

Parenting Styles of Parents Having Children with and without Disability: A Comparative Study

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ABSTRACT

The essence of parenting involves much more than simply rearing and caring for the child from birth to adulthood. Being a parent means giving your children the love, attention, direction, and encouragement they need to grow emotionally, socially, cognitively, and physically. And, for this, parents employ diverse ways, methods, and techniques to raise their kids in the most effective way possible, which in common language, understood as 'parenting styles'. These parenting styles have a substantial impact on the quality of life of every child. Research states that a caring and supportive environment improves a child's general well-being, but an over-controlling or negligent environment might have the opposite effects. This indicates that parenting is not that easy, rather requires a lot of awareness, a positive attitude, and skills related to child-rearing and nurturing. While most parents find intrinsic joy, peace, and pleasure in parenthood, it may also occasionally be a stressful, frightening, and unsuccessful experience for some, especially when a couple has a child who deviates from normalcy. Research studies revealed that raising a child with a disability can be difficult and stressful for the parents, if not well-supported or guided.

To explore the same, this research aims to study the parenting styles in general and present a comparative view between the parenting styles of parents having children with disability (CwD) and those without any disability. In the sample, parents of children without any disabilities (Cw/oD) were approached by adopting a random design whereas to make a sample of parents having CwD, a specific disability was selected. Based on the personal experience and knowledge, the researchers decided to select parents of children having hearing loss condition. A total of 100 parents were selected as a sample in the study, 50 parents of Cw/oD and 50 parents of CwD. '*Parental Style Four Factor Questionnaire*' was used to gather data in the study. The questionnaire consisted of 32 items. The study reported that most of the parents of CwD were either authoritarian or uninvolved in their parenting style which reflected their strict, rigid, and controlling environment behavior at home with their kids. Whereas, their counterparts were found to be either permissive or authoritative in their parenting style. This was also assessed statistically by applying a t-test, a significant difference in the parenting style of parents of CwD and parents of Cw/oD was noticed on three dimensions i.e. authoritative, authoritarian, and uninvolved. Further on delving more into the responses of the participants, emotions like shock, denial, thinking, sadness, guilt, anger, disappointment, lack of control, and resentment were observed among the parents of CwD. The study suggests to different stakeholders to have orientation programs, guidance centers, mental health workshops, healthy parenting workshops, and discussion forums for the parents of

CwD so that such issues may be highlighted, discussed and worked upon by the professionals to bring a healthy atmosphere at home.

Keywords: Parenting style, parents of children with disability, authoritative, authoritarian, permissive, uninvolved, and Parenthood.

1. Introduction

The process of child-rearing and caring from infancy to adulthood is referred to as parenting. It entails giving children the affection, attention, direction, and support they need to grow cognitively, socially, emotionally, and physically. Parenting always has a great influence on the child development process (Cramer, 2002). The home environment helps the child develop social competency and gives them the ability to be independent, responsible for others, energetic, and goal-oriented. While most parents experience intrinsic joys, privileges, and financial rewards from parenting, some parents also experience frustrations, anxieties, and failures along the way (Bornstein, 2001). Being a parent is now regarded as a difficult decision for couples because of the demanding and decisive nature of the parenting stages.

Indian Perspective on Parenting: Parenting techniques in India may vary significantly throughout families due to several reasons like financial condition, upbringing in an urban or rural area, and exposure to modern or Western influences, etc. Furthermore, in a fast-changing society, modern Indian parents are progressively embracing a more authoritative and well-balanced parenting approach, considering the changing needs and goals of their kids. In India, where parenting is deeply embedded in traditional beliefs, the family serves as the primary institution for raising children. Ancient Indian literature, particularly the Hindu scriptures, provides valuable insights into parenting styles and family dynamics. Though these ancient texts do not refer to "parenting styles" in the contemporary sense, they do offer guidance on how parents should bring up and educate their children. *Manusmriti*, arguably the most famous of the ancient Indian texts, outlines guidelines for family life, including what parents and children should and shouldn't do. It emphasizes the need of instilling moral and ethical values in children as well as the duty of parents to raise and educate their offspring. Moreover, a variety of parenting philosophies are represented through the stories and characters in the well-known Hindu epics, such as the *Ramayana* and the *Mahabharata*. For example, *King Dasharatha* of the *Ramayana* is often thought of as the embodiment of the ideal father. An old collection of Indian fables and stories called the *Panchatantra* includes morality tales that illuminate the dynamics between parents and children. The spiritual and philosophical Indian text *Bhagavad Gita* contains parenting advice in the form of guidelines for leading a balanced and moral life. Parents are given guidance by various *Dharmashastras*, or books on moral and ethical duties, on how to raise and educate their children while instilling dharma (righteousness) in them. A multitude of information regarding parenting, family values, and the roles that parents and children play in the home can be found in these vintage documents. Despite changes in the environment and practices over time, the core ideas of these writings remain relevant to parenting and family relations in India and among people who draw inspiration from Indian cultural and philosophical traditions.

Also in traditional family structures in earlier times, parenting guidance and advice were typically passed down within families and communities through intergenerational relationships, cultural norms, and societal expectations. Grandparents and older family members often played a central role in providing parenting guidance. They would share their wisdom, experiences, and traditional practices

with younger parents. This guidance was considered valuable due to the wisdom gained through years of child-rearing. Many cultures and religions had specific parenting practices and rituals that were followed in India. These traditions often provided a framework for parenting and moral development and these traditions were found to be effective in instilling values and a sense of identity in children. Moreover, neighbors and the broader community often provided support and guidance to new parents which involved practical assistance, advice, and social interactions that contributed to fostering a sense of belonging and social integration (Domitrovich, & Bierman, 2001). Thus, the traditional sources of parenting guidance varied in ancient times and were often influenced by the culture, society, and specific circumstances in which a family lived. However, in modern times, the availability of research-based knowledge and the ability to access a wide range of resources have improved the overall quality of parenting guidance.

A psychological construct that encompasses the common tactics parents use to raise their kids is known as a parenting style. Depending on the stage at which their child is developing, parents adopt varying parenting techniques (Kathuria and Bhanudas, 2021). No matter how much time a parent spends with their child, the quality of that time matters more in the child's upbringing. As per Halpenny, Nixon, & Watson (2010) and Chauhan, Golhar, and Madhura (2016), the parenting style has a direct correlation with the child's temperament, personality, and the cultural patterns of the parents. Research on this topic has indicated that parents who properly nurture their children, provide them independence, and have firm control over them, have highly competent and socially skilled children (Krahn 1993 & Cramer, 2002 and Kathuria and Bhanudas, 2021 and Domitrovich, & Bierman, 2001).

1.1 Baumrind's Parenting Styles

Out of various classifications, Baumrind's (1991) classification that includes authoritative, authoritarian, uninvolved, and permissive are the most discussed in the literature related to parenting and children outcomes. Children raised under authoritarian parenting are expected to abide by the severe guidelines set forth by their parents; breaking these guidelines typically results in punishment. They offer no justification for these regulations. Unlike authoritative parenting, which adopts a far more democratic stance, these parents put more demands on their kids while not responding to them. They are very open to their children and willing to answer any questions they may have. Even when their expectations are not fulfilled, parents are more likely to be loving and understanding toward them than to punish them (Baumrind 1991). Parents are stern and employ constructive discipline techniques as opposed to punitive ones. The third parenting style proposed by Baumrind is permissive parenting, in which parents are described as being forgiving. They place fewer demands on their children and have lower expectations of them. They are more forgiving and non-traditional, so they don't punish their children as much. With their children, permissive parents are frequently affectionate, amiable, and communicative; they permit a high degree of self-control and typically steer clear of conflict. Conversely, uninvolved parenting was the fourth parenting style that Baumrind listed. Parenting that is defined by behaviors such as minimal demands, poor response times, and minimal child-to-parent interaction. The basic needs of a child are met, but parents typically don't stay involved in their lives.

Although research indicates a connection between specific parenting approaches and specific behavioral and learning patterns, other important variables, such as a child's temperament, can also have a big influence (Cramer, 2002). Numerous studies on the effects of parenting philosophies on children have been conducted. The following are the findings of the research studies:-

- Authoritarian parenting techniques produce obedient and capable children, but they are less happy, socially competent, and have low self-esteem.
- Authoritative parenting techniques are likely to produce happy, capable, and successful children (Baumrind, 1966).
- Permissive parenting frequently leads to children who are unhappy and lack self-control. These kids are more likely to have issues with authority and do poorly in school.
- Children reared through uninvolved parenting styles, have less self-control, low self-esteem, and are less capable than their peers.

Various researchers also identified that there are sometimes modest associations between parenting methods and behavior (Kathuria and Bhanudas, 2021). In many circumstances, the expected child outcomes do not occur; authoritative parents have children who are disobedient or participate in delinquent behavior, whereas permissive parents have children who are self-assured and academically successful. Parenting techniques and child outcomes are also influenced by cultural influences. The authoritative approach is often linked to good behaviors such as strong self-esteem and self-competence, and it is associated with varied child outcomes. Other key aspects, such as culture, children's temperament, children's perceptions of parental treatment, and societal pressures, all influence children's conduct and self-esteem (Martinez, & Garcia, 2007 and Hoskins, 2014). In a wide range of environments and child communities, parenting styles are robust indicators of parenting functioning that forecast children's well-being. Parental demand access and receptiveness are both crucial elements of effective parenting.

1.2 Children with Disability (CwD) and Parenting

One of the groups in society that is most excluded and marginalized is children with disabilities. They are practically prevented from exercising their rights to healthcare, education, and even survival because of ongoing discrimination in the form of unfavorable attitudes and a lack of suitable laws and regulations. They are frequently refused access to cultural or recreational opportunities, as well as information and assistance regarding sexuality, reproductive health, and other topics that are essential for a child's healthy development into adulthood and smooth integration into society (UNICEF, 2018). Having a child with a disability is seen as a human rights concern and is a significant area that requires careful consideration (Quinn, 2002). Given their important role in providing care, parents of children with special needs should be knowledgeable about various coping mechanisms (Baker-Ericzen, Brookman-Frazer, & Stahmer, 2005 and Kathuria and Bhanudas, 2022). Research findings indicate that, in general, parents struggle to manage their parenting role when faced with a lack of guidance and support. This is especially true if they have a child in a household where there is a disability, as it significantly impacts the parents' mental health (Al Samadi, S., McConkey, R. & Bunting, 2014). Each parenting style has its own set of implications when applied to parenting in such families. Let us observe the positive and negative implications of all 4 types of parenting styles when parents have a child with a disability:-

Authoritative Parenting:

Positive Implications: Since authoritative parents are typically kind, understanding, and responsive, children with developmental disabilities may benefit from this style in terms of improved self-efficacy, self-esteem, and positive self-concept. These kids might also become proficient problem solvers.

Negative Implications: If expectations are too high for the child's abilities, excessively strict and authoritative parenting can cause tension and anxiety.

Authoritarian Parenting:

Positive Implications: Authoritarian parents can provide structure and discipline, which may be important for some children with disabilities, helping them develop a sense of order and routine.

Negative Implications: A lack of autonomy and self-expression can result from excessive authoritarianism, which can be harmful for kids with disabilities in particular since they may require more specialized care and flexibility to meet their particular needs.

Permissive Parenting:

Positive Implications: Permissive parents can be very nurturing and understanding, which may be beneficial for a child with disabilities. A flexible approach can help the child feel loved and accepted.

Negative Implications: Excessive permissiveness can lead to a lack of boundaries and structure, which may not be in the best interest of the child's development. Children with disabilities may require a degree of structure to develop specific skills.

Neglectful Parenting:

Negative Implications: Neglectful parenting is generally harmful for any child, but it can be particularly detrimental for a child with disabilities. These children may require extra care, attention, and support, and neglectful parenting can lead to a lack of access to needed services and emotional support.

It's crucial to remember that raising children with impairments cannot be approached in a one-size-fits-all manner. Since every child is different, their needs can differ. Combining different parenting philosophies is frequently necessary to get effective results, depending on the circumstances and the needs of each child (Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000). Furthermore, navigating the difficulties of raising a kid with a handicap can be made easier for parents with the aid of community resources, therapists, and specialists.

Why do Parents of CwD need to develop a better understanding of Parenting Styles?

Every child is different, and children with disabilities (CwD) may have a range of needs. CwD usually need an environment that fosters their wellbeing, growth, and development. In order to better meet each child's individual needs, parents must adapt their approach and accept various parenting philosophies. Knowing the various parenting philosophies will help parents select the appropriate parenting methods for their child's particular issues, abilities, and limitations. Balancing the numerous obligations of raising a child with a disability requires inner strength, self-care routines, and a strong support system (Amosun, Ikuesan, & Oloyede, 1995). It's important to remember that every family is unique, and that parents may need to adapt and develop coping mechanisms in order to maintain a happy and healthy lifestyle while caring for their child. Raising a child with a disability can bring with it challenges as well as opportunities. To live a balanced life, parents of disabled children should acquire specific coping skills (Cuzzocrea, Larcan, & Westh, 2013). Parents must exercise patience as their children may require additional assistance or to repeat tasks. Patience keeps things hopeful even though progress might take longer. It is important for parents to understand and accept their child's needs, emotions, and challenges. It is important for parents to try to see things from their child's perspective. Adaptability is crucial when

parenting a child with a disability (Barlow, Cullen-Powell, & Cheshire, 2006). Plans may need to be adjusted, and parents should be prepared to change their strategies and expectations. Maintaining a positive mindset and being resilient in the face of adversity are essential. Parents should put self-care first in order to prevent burnout (Bella, Garcia, & Spadari-Bratfisch, 2011). This means pausing, seeking support, and attending to their physical and mental well-being. Parents need to be able to effectively advocate on behalf of their children. This may mean working with educational institutions, healthcare providers, and other support services to ensure their child's needs are met. Positivity and celebrating small victories are two ways to cultivate happiness and a feeling of accomplishment. Having a strong network of friends, family, and support groups is essential. These connections can provide direction, emotional support, and a sense of belonging. Parents can make educated decisions and provide the best care by learning about the specific disability that their child has and the resources that are available. Having good time management abilities is crucial to juggling parenting, other commitments, and self-care. By setting realistic objectives and routines, stress can be prevented. It's imperative to budget for the possible financial challenges that come with having a disabled child. This entails obtaining insurance, being aware of the benefits that are offered, and planning for future needs. In order to provide their child with the necessary care and support, parents must first recognize their child's disability. It helps to create a joyful and compassionate environment. Communication that is open and truthful is necessary within the family. Speaking about emotions, concerns, and challenges can reduce stress and improve relationships. Limits must be set, and personal time and caregiving must coexist in harmony. Parents can safeguard their health with its help. Parents should not be reluctant to seek professional help, such as therapy or counseling, in order to manage the emotional and psychological aspects of parenthood. Therefore, having a basic understanding of different parenting philosophies can help parents create a nurturing environment that considers the needs of their child. Empathy, tolerance, and adaptability are all highly valued traits in some parenting philosophies, and they can all be very beneficial in certain situations. Furthermore, it can be challenging and emotionally draining to raise a CwD. Parents who study different parenting philosophies can pick up a range of strategies and coping mechanisms. With this knowledge, they will be able to better manage their stress and emotional reactions, which will ultimately benefit the child and the family as a whole.

For many parents of children with disabilities, the ultimate goal is to enable their child to achieve the highest level of independence. A variety of parenting philosophies may provide direction on how to reconcile providing the child with support and encouragement while also allowing them to become self-sufficient. By understanding these styles, parents can help their kids along the path to independence more effectively. By being aware of different parenting philosophies, parents can address potential biases, misconceptions, and prejudices related to disability. By employing inclusive and compassionate parenting techniques, parents can reduce stigma and promote acceptance of children with disabilities in their homes and communities. Therefore, parents of children with disabilities have a wider toolkit to address the unique requirements and challenges associated with raising a child with a disability when they are more aware of the various parenting philosophies and styles. They can adjust their approach, foster a caring environment, manage stress, effectively advocate, promote independence, and have a positive influence on a society that is more hospitable and inclusive thanks to it.

2. Review of related Literature

Akinnawo, Akpunne, and Olajide (2020) examined the perceived parenting styles and psycho-social well-being of adolescents from Nigeria. Results revealed that adolescent students have low emotional well-being (16.9%), psychological well-being (19.3%), and social well-being (22%). Findings also revealed that “authoritarian parenting style (53%, 30.7% & 16.3%); ‘authoritative parenting style’ (45.5%, 41.6%, & 12.9%), ‘permissive parenting style’ (64.2%, 20.7% & 15.1%), high and very high levels respectively”. **Francis, Pai, and Badagabettu (2021)** conducted a study to explore the psychological well-being and perceived parenting styles of adolescents. Results revealed that overall 51% of adolescent participants have scored high and 49% of adolescent participants have scored low on psychological well-being. Results also showed a positive significant relation in 95.5% of the participants with other people and they also had a purpose in life. The authoritative style of parenting was perceived by 93.2% of the adolescent participants. Results also revealed the relationship between "psychological well-being and authoritarian and permissive style of parenting" was moderately positive. "Psychological well-being and neglectful parenting style" were negatively correlated. From the results, it can be said that various styles of parenting influence the psychological well-being of adolescents. Results also highlighted that Authoritative parenting will contribute more to the adolescent's psychological development. **Prativa and Deeba (2019)** conducted a study on parenting styles and their association with depression among adolescents. Data Results highlighted that there was a significant association between parenting style and depression among adolescents. Parenting style and depression among adolescents are significant and depression in adolescents but no significant difference was found with SMFQ scores. Authoritative parenting style was the strongest predictor of depression. **Bi, Yang, Li, Wang, Zhang, and Deater-Deckard (2018)** examined Parenting Styles and parent–child relationships. Results stated that adolescents of neglectful and authoritarian parents scored higher on parent–adolescent conflict. "The highest levels of cohesion with both parents were reported by adolescents with authoritative parents, followed by indulgent, authoritarian, and neglect parenting styles. **Bahrami (2017)** conducted a study on the effects of happiness on various aspects of parenting and positive parenting. The results of this study indicated that happiness as a variable has an important role in parenting actions that cause positive parenting styles. **Sarwar (2016)** looked at how parents behave, how children behave, and how different parenting philosophies affect how kids behave. The findings indicated that children raised by authoritative parents exhibit problematic behavior, disobedience, and rebellion. The study also made clear how beneficial an authoritative parenting style is to raising kids. The findings also indicated that "parents who spend maximum time with their children reduce the probability of developing delinquent behavior among their children."

A study by **Nikoogoftar and Seghatoleslam (2015)** looked at how parenting practices can predict behavioral and emotional issues in teenagers. The findings showed a correlation between fathers' authoritarian parenting style and behavioral, emotional, and depressive issues. Nonetheless, behavioral and emotional issues, anxiety, and depression are linked to moms' authoritarian parenting style. A study was done in 2014 by **Khodabaksh, Kiani,** and Ahmedbookani on "psychological well-being and parenting styles as predictors of mental health among students." The findings showed that psychological health and parenting style play a critical role in an individual's improvement in health. The findings also showed that different parenting philosophies and psychological well-being are predictors of mental health. Another study was done in 2013 by **Rodrigo** on parenting philosophies and kids' wellbeing. The findings showed that a self-regulatory process that supports maintaining and regaining subjective well-

being is occupied by well-being. The study employed a bi-directional model of parent-child relationships, emphasizing the influence of a child's perspective on the parenting style of their parents. **Deshpande and Chhabriya** (2013) investigated parenting styles and how they affected teenagers' self-esteem. The findings showed that adolescents who thought their parents had an accepting attitude had higher self-esteem than those who thought their parents had an avoidant or focused attitude. The study also demonstrated a positive and substantial relationship between teenagers' self-esteem and their parents' warmth, support, and affection. **Faroakhzad** (2009) examined how teenagers from two distinct cultures—Iran and India—perceived their parents' parenting styles and positive mental states like contentment, optimism, and hope. The family dimension and system maintenance were found to be significantly correlated, according to the results. A study on parenting philosophies and how they affect kids' development was carried out by **Joseph and John** (2008). The findings showed that parents employ various parenting philosophies in response to societal and cultural expectations. **Sally** (2000) studied how different parenting philosophies were perceived and how that affected teenagers' complex and self-concept. The findings showed that while authoritarian families contribute relatively less to the self-concept of adolescent development, authoritative families positively influence this concept.

3. About the Research

This research had a descriptive survey design and was exploratory. It aimed to survey the parenting style of parents of CwD and parents of Cw/oD. The data gathered through standardized tools was analyzed quantitatively.

As many research studies have documented that the stress, depression, and negative emotions of the parents or caregivers get transferred to the children, it becomes imperative to know the parenting style of the parents and find out the means of bringing a healthy and peaceful environment at home which may ultimately impact the quality of life of children. Therefore the researchers after sensing the need to research this theme framed the following research questions:-

3.1 Research Questions

1. What are the different parenting styles and how it affect the life of a child?
2. Generally, what parenting style does the parents having CwD adopt?
3. Is the parenting style of parents having CwD different from that of parents having Cw/oD?

3.2 Objectives of the Study

The objectives of the present study are framed as follows:-

1. To study the parenting styles of the parents of CwD and Cw/oD.
2. To compare the parenting styles of the parents of CwD and Cw/oD.

3.3 Hypotheses of the Study

The researchers framed the following hypotheses for further testing and interpretation:-

H₀₁: “Statistically, there is no significant difference in the parenting style of parents of CwD and parents of Cw/oD on the Authoritarian Dimension”

H₀₂: “Statistically, there is no significant difference in the parenting style of parents of CwD and parents of Cw/oD on the Authoritative Dimension”

H₀₃: “Statistically, there is no significant difference in the parenting style of parents of CwD and parents of Cw/oD on the Permissive Dimension”

H₀₄: “Statistically, there is no significant difference in the parenting style of parents of CwD and parents of Cw/oD on the Uninvolved Dimension”

3.4 Study Sample

In this present study, the population comprises all the parents who have CwD and parents who have Cw/oD, belonging to Delhi. The researchers recruited 50 parents of CwD and 50 parents of Cw/oD to explore and compare parenting styles. In total, 100 parents were selected as the participants in the study. The researchers approached the parents by contacting the NGOs, government schools, and special schools. Since each disability has its own set of challenges and concerns that are to be dealt with in a different style, the researchers decided to select a specific disability for the study. Hence parents of children having hearing loss were selected as participants in the study. A visit to different schools was made and data from parents was prepared first. For parents of Cw/oD, a random sampling method was used. Only those parents were recruited as a sample who were educated and could understand the English language. Two separate lists of parents were prepared and further contacted for tool administration and data collection.

3.5 Description of the Tool

Parental Style Four Factor Questionnaire (PSFFQ)

Parental Style Four Factor Questionnaire was used to gather data in the study. The questionnaire consists of 32 items. The Parent was required to respond on a five-point scale as "All of the time, Most of the time, Some time, Rarely, and Never". There were no negative items. The items measure the parenting styles namely Authoritarian, Authoritative, Permissive, and Uninvolved. Each item could be scored from 1 to 5. The maximum score for each variable was 40 and the minimum score for each one was 8. Participants were asked to read each of the items and answer according to how they felt about their parenting style. The reliability of the Parenting Style Four Factor Questionnaire (PSFFQ) was:-

- Internal consistency was estimated by using Cronbach’s alpha. An alpha value of 0.92 was obtained through statistical analysis which reflected that the Parenting Style Four Factor Questionnaire (PSFFQ) had a very strong internal consistency.

4. Analysis and Interpretation

Objective 1: To study the parenting style of the Parents of Children with Disability and Parents of Children without Disability.

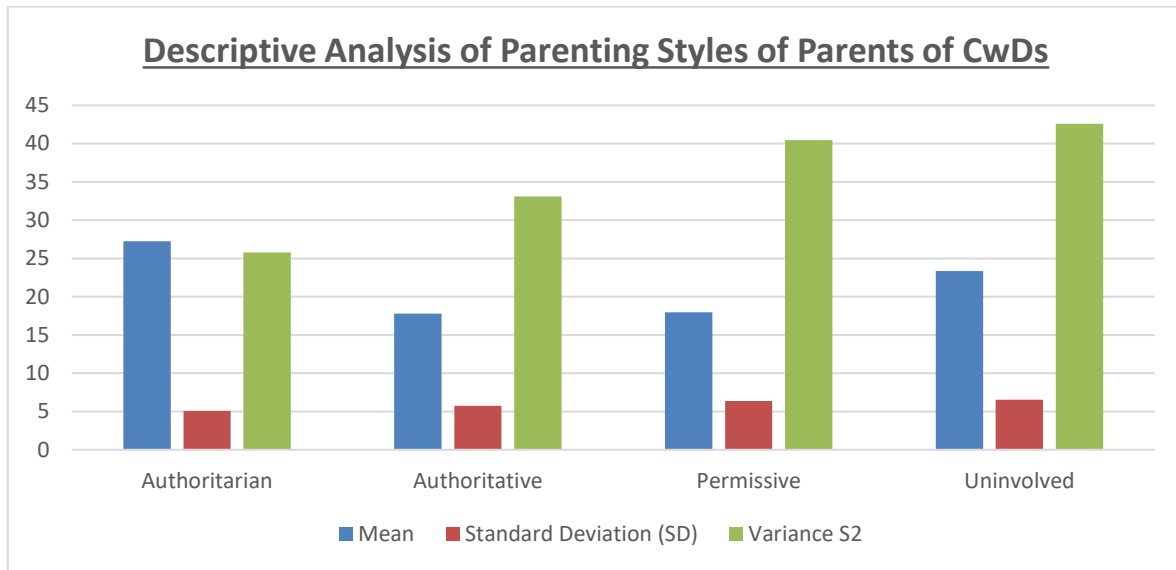
I: Dimension-wise descriptive analysis of parenting styles of parents of CwD

a) Dimension-wise Descriptive Analysis of Parents of CwD

Table 1 (with chart): Dimension-wise Descriptive Analysis of Parenting Styles of CwD

Dimension	Mean	Standard Deviation (SD)	Variance S ²
Authoritarian	27.26	5.0782	25.788
Authoritative	17.8	5.753	33.10
Permissive	17.94	6.36	40.46

Uninvolved	23.34	6.52	42.59
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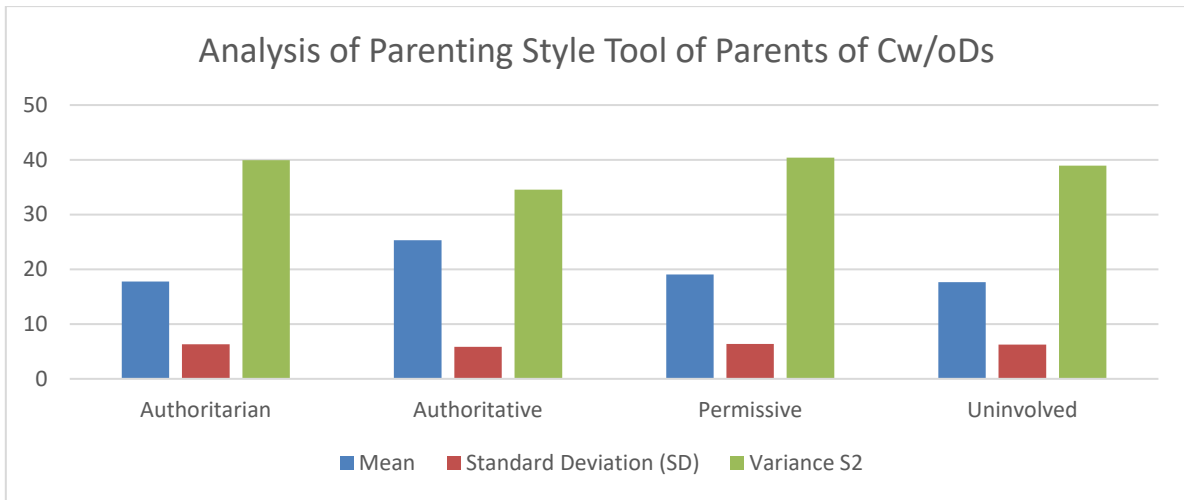
Interpretation: From the above Table 1 and the chart, it was revealed that the mean of the authoritarian dimension of parents of CwD was the highest i.e. 27.26 and the mean of the authoritative dimension was the lowest of all. Therefore, it was concluded that the parents of children with Down syndrome were not very warm, sensitive, or nurturing, and they also did not give their kids much freedom or autonomy. It was discovered that parents were overly protective, harsh, and used force. Furthermore, it was discovered that a few of the parents were absentee or authoritarian. Some of the parents showed their child very little affection, were very strict, or were rigid and controlling. Other parents showed their child little regard, no expectations, were unresponsive, and frequently dismissed. Given that the permissive dimension of the score was likewise low, it was concluded that parents of children with developmental disabilities might have high expectations but low responsiveness, as well as a tendency to show their children less affection.

As a result, it was determined that the parents of CwD did not have a particularly healthy parenting style for raising children. Several parents may experience a range of emotions, including shock, denial, magical thinking, sadness, guilt, anger, disappointment, lack of control, and resentment regarding their child's chronic illness or disability. This could be the cause of their authoritarian and disengaged behavior. Misconceptions regarding their capacity to parent present a major obstacle for parents with physical or sensory disabilities when trying to start and maintain families.

b) Dimension-wise descriptive analysis of parenting style of parents of Cw/oD

Table 2 (with chart): Dimension-wise Descriptive Analysis of Parenting Styles of Cw/oD

Dimension	Mean	Standard Deviation (SD)	Variance S ²
Authoritarian	17.78	6.319	39.93
Authoritative	25.3	5.877	34.54
Permissive	19.06	6.35	40.42
Uninvolved	17.66	6.23	38.92



Interpretation: From the above Table 2 and chart, it was revealed that the mean of authoritative and permissive dimensions of parents of Cw/oD was the highest i.e. 25.3 and 19.06 respectively. With respective scores of 17.78 and 17.66, the authoritarian and uninvolved dimensions had the lowest mean of all. Therefore, it was concluded that Cw/oD's parents scored highly on the warmth, sensitivity, and nurturing scale. Additionally, it was believed that the child's autonomy and independence were greater. Furthermore, it was discovered that parents of children with developmental disabilities were more actively involved in their offspring's daily activities. According to the research, children raised by authoritative and permissive parents develop stronger coping mechanisms, excel academically, behave well, and have an open mind. Parents that are authoritative are kind and attentive. Therefore, it was concluded that the parenting style of the parents of Cw/oD was found to be healthy for the upbringing of their children.

II: Percentage-wise Descriptive Analysis of Parents

Minimum Score: 08, Maximum Score: 40

0-10: Low Traits

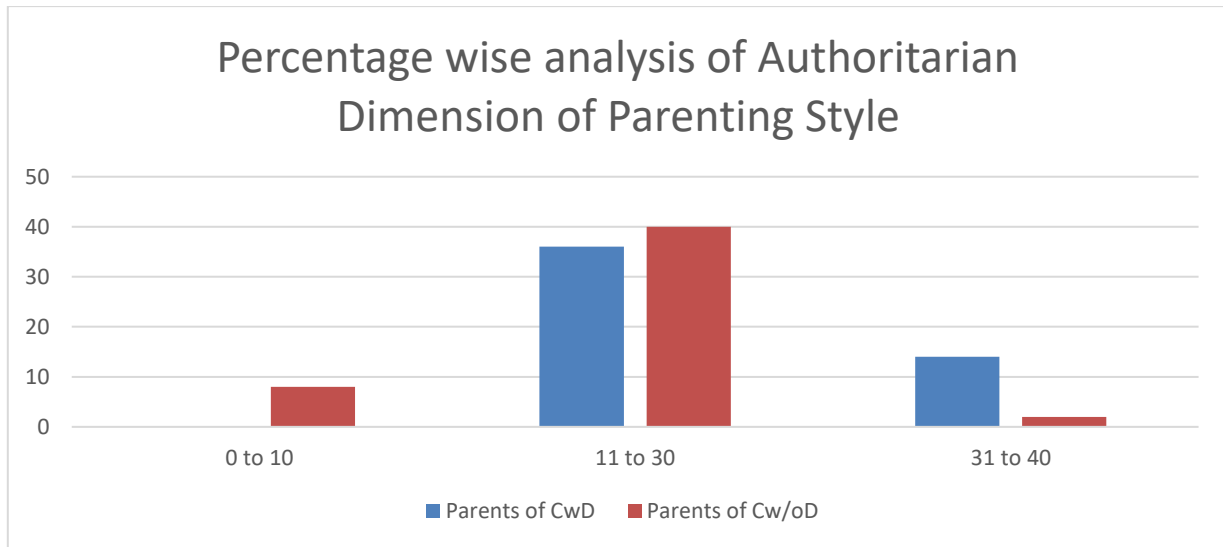
11-30: Average Traits

31-40: High Traits

a) Percentage-wise analysis of the Authoritarian Dimension of Parenting Style

Table 3 (with chart): Percentage-wise analysis of the Authoritarian Dimension of Parenting Style

Dimension	Parents of CwD	Parents of Cw/oD
Authoritarian		
0-10	0	8
11-30	36	40
31-40	14	2

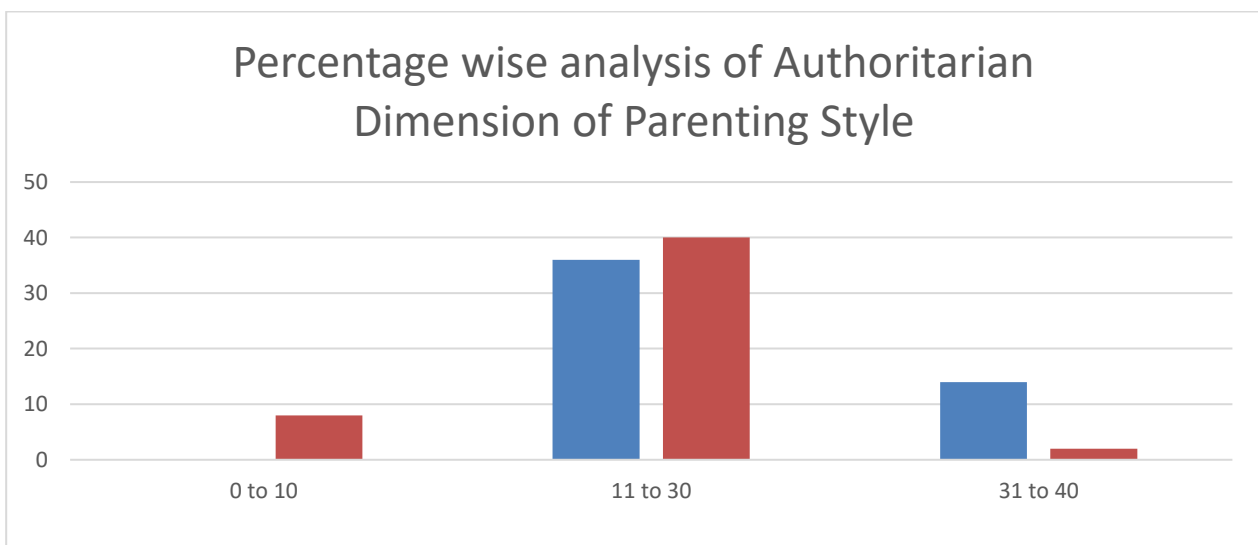


Interpretation: Table 3 and the above chart reflected that most of the parents of CwD fall under the higher range of authoritarian dimension and out of all, maximum parents of CwD fall under the moderate range of authoritarian parenting style. Also, in comparison with their counterparts, parents of CwD fall under the severe range of authoritarian parenting style. Hence, they are found to be high in the authoritarian parenting style dimension.

b) Percentage-wise analysis of the Authoritative Dimension of Parenting Style

Table 4 (with chart): Percentage-wise analysis of the Authoritative Dimension of Parenting Style

Dimension	Parents of CwD	Parents of Cw/oD
Authoritative		
0-10	5	0
11-30	44	42
31-40	1	8



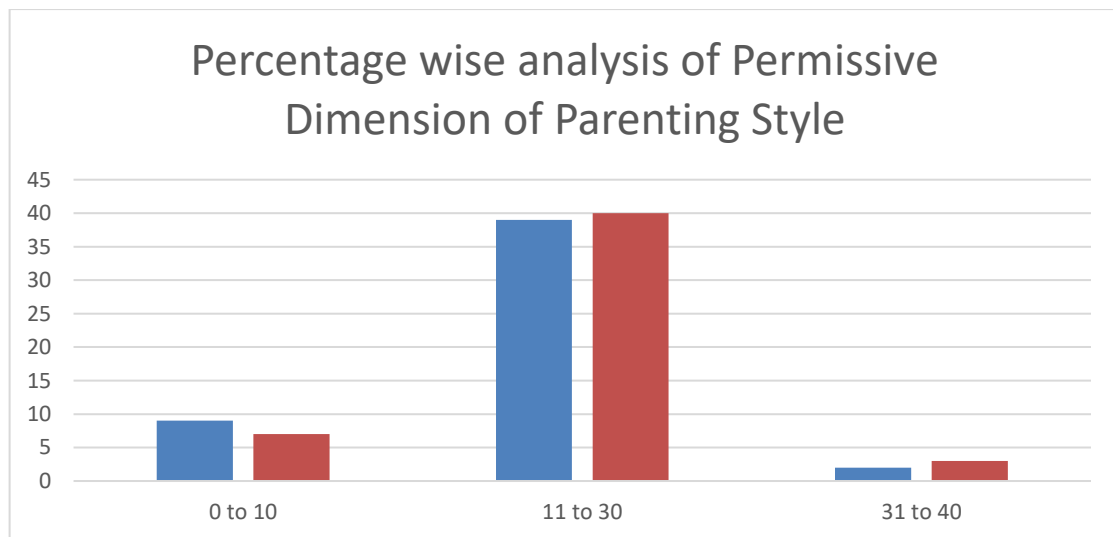
Interpretation: Table 4 and the chart revealed that although most of the parents of CwD also fall under the higher range of authoritative dimension and out of all, maximum parents of CwD fall under the moderate range of authoritative parenting style. Also, in comparison with their counterparts, parents of

CwD fall under the mild and moderate range of authoritative parenting styles. There are no parents of Cw/oD in the mild zone of the authoritative dimension. Hence, they are found to be low in authoritative parenting style dimension in comparison to their counterparts.

c) **Percentage-wise analysis of Permissive Dimension of Parenting Style**

Table 5 (with chart): Percentage-wise analysis of Permissive Dimension of Parenting Style

Dimension	Parents of CwD	Parents of Cw/oD
Permissive		
0-10	9	7
11-30	39	40
31-40	2	3

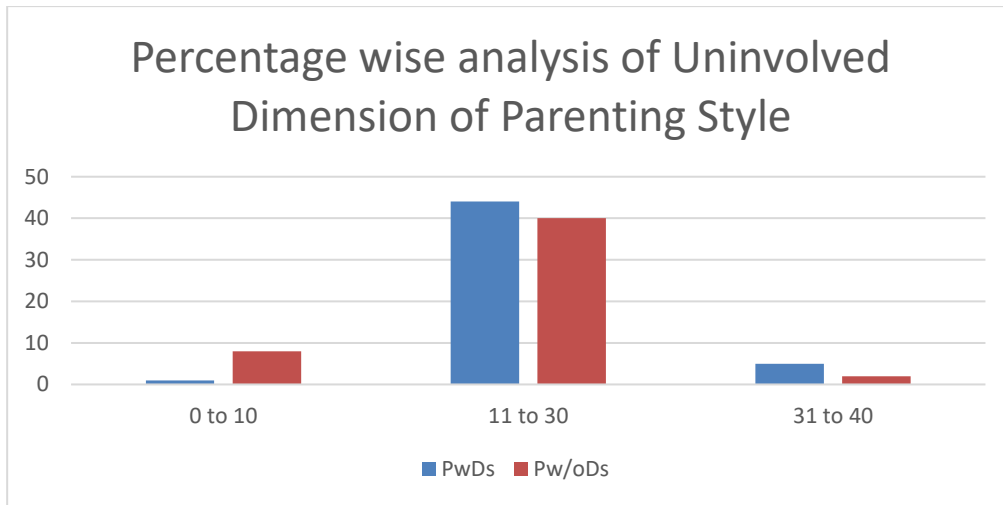


Interpretation: Table 5 and the chart informed that although most of the parents of CwD also fall under the middle range of permissive dimension out of all, some of the parents of CwD fall under the mild range of permissive parenting style. Also, in comparison with their counterparts, parents of CwD were found to be sharing similar kinds of behavior w.r.t. permissive parenting style as the data shows that both types of parents fall under all three zones of permissive parenting style whether it is mild or severe characteristics.

d) **Percentage-wise analysis of the Uninvolved Dimension of Parenting Style**

Table 6 (with chart): Percentage-wise analysis of the Uninvolved Dimension of Parenting Style

Dimension	Parents of CwD	Parents of Cw/oD
Uninvolved		
0-10	1	8
11-30	44	40
31-40	5	2



Interpretation: Table 6 and the chart revealed that most of the parents of CwD either fall under the middle or higher ranges of uninvolved dimension and out of all, maximum parents of CwD fall under the moderate range of uninvolved parenting style. Also, in comparison with their counterparts, parents of CwD fall under the severe and moderate range of uninvolved parenting styles. There were a few of the parents of Cw/oD who were in the mild and severe zone of uninvolved dimension. Hence, parents of CwD were found to be high in uninvolved parenting style dimension in comparison to their counterparts.

Conclusion: After applying the descriptive analytical tool to the data collected through the parenting style tool, it was found that most of the parents of CwD were either authoritarian or uninvolved in their parenting style. And, on the other hand, their counterparts were found to either possess a permissive or authoritative parenting style.

Objective 2:

To compare the Parenting Style of the Parents of CwD and Parents of Cw/oD.

Analysis and Findings:-

Hypothesis Testing:

(1) H_{01} : “Statistically, there is no significant difference in the parenting style of parents of Children with Disability and of parents of Children without Disability on the Authoritarian Dimension”

a) Dimension wise t test calculation: Authoritarian Dimension

Table 7: Dimension wise t test calculation: Authoritarian Dimension

Authoritarian Dimension	N	Mean	t stat value	Level of Significance
Parents of CwD	50	27.26	8.27	0.05
Parents of Cw/oD	50	17.78		

The *t*-value is 8.26894. The *p*-value is < .00001. The result is significant at *p*< .05.

Interpretation: The above table 7 revealed that on computing the t-test on the parenting style tool on the authoritarian dimension to test hypothesis H_{01} , it was found that the computed value of the Parents of CwD and Parents of Cw/oD was found to be 8.27 on 0.05 level of significance. Since the test statistics is

smaller than the critical value it is found to be in the rejection region. Therefore, the null hypothesis is rejected and it is concluded that:-

"There is a statistically significant difference in the parenting style of parents of Children with Disability and of parents of Children without Disability on the Authoritarian Dimension"

(2) H_{02} : *"Statistically, there is no significant difference in the parenting style of parents of Children with Disability and of parents of Children without Disability on the Authoritative Dimension"*

b) Dimension wise t test calculation: Authoritative Dimension

Table 8: Dimension wise t test calculation: Authoritative Dimension

Authoritative Dimension	N	Mean	t stat value	Level of Significance
Parents of CwD	50	17.8	-6.45	0.05
Parents of Cw/oD	50	25.3		

The *t*-value is -6.44815. The *p*-value is < .00001. The result is significant at $p < .05$.

Interpretation: The above table 8 revealed that on computing the t-test on the parenting style tool on the authoritative dimension to test hypothesis H_{02} , it was found that the computed value of the Parents of CwD and Parents of Cw/oD was found to be -6.45 on 0.05 level of significance. Since the test statistics is smaller than the critical value it is found to be in the rejection region. Therefore, the null hypothesis is rejected and it is concluded that:-

"There is a statistically significant difference in the parenting style of parents of Children with Disability and of parents of Children without Disability on the Authoritative Dimension"

(3) H_{03} : *"Statistically, there is no significant difference in the parenting style of parents of Children with Disability and of parents of Children without Disability on the Permissive Dimension"*

c) Dimension-wise t-test calculation: Permissive Dimension

Table 9: Dimension-wise t-test calculation: Permissive Dimension

Permissive Dimension	N	Mean	t stat value	Level of Significance
Parents of CwD	50	17.94	-0.88	0.05
Parents of Cw/oD	50	19.06		

The *t*-value is -0.88055. The *p*-value is .380716. The result is *not* significant at $p < .05$.

Interpretation: The above table 9 revealed that on computing the t-test on the parenting style tool on the permissive dimension to test hypothesis H_{03} , it was found that the computed value of the Parents of CwD and Parents of Cw/oD was found to be -0.88 on 0.05 level of significance. Since the test statistics is bigger than the critical value it is found to be in the acceptance region. Therefore, the null hypothesis is accepted and it is concluded that:-

"There is statistically no significant difference in the parenting style of parents of Children with Disability and of parents of Children without Disability on the permissive Dimension"

(4) H_{04} : *"Statistically, there is no significant difference in the parenting style of parents of Children with Disability and of parents of Children without Disability on the Uninvolved Dimension"*

d) Dimension-wise t-test calculation: Uninvolved Dimension

Table 10: Dimension wise t test calculation: Uninvolved Dimension

Uninvolved Dimension	N	Mean	t stat value	Level of Significance
Parents of CwD	50	23.34	4.45	0.05
Parents of Cw/oD	50	17.66		

The *t*-value is 4.4484. The *p*-value is .000023. The result is significant at $p < .05$.

Interpretation: The above table 10 revealed that on computing the t-test on the parenting style tool on the uninvolved dimension to test hypothesis H_{04} , it was found that the computed value of the Parents of CwD and Parents of Cw/oD was found to be 4.45 on 0.05 level of significance. Since the test statistics is smaller than the critical value it is found to be in the rejection region. Therefore, the null hypothesis is rejected and it is concluded that:-

"There is a statistically significant difference in the parenting style of parents of Children with Disability and of parents of Children without Disability on the Uninvolved Dimension"

Conclusion:

After applying the statistical tool to the data collected through the Parenting Style tool, it was found that there was a statistically significant difference in the Parenting Style of Parents of CwD and parents of Cw/oD on Authoritative, Authoritarian and Uninvolved Dimensions whereas there was no significant difference in the Permissive dimension of the both the groups of the parents. Therefore, the null hypothesis stands rejected for three dimensions i.e. Authoritative, Authoritarian, and Uninvolved, and accepted for one dimension i.e. Permissive.

The conclusion is stated as:-

"There is a statistically significant difference in the Parenting Style of Parents of Children with Disability and of parents of Children without Disability on three major dimensions i.e. Authoritative, Authoritarian and Uninvolved"

Conclusion

The study reported that most of the parents of CwD were either authoritarian or uninvolved in their parenting style. On the other hand, their counterparts were found to either possess a permissive or authoritative parenting style. Also statistically, a significant difference was observed in the Parenting Style of parents of Children with disabilities and parents of Children without Disability on three major dimensions i.e. Authoritative, Authoritarian, and Uninvolved.

Implications

Parenting styles refer to the emotional climate and approach that parents use to raise their children. Hence, it has wide implications for the life of the child and parents. Some of the implications are discussed below:-

1. The parenting style significantly impacts the quality of life for children, especially for children with disabilities as a nurturing and supportive environment enhances their overall well-being, while an overly controlling or neglectful environment can lead to reduced quality of life. Thus, health care agencies are required to set up parent orientation programs. Parents need to receive appropriate

ongoing guidance not only during the prenatal (if the unavoidable disability is discovered prior to delivery), postnatal, and later stages of the child's life.

2. The parenting approach may have an impact on family dynamics and member relationships. Therefore, parents themselves need to adopt a positive attitude toward positive parenting. To create a healthy environment at home, parents need to take the initiative to watch, evaluate, and enhance their practices.
3. The chosen parenting style can have long-term effects on the child's development, especially in areas such as social skills, emotional regulation, and independence. Hence, parents must be made aware of the dynamism of parenting and its implications in the life of their child. This can be done by sharing with them the results of scholarly publications and national and international research studies. The local government must also handle the initiative to reach parents who lack education. Parents need to be informed about the benefits and drawbacks of various parenting philosophies, their children's changing needs, stress management techniques, and other topics using various media.
4. Raising a child with a disability can be difficult and demanding. Parental stress can be reduced or increased depending on the parenting style that is selected. Newspaper articles have exposed a number of negative parenting practices, raising concerns among the general public, health organizations, and educational institutions about the need to reconsider parenting practices and mental health, particularly for parents who are raising children with developmental disabilities. Therefore, in order to teach parents the right parenting skills, campaigns and drives must be started by a variety of governmental agencies, non-profit organizations, Anganwadi and ASHA workers, volunteers, and other stakeholders.
5. Educational institutions must also share in the duty of educating parents about positive parenting since it has a direct correlation with the child's academic achievement. Teachers and schools must arrange workshops, plays, dramas, and other events to educate parents on the value of appropriate parenting techniques. Presenting case studies and inviting role models to school sessions could inspire parents to view parenting as a deliberate and well-thought-out endeavor.
6. At national and international level meetings, more research, analyses, practices, policy discussions, and critical evaluations of the role of the government should be promoted. Different strategies should be used to strengthen the parent support system, various government policies, plans, and initiatives that may address parent-child relations laws at a larger level.

Delimitations

The delimitations of the current study were as follows:-

1. The inquiry was focused on only one variable i.e. parenting style.
2. The study was carried out on a sample of the Delhi population.
3. Parents of children with hearing loss conditions were recruited as a sample in the study, hence, only the parenting environment of children with hearing disability was focused in the study.

Future Research Suggestions

1. A study may be conducted to find the parenting styles of children with disability, other than hearing loss condition. The parenting environment of children with other disabilities may also be looked into in further studies.
2. It is suggested to survey to know the mental health status of parents of CwD.

3. A study may be conducted to assess the perception of CwD on the parenting style of their parents.
4. A study may be conducted to find out the best possible intervention plan to improve the parenting style of parents of CwD so that their challenges and concerns can be reduced to some extent.
5. A comparative study may be conducted to find out the parenting styles of parents belonging to different socio-economic backgrounds. Also, a survey may be carried out to explore the parenting philosophies of parents of CwD in other developing countries to explore the best practices.

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