group of 6 to 18 years diagnosed children with CD and ADHD attending IMHANS, Kozhikode

Exclusion criteria

- Mothers who have any developmental disabilities and comorbid conditions

3.3 Setting: The study was conducted in the Out Patient Department of Child Guidance Clinic, Institute of Mental Health and Neuro Science (IMHANS) Kozhikode

3.4 Materials:

The data was collected using a semi structured interview schedule and Parental Handling Questionnaire (PHQ).

3.4.1 Tool 1: Semi-structured interview schedule to collect socio-personal data consists of items such as age, economic status, education, occupation, type of family, problems existing at home, history of physical illness, history of mental illness, age of children, gender of children, birth order of children, academic performance of children and initial observation of child misconduct.

3.4.2 Tool 2: Parental Handling Questionnaire (PHQ)

The PHQ consists of 14 items measuring parenting skills. The scoring was based on the rating with the scores 0, 1 and 2. The items including 'care' domain were 1,2,3,4,5,6,7,8,11,12 and 'control domain were 9,10,13,14.

3.5 Data Collection process:

The study was conducted among mothers during the period from August 2019 to January 2020. The data collected from mothers after getting permission from concerned authorities. The purpose of the study was explained and informed consent was obtained from mothers. After providing privacy semi structured interview schedule and the PHQ were administered. Assessments were completed in a single sitting and took around 20 to 30 minutes

3.6 Data analysis: The data collected were analyzed by using descriptive and inferential statistics.

IV. RESULTS AND DISCUSSION

Table 4. 1: Distribution of mothers of children with CD and ADHD based on socio-personal variables and PHQ scores

Variables	Group 1			Group 2		
	f	%	PHQ score Mean (\pm SD)	f	%	PHQ score Mean (\pm SD)
Age						
a) 21- 30		-	-	9	30.0	12.44 \pm 2.07
b) 31- 40	19	63.3	17.79 \pm 3.24	20	66.7	11.55 \pm 2.92
c) 41- 50	11	36.7	16.45 \pm 6.52	1	3.3	20.0 \pm 0
Economic status						
a) APL	11	36.7	18.18 \pm 4.58	12	40.0	12.33 \pm 2.87
b) BPL	19	63.3	16.79 \pm 4.73	18	60.0	11.94 \pm 3.21
Education						
a) Primary	9	30.0	16.22 \pm 3.73	5	16.7	12.00 \pm 3.32
b) Secondary	9	30.0	17.56 \pm 4.98	8	26.7	11.50 \pm 2.88
c) Higher secondary	7	23.3	15.29 \pm 3.99	14	46.7	12.29 \pm 3.50
d) Degree	5	16.7	21.60 \pm 4.72	3	10.0	13.00 \pm 0
Occupation						
a) Government	1	3.3	23.0 \pm 0	1	3.3	12.0 0
b) b) Private	3	10.0	18.0 \pm 4.0	3	10.0	11.00 \pm 2.00
c) Self-employed	25	83.3	17.20 \pm 4.71	25	83.3	12.08 \pm 3.16
d) Unemployed	1	3.3	12.0 \pm 0	1	3.3	16.00 \pm 0

Table 4.1 revealed that the majority of samples in group 1 (63.3%) and group 2 (66.7%) belonged to the age group of 31- 40 years. The mean parenting skills score was 17.79 \pm 3.24, 16.45 \pm 6.52 in group 1 for the age groups 31-40 years and 41- 50 years respectively. It was 11.55 \pm 2.92 and 20.0 \pm 0 respectively in group 2. The majority of samples in group 1 (63.3%) and group 2 (60.0%) were BPL with mean parenting skills score of 16.79 \pm 4.73 and 11.94 \pm 3.21 respectively. In educational status 30.0% of samples in group 1 had primary and secondary education with a mean parental handling score of 16.22 \pm 3.73 and 17.56 \pm 4.98 respectively. In group 2, 46.7% had higher secondary education with mean parental handling score of 12.29 \pm 3.50. Occupation of samples revealed that most of the samples (83.3%) in group 1 and group 2 were self-employed with a mean score of 17.20 \pm 4.71 and 12.08 \pm 3.16.

Table 4.2: Distribution of mothers of children with CD and ADHD based on socio-personal variables and PHQ scores

(n₁=30, n₂=30)

Variables	Group 1			Group 2		
	f	%	PHQ score Mean ± SD	f	%	PHQ score Mean ± SD
Type of family						
a) Nuclear	20	66.7	17.25 ± 4.23	27	90.0	11.96 ± 2.61
b) Joint	10	33.3	17.40 ± 5.64	3	10.0	13.33 ± 6.51
Problem exist at home						
a) Quarrels with spouse	14	46.7	17.64 ± 4.13	18	60.0	11.89 ± 3.45
b) Chronic illness in family	4	13.3	13.25 ± 5.68	3	10.0	11.0 ± 3.46
c) Financial problems	12	40.0	18.25 ± 4.58	9	30.0	12.89 ± 1.96
History of physical illness						
a) No	26	86.7	17.31 ± 4.83	9	30.0	13.78 ± 3.03
b) Yes	4	13.3	17.25 ± 3.77	21	70.0	11.38 ± 2.80
History of mental illness						
a) No	24	80.0	17.71 ± 4.57	23	76.7	12.61 ± 3.09
b) Yes	6	20.0	15.67 ± 5.01	7	23.3	10.43 ± 2.30

Table 4.2 revealed that the majority of samples in group 1 (66.7%) and group 2 (90.0%) were living in joint family. The mean parenting skills scores were 17.25 ± 4.23 and 11.96 ± 2.61 respectively. The majority of samples had quarrels with their spouse in group 1 (46.7%) and group 2 (60.0%). The mean parenting skills score were 17.64 ± 4.13 and 11.89 ± 3.45 respectively. Only 13.3% of the participants in group 1 had history of physical illness, whereas in group 2 it was 70.0%. The mean parenting skills scores of mothers with physical illness were 17.25 ± 3.77 for group 1 and 11.38 ± 2.80 for group 2. Only 20.0% of participants in group 1 and 23.3% of samples had history of mental illness in group 2. The mean parenting skills scores of mothers with mental illness were 15.67 ± 5.01 in group 1 and 10.43 ± 2.30 in group 2.

Table 4.3: Distribution of mothers of children with CD and ADHD based on socio-personal variables of children and PHQ scores

Variables	(n ₁ =30, n ₂ =30)					
	Group 1			Group 2		
	f	%	Mean ± SD	f	%	Mean ± SD
Age in years						
a) ≤ 6	-	-	-	10	33.3	11.60 ± 2.79
b) 7- 11	12	40.0	16.58 ± 3.78	18	60.0	12.06 ± 2.73
c) ≥ 12	18	60.0	17.78 ± 5.20	2	6.7	15.00 ± 7.07
Gender						
a) Male	27	90.0	17.15 ± 4.87	23	76.7	12.43 ± 3.15
b) Female	3	10.0	18.67 ± 1.53	7	23.3	11.00 ± 2.51
Order of birth						
a) First	20	66.7	17.25 ± 3.39	17	56.7	12.59 ± 3.32
b) Second	5	16.7	17.60 ± 8.20	11	36.7	11.36 ± 2.80
c) Third	3	10.0	19.67 ± 2.08	2	6.7	12.00 ± 1.41
d) Fourth	2	6.7	13.50 ± 9.19	-	-	-
Academic performance						
a) Good	3	10.0	20.67 ± 1.15	2	6.7	11.50 ± 0.71
b) Average	10	33.3	16.40 ± 4.97	11	36.7	12.09 ± 2.88
c) Poor	17	56.7	17.24 ± 4.74	17	56.7	12.18 ± 3.38
Initial observer of misconduct						
a) Parents	23	76.7	17.00 ± 4.56	19	63.3	12.42 ± 3.24
b) Teachers	4	13.3	19.75 ± 5.74	8	26.7	12.25 ± 2.87
c) Relatives	3	10.0	16.33 ± 4.51	3	10.0	9.67 ± 0.58

Table 4.3 shows that most of the children in group 1 (40.0%) were in the age group of 7–11 years and 60.0% in group 2. The mean score of parenting skills among mothers were 16.58 ± 3.78 and 12.06 ± 2.73 respectively for this age group. Most of the samples in group 1 (90.0%) and group 2 (76.7%) males with mean parenting skills score for mothers with 17.15 ± 4.87 and 12.43 ± 3.15 respectively. The majority of samples in group 1 (66.7%) and group 2 (56.7%) were first in the order of birth with mean parenting skills scores of mothers with 17.25 ± 3.39 and 12.59 ± 3.32 respectively. The majority of children in group 1 and group 2 (56.7%) had poor academic performance. The mean parenting skills scores of mothers were 17.24 ± 4.74 and 12.18 ± 3.38 respectively for these groups. Parents were the initial observer of misconduct among the majority of samples in group 1 (76.7%) and group 2 (63.3%). The mean parenting skills score of mothers for these groups were 17.00 ± 4.56 and 12.42 ± 3.24 respectively.

Table 4.4: Mean, standard deviation, t value, p value of parenting skills scores of parents in group 1 and group 2. (n₁=30, n₂=30)

Area	Group	Mean (\pm SD)	Mean difference	t value	p value
Care	Group 1	12.67 (\pm 3.40)	6.70	8.968	<0.001***
	Group 2	5.97 (\pm 2.13)			
Control	Group 1	4.63 (\pm 1.67)	1.50	3.537	<0.001***
	Group 2	6.13 (\pm 1.61)			
Parenting skill (Total)	Group 1	17.30 (\pm 4.65)	5.20	5.133	<0.001***
	Group 2	12.10 (\pm 3.03)			

t₍₅₈₎ 2.002 at 0.05 level

***= significant at 0.001 level

Table 4.4 revealed that in group 1 (mothers of children with conduct disorder) the mean scores obtained were 12.67 (\pm 3.40) for “care domain”, 4.63 (\pm 1.67) for “control domain” and 17.30 (\pm 4.65) for total, whereas in g parenting skills group 2 (mothers of children with ADHD) the mean scores were 5.97 (\pm 2.13) for “care domain”, 6.13 (\pm 1.61) for “control domain” and 12.10 (\pm 3.03) for total. This indicated that parenting skills group 1 had better caring, less control and better parenting skills compared to group 2. The t value obtained for “care domain” (t= 8.968_{df58}-2.002, p<0.001), “control domain” (t= 3.537_{df58}-2.002, p<0.001), and total parenting skill (t= 5.133_{df58}-2.002, p<0.001), indicated that there was a significant difference in the mean parenting skills scores of mothers in group 1 and group 2. Hence the null hypothesis was rejected and the research hypothesis was accepted.

Table 4.5: Association of parenting skills scores and selected variables of mothers of children with CD and ADHD

Characteristics	Group 1		Group 2	
	χ^2 value	p value	χ^2 value	p value
Mothers				
Age	0.01	0.91	2.80	0.24
Economic status	0.43	0.51	0.55	0.45
Education	5.48	0.14	3.98	0.26
Occupation	2.25	0.52	2.37	0.49
Type of family	0.06	0.79	0.37	0.54
Problem existing at home	0.87	0.64	2.22	0.32
History of physical illness	0.02	0.88	3.96	0.04*
History of mental illness	0.53	0.46	1.67	0.19
Children				
Age in years	0.20	0.65	0.00	1.00
Gender	0.53	0.46	0.18	0.66
Order of birth	1.20	0.75	1.34	0.51
Academic performance	3.81	0.14	2.15	0.34
Initial observer of misconduct	0.24	0.88	3.55	0.16

* Significant at 0.05 level

Table 4.5 revealed that there was a significant association between parenting skills score and history of physical illnesses in both groups. ($\chi^2=3.968$ _{df1}-3.841., p<0.05)

DISCUSSION

Present study revealed that there was a significant difference in the mean parenting skills score of mothers in group 1 and group 2 ($t_{(58)}5.33.$, $p<0.001$). There was a significant association between the parenting skills score and history of physical illness in group 2 ($\chi^2_{(1)} 13.97.$, $p<0.05$). The finding of the present study was consistent with a study conducted by Hosasian S M et al (2015) among selected areas of Nepal to assess the effects of parenting skills on child behaviour. The study found that 98.6% of parents showed love and kindness and 95.1% were always helping the kids. Statistical association was found between parenting skills and different behaviours in children. Maternal control may negatively affect the care aspect of the child which will lead to problem behavior in children. Mal adoptive parenting behaviors are risk factors for later development of conduct problems among children with ADHD. The role of maternal and child factors which revealed that there were negative relationships between parenting skills and severity of illness. Parental Influence on Children with ADHD, RBPB, and CPS stated that warning and non-critical parenting may provide a model of positive interpersonal interaction which children carry over to their behavior with peers. Mikami A Y et al (2011). In the present study, it was revealed that mothers of children with CD and ADHD have poorer parenting skills than normal children. Our study found that, the care domain score was higher and, control domain score was lower in CD whereas care score is lesser and control score was higher among ADHD children. Though in a different context, Savitha Malhotra (1990) reported that higher control score and lesser care score were found more in emotionally disturbed children than in normal children.

CONCLUSION

Parents have vital roles in the management of children with ADHD. Parenting has significant influence on the development of the children's behavior in normal and abnormal contexts. The investigator compared the parenting skills between mothers of children with CD and ADHD and found that there was a significant difference between the parenting skills of mothers of children with CD and ADHD.

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