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Research Paper – Araştırma Makalesi

COMPARISON OF THE PARENTING ATTITUDES OF THE PARENTS OF THE CHILDREN WITH AND WITHOUT INTELLECTUAL DISABILITY IN PRESCHOOL PERIOD

OKUL ÖNCESİ DÖNEMDE ZİHİNSEL YETERSİZLİĞİ OLAN VE OLMAYAN ÇOCUKLARIN EBEVEYNLERİNDE EBEVEYN TUTUMLARININ KARŞILAŞTIRILMASI

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Özet

Çocuğun sağlıklı olarak yetişmesi ve olumlu kişilik yapısı geliştirebilmesinde anne babanın çocuk yetiştirme tutumları büyük önem taşımaktadır. Olumlu çocuk yetiştirme tutumları, çocuğun ileride kendisine ve topluma faydalı bir birey olmasına katkı sağlar. Bu çalışmanın amacı zihinsel yetersizliği olan ve olmayan çocuğa sahip ebeveynlerin ebeveyn tutumlarını etkileyen etmenlerin belirlenmesi ve karşılaştırılmasıdır. Araştırma tanımlayıcı olarak planlanmıştır ve veriler 2-6 yaş aralığında çocuğu olan annelerden Ebeveyn Tutum Ölçeği aracılığıyla toplanmıştır. Çalışmaya katılan annelerin %49,7'sinin çocuğunda zihinsel yetersizlik bulunmaktadır. Çocukların yaş ortalaması 4,53±1,27 yaş , annelerin yaş ortalaması 33,58±6,45 yaş olarak bulunmuştur. Çocuğunda zihinsel yetersizlik bulunan ve bulunmayan annelerin ebeveyn tutumları karşılaştırıldığında, annelerin İzin Verici Tutum Alt Boyut puan ortalaması arasında istatistiksel olarak anlamlı farklılık olduğu görülmüştür (p=0,025). Zihinsel engelli çocukların annelerinin daha yüksek düzeyde izin verici ebeveynlik tutumuna sahip olduğu ve çocukların yaşı ile annelerin otoriter tutumu arasında bir ilişki olduğu belirlenmiştir. Gelecekte yapılacak çalışmalarla çocukların büyüme ve gelişme dönemlerinde ebeveynlik tutumlarının nasıl değiştiği incelenmesi önerilmektedir. Erken çocukluk döneminde zihinsel engeli olan çocukların ebeveynlerine danışmanlık verilmesi, ebeveynlerin tutumlarını çocuklarının ve kendilerinin yararına olacak şekilde yapılandırmalarına yardımcı olacaktır.

Anahtar Kelimeler: Zihinsel Yetersizlik, Hemşirelik, Pediatri, Ebeveyn Tutumu.

Abstract

Child-rearing attitudes of parents have great importance in developing a positive personality structure. Positive child-rearing attitudes contribute to children being beneficial individuals. This study aims to determine and compare the factors affecting the parenting attitudes of the parents of children with and without intellectual disability. This study was planned as a correlational descriptive study. The data were collected from the mothers of the children using the Parenting Attitude Scale. Among the mothers who participated in the study, 49.7% of the children had intellectual disability. The mean age of the children was 4.53±1.27 years and the mean age of the mothers was 33.58±6.45 years. In the comparison of the parenting attitudes of the mothers of the children with and without intellectual disability, there was a statistically significant difference between the Permissive Attitude subscale scores of the mothers (p=.025). Pediatric nurses know about the different parenting attitudes that may change based on family characteristics will be important in evaluating children and their families.

Keywords: Intellectual Disability, Nursing, Pediatrics, Parenting Attitude.

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1. INTRODUCTION

The child-rearing attitudes of parents have great importance in raising children healthily and developing a positive personality structure. Positive attitudes in child-rearing lead children to become useful individuals in the future (Powell et al., 2017, pp. 457). The attitudes of parents towards their children may be affected by the characteristics of children and their personality and demographic characteristics. The way of communication in the triangle of a mother, father and child has long-term or short-term positive or negative effects on the individuals and parents and children teach each other both appropriate and inappropriate behaviours (Choi et al., 2020, pp. 451-452).

Three parenting styles including authoritative, authoritarian, and permissive have been defined by Baumrind in 1967. Parenting attitudes include various characteristics used in raising children as social beings (Baumrind, 1967, pp. 28-29). The attitudes of parents towards their parents are also related to the personal traits of parents (Bahrami et al., 2018, pp. 200). Democratic parents provide their control over their children by behaving warmly and sensitively, making explanations to their children, and behaving their children as an individual to support their autonomy. In this parenting attitude, the view of children is also taken into consideration along with applying strict control when needed. When parents interact with their children, they use their reasoning, open communication and rational argument skills and, therefore, a democratic parenting attitude develops positive behaviours in children (Milevsky et al., 2007, pp. 42) In authoritarian parenting, parents provide their control on children by obedience, punishment, and absence of warmth/compassion. In case of the conflict of the beliefs of parents and the beliefs of children, children may be punished. The autonomy of children is restricted and limited communication is established with children. The authoritarian parenting attitude may be associated with the negative results such as the decreasing self-confidence and happiness of children, decreasing academic success, drug use and increasing anxiety level (Baumrind, 1967, pp. 28-29, Wolfradt et al., 2003, pp. 525). In permissive parenting, parents have a warm relationship with their children, accept the wishes of their children immediately and don't want their children to take responsibility in housework. The permissive parenting attitude may decrease the self-control, academic success, and self-confidence of children (Phillips et al., 2017, pp. 11). The parenting attitudes of Baumrind are successful in predicting the results related to children but criticisms are saying that these attitudes may vary based on cultures or a parent may have many attitudes together (Phillips et al., 2017, pp.11). Some researchers add overprotective parenting attitudes to these three parenting attitudes (Demir and Şendil, 2008, pp. 17-18). Despite all the criticism, these three attitudes (democratic, authoritarian, and permissive) are accepted commonly. It has been revealed in the literature that parenting attitudes affect children in many aspects such as social competence, academic performance, psycho-social development, and problematic behaviours (Baumrind, 1967, pp. 28-29; Heaven et al., 2002, pp. 547).

Being the parent of a child with an intellectual disability is a different and difficult experience. All the family members are affected by this situation and mothers are the people who have probably all experiences during this process at the highest level. As in all families, parents expect to have a healthy child and deficiency is an unexpected situation for them. For this reason, when families have a child with deficiency, they show universal reactions against the loss of their child. Some families organize more quickly in this process and focus to strengthen the development of their child and it may take more time for some families to adapt themselves to the process. Many factors such as parents' equities, psychological resilience,

optimism, social support, and partner support are effective in the adaptation to this process (Sarı, 2007, pp. 3). The parents of children with intellectual disability have many difficulties which affect their parenting attitudes (Barak-Levy and Atzaba-Poria, 2020, pp. 4). The studies have stated that the parents of children with intellectual disability frequently experience situations such as stress, depression, and anxiety (Feldman, 2007, pp. 301-302). The poverty of the parents of the children with intellectual disability also leads them to experience both psychopathological problems and decreased psychological resilience (Hatton and Emerson, 2009). In addition, parents cannot reach sufficiently supports by which they can structure their parenthood and their children have good care and education (Resch et al., 2010, pp. 139). All of these difficulties may affect the parenting styles of parents (Cuzzocrea et al., 2011, pp. 9-10). Publications are stating that the parents of the children with chronic disease have protective attitudes (Holmbeck et al., 2002, pp. 99-100; Coffey, 2006, pp. 53; Ellis et al., 2007, pp. 911; Pinquart, 2013, pp. 719-720; Mullins et al., 2007, pp. 979) Lokoyi (2015) determined that aggressive behaviours in adolescents with intellectual disability was closely related to parenting styles (Lokoyi, 2015, pp. 96-97).

The comparative studies on the parents of children with and without mental deficiencies are limited in number. It was determined in the study which was conducted on the parents of the children with and without intellectual disability through questionnaires and the videos demonstrating the parent-child interaction that the parental stress was different and stress affected parental behaviours (Barak-Levy and Atzaba-Poria, 2020, pp. 4).

Woolfson and Grand (2006) determined that the parents of the children from the age group of 3-5 and with intellectual disability exhibited a more authoritarian attitude compared to the parent of the children without intellectual disability and the parents of the children within the age group of 9-11 years displayed less authoritarian attitude (Woolfson and Grant, 2006, pp. 180-181). As is seen, the number of studies investigating the attitudes of the parents of children with an intellectual disability is limited and the parenting attitudes are affected by many factors such as personal and cultural characteristics and the characteristics of children. Early childhood is very important for children with intellectual disability in terms of structuring family and planning and performing and the constructive interventions about child development and enabling to affect the mental development of children positively. Determining the parenting attitudes in early childhood may be a basis for the development of the parenting programs planned for families. The aim of this study planned by starting from this point of view is to determine and compare the factors affecting parenting attitudes of the parents of 2-6-year-old children with and without intellectual disability.

2. METHODS

2.1.Type of the Study

This was a correlational descriptive study.

2.2.Population and Sample of the Study

The sample of the case group was composed of the mothers who had 2-6-year-old children receiving education in the Special Education and Rehabilitation Centres in Izmir and were volunteered to participate in the study. The sample of the control group was composed of the voluntary mothers of the children from the age group of 2-6 years who applied to the Healthy Child Outpatient Clinic of a training and research hospital in Izmir in terms of having similar

sample characteristics with the case group. 149 mothers including 74 in the case group and 75 in the control group participated in the study. G.power 3.1. programme was used to calculate the sample required for the study. The effect size was obtained from the study of İçmeli et al. (İçmeli et al., 2008, pp. 24) and it was seen that there should be at least 61 participants in each group with an effect size of 0.45 and a power of 0.80. Considering the possibility of data loss during the study, the number of samples in the groups was increased by 10%. The sample group was composed of the mothers who were determined by the random sampling method, one of the improbable sampling methods, and met the inclusion criteria. The parenting attitudes of the mothers were the dependent variable of the study and the socio-demographic characteristics of the parents and children were the independent variable of the study.

2.3. Data Collection Tools

The data of the study were collected between April 2018 and July 2018, through Personal Information Form and Parenting Attitude Scale and by conducting face-to-face interviews with the mothers and after the aim and importance of the study were explained and the consent of the mothers was received.

Personal Information Form: There are 16 questions prepared by the researchers and related to the socio-demographic characteristics of the participants including the child's age and gender, educational status of partners, the job of partners, the number of children in the family, and income status of the family.

Parenting Attitude Scale: The scale was developed by Demir and Şendil in 2008 to measure the child-rearing attitudes of parents. It is a 5-point Likert scale (1- This is never the case / 5-This is always the case) composed of four subscales and 46 items.

Democratic Subscale (17 items): It includes accepting that the child is a separate individual and encouraging that he/she develops an independent character and express his/her opinions clearly (Item numbers: 2, 5, 6, 7, 10, 13, 14, 15, 18, 20, 23, 25, 29, 36, 37, 38, 42). Authoritarian (11 items): The fact that children are separate individuals is not accepted, in contrast, the view that parents are the owners of children is common. It includes the subjects such as one-way communication, pressure, obeying the rules unconditionally, verbal and physical punishment (Items numbers: 3, 9, 11, 19, 26, 27, 32, 35, 39, 40, 45). Overprotective (9 items): The belief that children can't be self-sufficient and, therefore, they should always be protected is common. It includes inappropriate interventions, over-controlled, avoiding giving responsibility to children (Item numbers: 4, 8, 12, 16, 21, 22, 28, 41, 46). Permissive (9 items): It includes the subjects such as welcoming every action of children, giving too much freedom to children and indulging children (Item numbers: 1, 17, 24, 30, 31, 33, 34, 43, 44). In the assessment of the scale, getting a high score in each subscale signifies having a higher level of characteristic, represented by that subscale. As a result of the reliability analyses, the Cronbach's alpha values were found to be 0.83 for the "Democratic attitude", 0.76 for the "Authoritarian Attitude", 0.75 for the "Overprotective Attitude", and 0.74 for the "Permissive Attitude" (Demir and Şendil, 2008, pp. 18-19).

2.4. Statistical Analysis

The data obtained in the study were analysed by using the statistical software, SPSS (Statistical Package For Social Science) 22.0 version. Descriptive statistics tests (numeric, percentage, arithmetic mean etc) were used in the analysis of the socio-demographic data obtained. Whether or not the variables had a normal distribution was controlled by using the Kolmogorov Smirnov test. Whether or not there was a significant difference between the groups in terms of the socio-demographic variables was examined by using the Chi-square test

and the Parenting Attitude Scale mean scores based on the socio-demographic characteristics of the mothers were examined by using Mann Whitney U test. The correlation between the ages of the mothers and children and the Parenting Attitude Scale mean scores was examined by correlation analysis. In the study, the value of $p < 0.05$ was accepted as statistical significance.

2.5. Ethical Approval

Approval was obtained from a state university Non-Invasive Clinical Trials Ethical Committee (Date: 18.04.2018 Decision No: 145) to conduct the study.

3. RESULTS

There was no statistically significant difference between the two groups in terms of the gender, age of children, the age and employment status of mothers, monthly income status of the family, family type, the number of children in the family, and the residence place of the family. However, a statistically significant difference was observed between the two groups in terms of the age of the fathers ($p=0.000$) (Table 1).

No significant difference was determined between the Parenting Attitude Scale total mean scores in terms of the personal characteristics of the mothers in both groups (Table 2).

In the comparison of the parenting attitudes of the mothers of the children with and without intellectual disability, it was determined that there was a statistically significant difference between the Permissive Attitude Subscale mean scores of the mothers and the Permissive Attitude Subscale mean score of the mothers of the children with intellectual disability was higher (MWU=2184.50; $p=0.025$) (Table 3).

When examining the correlation between the ages of the children and the attitudes of the mothers, it was observed that the Authoritarian Attitude subscale mean scores of the mothers of the children with intellectual disability increased as the ages of their children increased ($p=0.004$, $r=0.334$). It was determined that there was a significant correlation between the ages of the mothers of the children without intellectual disability and the Permissive Attitude subscale mean score of the mothers and the Permissive Attitude subscale mean scores increased as the age of the mothers in this group ($p=0.002$, $r=0.348$). It was determined that there was a significant correlation between the ages of the fathers of the children without intellectual disability and the mean scores of Democratic ($p=0.033$, $r=-0.246$), Overprotective ($p=0.010$, $r=-0.294$) and Permissive Attitude subscales ($p=0.038$, $r=0.240$) of the mothers. According to this result, as the ages of the fathers of the children without an intellectual disability increased, the Democratic and Overprotective Attitude subscale mean scores of the mothers decreased and their Permissive Attitude subscale mean score increased. It was observed that there was a significant correlation between the Permissive Attitude subscale mean scores of the mothers without deficiency and the presence of other children of higher ages in the family ($p=0.045$, $r=0.232$). According to this result, the Permissive Attitude subscale mean scores of the mothers of the children without an intellectual disability increased if they had other children of higher ages in the family. ($p=0.045$, $r=0.232$).

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Table 1: Demographic Characteristics of Mothers with and without Children with Intellectual Disability

Characteristics	with Intellectual Disability (n=74)		without Intellectual Disability (n=75)		Statistical Analysis
	n	%	n	%	
Gender					
Female	24	32.4	36	48.0	X ² =3.753 p>0.05
Male	50	67.6	39	52.0	
Education Level of Mother					
Cannot read	4	5.4	5	6.7	X ² =4.356 p>0.05
Can read	0	0	3	4.0	
Primary school graduate	30	40.5	25	33.3	
Secondary school graduate	15	20.3	18	24.0	
High school graduate	20	27.0	21	28.0	
Postgraduate	5	6.8	3	4.0	
Working Status of Mother					
Yes	5	6.8	7	9.3	X ² =0.334 p>0.05
No	69	93.2	68	90.7	
Occupation of Mother					
Officer	4	80.0	1	12.5	X ² =6.099 p>0.05
Employee	1	20.0	5	62.5	
Retired	0	0	1	12.5	
Self-employment	0	0	1	12.5	
Monthly Income					
Income covers expense	54	73.0	44	58.7	X ² =3.386 p>0.05
Income does not cover expense	20	27.0	31	41.3	
Family Type					
Nuclear Family	58	78.4	63	84.0	X ² =0.771 p>0.05
Extended Family	16	21.6	12	16.0	
Number of Children Living At Home					
1 child	18	24.3	13	17.3	X ² =4.524 p>0.05
2 child	34	45.9	39	52.0	
3 child	14	18.9	17	22.7	
4 child	6	8.1	5	6.7	
5 child	2	2.7	0	0	
7 child	0	0	1	1.3	
What is the birth order of the child?					
First child	31	41.9	26	34.7	X ² =4.708 p>0.05
Second child	27	36.5	31	41.3	
Third child	10	13.5	26	20.0	
Forth child	6	8.1	2	2.7	
Sixth child	-	-	1	1.3	
Living Place					
Village	1	1.4	2	2.7	X ² =36.555 p>0.05
District	16	21.6	30	40.0	
Province	11	14.9	8	10.67	
Metropolitan	46	62.2	35	46.7	
Age of Child	Min:2 Max:6 4.70±1.32		Min:2 Max:6 4.37±1.20		MWU=2313.0 p>0.05
Age of Mother	Min:20 Max:48 34.59±6.34		Min:20 Max:49 32.58±6.45		MWU=2271.5 p>0.05
Age of Father	Min:27 Max:53 39.55±6.27		Min:26 Max:54 36.05±6.08		MWU=1853.5 P=0.000

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Table 2: The Mean Parenting Attitude Questionnaire Scores of the Mothers with and without Children with Intellectual Disability

Characteristics	with Intellectual Disability (n=74)	without Intellectual Disability (n=75)	Statistical Analysis
	Mean±SD	Mean±SD	
Sex of Child			
Girl	158.41±10.41	157.13±19.12	MWU=2527.00 p>0.05
Boy	157.64±2238	158.97±16.62	
Education Level of Mother			
Cannot read	172.50±11.90	164.60±19.42	KW=3.891 p>.05
Can read	-	152.33±5.03	
Primary school graduate	157.86±22.03	156.72±18.56	
Secondary school graduate	154.80±10.91	158.66±17.06	
High school graduate	159.00±21.81	156.23±17.52	
Postgraduate	151.20±12.15	174.00±25.11	
Working Status of Mother			
Yes	164.40±14.58	167.42±18.77	MWU=580.00 p>0.05
No	157.42±19.54	157.13±17.52	
Occupation of Mother			
Officer	166.75±15.71	203.00±00	KW=3.792 p>0.05
Employee	155.00±00	164.60±9.37	
Retired	-	153.00±00	
Self-employment	-	146.00±00	
Monthly Income			
Income covers expense	157.01±21.42	155.97±16.23	MWU =2305.00 p>0.05
Income does not cover expense	160.25±11.65	161.09±19.62	
Family Tipe			
Nuclear Family	158.25±20.56	157.47±18.02	MWU =1692.50 p>0.05
Extended Family	156.56±13.91	161.33±16.73	
Number of Children Living At Home			
1 child	154.83±25.76	158.07±17.57	KW=4.069 p>0.05
2 child	154.82±13.85	156.66±19.44	
3 child	166.71±22.27	160.00±13.43	
4 child	161.83±15.63	154.80±12.53	
5 child	164.00±4.24	-	
7 child	-	158.09±17.77	
Living Place			
Village	148.00±00	159.50±16.26	KW=6.578 p>0.05
District	157.93±15.11	151.96±11.96	
Province	149.54±27.97	156.62±18.11	
Metropolitan	160.08±18.08	163.60±20.61	

Table 3: The Mean Parenting Attitude Subscale Scores of the Mothers with and without Children with Intellectual Disability

Subscales	with Intellectual Disability (n=74)	without Intellectual Disability (n=75)	Statistical Analysis
Democratic Attitude Subscale	72.39±10.96	73.58±10.32	MWU:2679.50 p>0.05
Authoritarian Attitude Subscale	23.52±7.22	24.04±7.38	MWU:2587.00 p>0.05
Overprotective Attitude Subscale	37.10±6.58	38.06±5.36	MWU:2615.00 p>0.05
Permissive Attitude Subscale	24.86±7.07	22.40±6.71	MWU:2184.50 p=0.025
Total Score	157.89±19.25	158.09±17.77	MWU:2681.50 p>0.05



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It was found that there was a significant correlation between the ages of the mothers participating in the study and the Permissive Attitude subscale mean score ($p=0.001$, $r=0.281$). There was a significant correlation between the ages of all the fathers participating in the study and the Permissive Attitude subscale ($p=0.001$, $r=0.261$) and a negative significant correlation between the age of the fathers participating in the study and the Overprotective Attitude mean score ($p=0.033$, $r=-0.175$). It was observed that there was a significant correlation between the total number of children in the family and the Authoritarian Attitude Subscale mean score and as the number of children in the family increased, the Authoritarian Attitude Subscale mean score of the mothers increased ($p=0.038$, $r=0.170$). It was observed that there was a significant correlation between the Permissive Attitude subscale mean score of the mothers participating in the study ($p=0.017$, $r=0.194$) and their Authoritarian Attitude subscale mean score ($p=0.025$, $r=0.184$) and the presence of the children of higher ages in the family. According to this result, the Permissive and Authoritarian Attitude Subscale mean scores of the mothers increased if they had other children of higher ages in the family (Table 4).



Table 4: The Relationship Between Demographic Characteristics and Parenting Attitudes of Mothers with and without Children with Intellectual Disability

		Democratic Attitude			Authoritarian Attitude			Overprotective Attitude			Permissive Attitude			Total Score		
		All Participants	with Intellectual Disability	without Intellectual Disability	All Participants	with Intellectual Disability	without Intellectual Disability	All Participants	with Intellectual Disability	without Intellectual Disability	All Participants	with Intellectual Disability	without Intellectual Disability	All Participants	with Intellectual Disability	without Intellectual Disability
Age of Child	r	0.059	0.167	-0.066	0.156	0.334	0.017	-0.056	0.083	-0.176	0.034	0.020	-0.004	0.046	0.150	-0.087
	p	0.473	0.155	0.575	0.058	0.004	0.883	0.501	0.480	0.131	0.677	0.868	0.971	0.580	0.202	0.458
Age of Mother	r	-0.020	0.150	-0.193	0.116	0.159	0.087	-0.153	-0.105	-0.183	0.281	0.130	0.348	0.057	0.114	-0.023
	p	0.812	0.202	0.097	0.160	0.175	0.460	0.062	0.374	0.115	0.001	0.268	0.002	0.487	0.335	0.845
Age of Father	r	-0.021	0.163	-0.246	0.001	0.032	-0.018	-0.175	-0.039	-0.294	0.261	0.175	0.240	-0.001	0.101	-0.157
	p	0.802	0.165	0.033	0.986	0.787	0.880	0.033	0.740	0.010	0.001	0.136	0.038	0.986	0.394	0.177
Number of Child	r	-0.062	-0.032	-0.119	0.170	0.182	0.143	0.077	0.113	0.032	0.117	0.114	0.146	0.135	0.139	0.106
	p	0.449	0.786	0.311	0.038	0.120	0.221	0.348	0.339	0.787	0.155	0.333	0.210	0.101	0.236	0.365
Birth Order of the Child	r	-0.111	-0.050	-0.190	0.184	0.184	0.161	-0.009	-0.034	0.012	0.194	0.184	0.232	0.128	0.125	0.106
	p	0.180	0.672	0.103	0.025	0.117	0.168	0.911	0.771	0.919	0.017	0.117	0.045	0.121	0.288	0.363

4. DISCUSSION

In this study comparing the parenting attitudes of the mothers of the children with and without intellectual disability and within the age range of 2-6 years, no difference was determined between the parenting attitude total scores. This situation may be related to the fact that the children were included within a young age group. The age period of 1-3 years is the autonomy period in children and the period of 3-6 years is the initiative period. In these two periods, children show rapid development in psycho-social, psycho-sexual, motor and cognitive terms. The mothers of children with a normal development may also have some difficulties in the care of their children in the period in which concrete thinking is dominant in cognitive terms and autonomy and egocentrism are dominant in psychosocial terms. Also, the parenting styles may change as children have a rapid development in this period.

In the comparison of the subscales of the parenting styles, it was found that the permissive attitude scores of the mothers of the children with intellectual disability were higher compared to the mothers of the children without intellectual disability. Rutgers et al., determined that the authoritarian attitude was lower in the mothers of children with a speech disorder, autism or intellectual disability compared to the mothers of the children without such characteristics (Rutgers et al., 2007, pp. 860). Gau et al., (2008) determined in their study conducted with the mothers of autistic children that the authoritarian and overprotective attitudes of the mothers were higher towards their children with autism compared to their children without autism (Gau et al., 2008, pp. 696-697) It was observed in study by Gau et al., that the mothers had a higher level of protective attitude towards their children with Down's Syndrome compared to their children without Down's Syndrome (Gau et al., 2008, pp. 696-697). It was found in the study by Phillips et al., that the permissive attitudes of the mothers of the children with Down's Syndrome are higher and their authoritarian attitudes were lower (Phillips et al., 2017, pp. 13-14). In the study of Sabat et al. parenting attitudes of parents of children with Down Syndrome were compared. Different from our study, permissive attitudes of both mothers and fathers of children with Down syndrome were found to be lower (Sabat et al., 2021, pp. 1436). In the study of Sinha et al. (2016) the attitudes of the parents of three groups of children with autism, learning disabilities or no intellectual problems were compared and it was seen that the permissive attitudes of the parents of children diagnosed with autism were higher (Sinha et al., 2016, pp. 109-110). In Veli's study, it was found that permissive attitudes of parents of children with chronic illness were higher than the attitudes of parents of children without illness (Veli, 2023, pp. 40). In this study, authoritarian attitudes of parents of children with intellectual disability were found to be lower. Similarly, in Antonopoulou's study, authoritarian attitudes of parents of children with hearing impairment were found to be lower (Antonopoulou et al., 2012, pp. 314).

Woolfson and Grand (2006) determined that the parents of the children at young ages had a higher authoritarian attitude and the parents of the children at older ages had a higher permissive attitude (Woolfson and Grant, 2006, pp. 180-181). Also, in this study, there was a positive correlation between the age of a child and the authoritarian attitude. The results of this study and the results in the literature may be related to the cultural characteristics of the societies and they may also be related to the diagnosis of intellectual disability at young ages and the transition process of children and their families to live in harmony with the deficiency. The mothers of the children at young ages with a deficiency may focus on the interventions to increase the developmental performance and perform a more authoritarian attitude. Qualitative research may be conducted to have clearer results about the subject.



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In the study, there was a positive correlation between the age of the mothers and the permissive attitude. It was observed that the permissive attitude of the mothers of the children without an intellectual disability increased as their ages increased, however, the ages of the mothers of the children with intellectual disability was not a factor affecting their permissive attitudes. Huver et al., determined that there was a correlation between the ages of the mothers and their parenting attitudes and the mothers at older ages had higher permissive attitudes (Huver et al., 2010, pp. 399). This may be associated with the fact that as the age of the mother increases, the number of children increases. In the present study, it was found that there was an increase in the authoritarian attitudes of the mothers as the number of children increased. In the study by Huver et al., different results were obtained and it was determined that as the number of children increased in a family, the democratic attitudes of families increased. The difference in the results may be due to the cultural differences between the samples (Huver et al., 2010, pp. 399).

İçmeli et al., concluded in their study conducted with the families of children with and without intellectual disability that having a child with intellectual disability harms the functionality of the family. It was found that there was a statistical difference between the parents of the children with and without intellectual disability in terms of problem-solving, being able to perform emotional reactions, and behaviour control (İçmeli et al., 2008, pp. 24-25).

It was concluded in the study by İçmeli et al., that the parents of girls had more appropriate reactions against the external stimuli compared to the parents of boys (İçmeli et al., 2008, pp. 24). Unlike the study by İçmeli, no significant difference was determined in this study between the Parenting attitude Scale scores of the parents in terms of the gender of the children.

It was observed in the study by Gau et al., that the fathers had a high level of overprotective and authoritarian attitude towards their children with Autism (Gau et al., 2008, pp. 696-697). Similar results were obtained in Hu's study and it was observed that the fathers had a high level of overprotective and authoritarian attitude towards their children with autism (Hu et al., 2019, pp. 3991). In the present study, the attitudes of the mothers and fathers and the attitudes of the mothers towards their children with and without an intellectual disability were not compared. This may be accepted as one of the limitations of the present study.

5. CONCLUSION AND RECOMMENDATIONS

It was determined in this study that the mothers of the children with intellectual disability had a higher level of permissive parenting attitude and there was a correlation between the age of the children and the authoritarian attitude of the mothers. It may be examined how the parenting attitudes change in the growth and development period of children by longitudinal studies in the future. Providing consultancy (to protect and improve the health of the parent and child, to improve the quality of their life, to cope effectively with problems related to special needs, to recognise and use their own and surrounding opportunities) for the parents of children with intellectual disability in early childhood will help the parents to structure their parenting attitudes for the benefit of their children and themselves.

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Declaration of Conflicting Interests

The Authors declare that there is no conflict of interest.

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