

Comparison Mother-Child Relationship between ADHD and Normal Children

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ABSTRACT: Mother-child relationship can affect children's personality, and cause, change or reinforce positive or negative behavioral characteristics. How mothers' treat their children, can have long-term effects on children's behavior, performance, expectations and finally their personality in the future. The purpose of this study is to examine mother-child relationship in hyperactive children and compare it with normal children. To conduct this research, 34 elementary school boys, aging from 6 to 12 suffering from hyperactivity disorder and normal ones were convenience sampled from the elementary schools of Roudan in 2012. They were given the child-parent questionnaire and also the hyperactivity checklist. Method: this is a qualitative-descriptive and Ex post facto research. The results showed that hyperactivity has a positive correlation with parents' over supportiveness and child acceptance; and negative correlation with child rejection and leniency.

Key words: Hyperactivity, Mother-Child Relation, Child Acceptance, Child Rejection, Leniency

INTRODUCTION

The main source of providing children's psychological and biological needs is family. And if children's security and physical needs are attended to and met, they face mental and developmental crises less often (Baumrind, 1991). Dictatorship, humiliation, and rejection of children are among the factors that augment feelings of despair, failure and thus undesired behavior in them. On the other hand, there is a type of bilateral relationship between child and parent and if children have unsuitable behaviors, it can influence mother's manner as well. Her behavior will change under the influence of this adverse relation.

Many scholars believe that family background, misbehavior and ignoring children's needs, will lead them to aggression. Some behaviors that might provoke aggression in children and adolescents include: leaving them with unsuitable caretakers, aggression and misbehavior, child abuse, severe corporal punishment; severe, unfair and long-term deprivations, malnutrition, and deprivation from parents' affection and security (Chao, 2001). Parents' characteristics are among the most important and influential factors in determining their styles of rearing children and the way parents treat them. Each parent with his or her own character and unique manners interacts with his or her own children. For instance, depressed, anxious and humiliated parents are usually impatient, bored, tense, and too worried in nurturing

children that little by little induce a type of impulsivity in their children (Lootens, 2010). One of the factors influencing nurture styles is the historical-social era. Each historical-social era has its own rules, norms and features which are in contrast with the previous or next one. Each family determines the amount of affecting and being affected by their children with regard to its situation, conditions, culture and values which interact with the conditions of that era. Furthermore, school, friends and peers, media and cultural places each affect child-parent relation in their own way. Undoubtedly, an interaction and combination of these three factors will form nurture styles (Park et al., 2010).

One of the behaviors that damages mother-child relationship is hyperactivity which refers to a state in which a child is extremely and abnormally active and boisterous. These children's over activity, not only troubles themselves, but also troubles their parents and their siblings. Since hyperactive children are highly in danger of conduct disorder, anti-society character and high-risk behavior in the future, raising public awareness, especially parents' and teachers' awareness of this disorder is crucially important. Attention Deficit Hyperactivity Disorder (ADHD) creates a condition for the child that cannot sit still, control his or her behavior and concentrate on a particular subject (Wiener, 2004). From 100 children, 5 could be suffering from ADHD.

Boys are three times more potential than girls to have it. Many of these problems start before seven years of age and it is probable that parents do not notice their children's problem until they grow older. Physicians believe that people suffering from ADHD lack enough special chemicals called neurotransmitters in their brain.

These chemicals help brain control behavior. Parents and teachers do not cause ADHD in children, but they can help them with their behavior. Hyperactive children always show signs such as problems in concentration, excessive activity (over activity) and acting before thinking (impulsivity). Most of these children have signs such as carelessness and negligence. In this type, the person cannot concentrate on the task given to him, or a particular activity. Most children suffering from ADHD have difficulty to pay attention and concentrate. They often do not pay attention to details, cannot focus on school games and tasks, do not follow their school or daily tasks to the end and do not finish them. They cannot fulfill a task or a responsibility, often lose their toys, books and stuff; are restless, constantly scurrying from one place to another or climb something, climb down the chair when they are not allowed to do so, are unable to play quietly, are talkative and answer questions abruptly and impulsively which are not finished yet (Saunders, 2004). John Stone had examined the interaction between parents and children suffering ADHD and observed that these parents show more negative reactions to their children and take less positive approaches treating them (Lewis, 2002). Also Cunningham showed that mothers' of ADHD children had a more controlling and critical style and having taken up an interactive social relationship less often, they would not respond to their children (Whalen, 1991). They had a more controlling and critical approach toward ADHA children and would take a social interactive relationship less often. They would respond to their children less often (Barlow, 1995).

METHODS AND MATERIALS

Attention Deficit Hyperactivity Disorder (ADHD) is the most common psychological disorder diagnosed in elementary school children (Carlson et al., 1992) to identify children suffering from attention deficit hyperactivity disorder there are different scales. Neuropsychological scale is among the most important scales to distinguish it. Conner's Behavior Rating Scale for parents and teachers is the commonest questionnaire used for studying children suffering from this renowned disorder. These questionnaires are meant to screen this disorder. They also measure the intensity of these signs, and are used as clinical outcomes in clinical trials. 34 children, suffering from Attention-Deficit Hyperactivity Disorder were convenience sampled from the elementary schools of Roudan in 2012. The criterion to choose them

to fill out the questionnaire was their parents', classmates' and teachers' judgment. All the studied children were assessed by using Conner's Behavior Rating Scale. Questions could be answered on a four-grade Likert scale. To assess mother-child relationship, MCRE (Mother-Child Relation Evaluation) scale, made by Roth (1961), was deployed which constitutes 48 articles and 4 subscales including: child acceptance, over supportiveness, leniency, and child rejection. Evaluating mother-child relation creates a framework of reference thorough the quality of mothers' relation with their children. This approach creates an objective assessment of a mother's relation with her child based on an attitude profile. To measure the correlation between grades, Pearson Correlation was used whose results are tabulated in the following table.

RESULTS

Studying the relationship comparing hyperactivity of 34 boys aging from 6-12, normal or suffering from Attention-Deficit Hyperactivity (ADHD), the following results were obtained. In table 1 the mean and standard deviation of the scores from mother-child relation are presented.

According to table 2 all the mother-child relation indices have a positive correlation with hyperactivity. In other words, the type of mother-child relation has a significant effect on forming or modifying child's behavior. As presented in table 2, correlation coefficient between child acceptance and parent-child relation is -0.61 and between over supportiveness and child-parent relation -0.39, which is significant at level 0.001 and is negative. Correlation coefficient between Permissive and parent-child relation is 0.11 which is not significant. Correlation coefficient between child rejection and parent-child relation is 0.48 which is positive and significant.

Table 1. Mean and standard deviation of the scores from mother-child relationship in both groups

Descriptive Indexes	ADHD Group		Normal Group	
	Mean	SD	Mean	SD
Child Acceptance	13.98	3.34	19.38	2.34
Over Supportiveness	22.31	4.86	32.65	6.74
Permissive	21.18	3.23	24.56	7.29
Child Rejection	36.73	2.98	25.10	3.54

Table 2. Correlation coefficient between child ADHD and parent-child relationship

Descriptive Indexes	N	R	P Value
Child Acceptance	34	-0.61	0.001
Over Supportiveness	34	-0.39	0.041
Permissive	34	0.11	0.075
Child Rejection	34	0.48	0.029

DISCUSSION

In the present study, child acceptance correlated significantly and negatively with hyperactivity. In view of the fact that attention to children and child acceptance is criteria for impulsivity, signs of impulsivity are affected by over activity to a great extent. This finding was expected. This shows that the more affectionate the mother's relation with her child is, less hyperactivity behavior is observed from the child (Baumrind, 1991). The role of mother as the provider of the first educational environment for the child in creating or removing behavioral disorders, sicknesses, and psychological disorders is indisputable. Because family atmosphere is the first environment in which children's first physical, emotional, and characteristic patterns are founded and gradually formed, in this arena mother as the center of love, affection, education, emotion, and the source of forming child's behavior, forms the characteristics, psychological and social balance of the child (Levy et al., 1997). If the mother treats her hyperactive child aggressively, not only it won't be work, but also provokes the child more to show more unsuitable behavior. And he or she will be stimulated to act against his own will more than before. Then not only the disorder will not decrease, but also the child will begin to be more disobedient and stubborn.

Therefore, according to the obtained results, the best way behaving a hyperactive child is acceptance. Because this kind of relation with child is based on positive attention to him or her, and causes a structured and orderly system in the family. This, as a result, will increase the emotional support of family members.

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