

Developmental Dyslexia, Quality of Life and Parenting Styles

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Abstract-The present study's aim was to explore the relationship of parenting styles in dyslexics and to study the nature of relationship between quality of life and parenting styles as reported by mothers. Present study will measure the hypothesis a) There would be significant difference of quality of life between dyslexics and non-dyslexics as reported by mothers. b) There would be significant differences between dyslexics and non-dyslexics related to the parenting styles as reported by mothers. c) There would be positive relationship between quality of life and authoritative parenting style among dyslexics as reported by mothers. d) There would be negative relationship between quality of life and authoritarian parenting style as reported by mothers. e) There would be negative relationship between quality of life and permissive parenting style as reporting by mothers. The participants were mothers (N=90) of school going children taken English medium schools. The age range of participants was 8-18 years. The minimum qualification criteria of mother's are 14 years of education. Dyslexia Checklist was used to identify dyslexics and, Kidscreen-27 Parent Version was used to check quality of life and Parenting Styles Scale was applied for parenting assessment. There is significant difference between dyslexic's and non-dyslexic's quality of life as reported by mothers at the level of $t=5.306^{**}$, $P<.05$. There are no significant differences for both authoritative and authoritarian parenting style $t=.959^{**}$ $P>.05$, but there are significant differences for both authoritative & permissive, and authoritarian & permissive parenting style $t=10.07^{**}$, $P<.05$ & $t=7.707^{**}$, $P<.05$ respectively. There is significant positive correlation between quality of life and authoritative parenting style $r=.466^{**}$, $P<.05$. There is no significant negative correlation between quality of life and authoritarian parenting style $r=-.07^{**}$, $P>.05$. There is significant correlation between quality of life and permissive parenting style $r=-.541^{**}$, $P<.05$. Research findings suggest that dyslexic's quality of life is more effected than non-dyslexics. There is no significant difference between authoritative and authoritarian parenting styles but there is significant difference for both authoritative & permissive and authoritarian & permissive parenting styles. Both authoritative and authoritarian parenting styles have positive impact on quality of life instead of permissive parenting style.

Index Terms-Developmental Dyslexia, Quality of Life, Authoritative parenting style, Authoritarian Parenting Style and Permissive Parenting style.

1 INTRODUCTION

Developmental dyslexia has not been given due attention in Pakistan, even though the world wide statistics indicate it to be one of the significant disorders affecting school going children today. Therefore there is need to focus on developmental dyslexia and its effects on children and their families in the Pakistani context. "Developmental dyslexia, described as the seriousness of reading and/or spelling deterioration that may anticipated arising in fewer than 3% of School kids". This is inadequate reading and/or spelling capacity and with normal or above average intelligence. (WHO, 1996). "A determined learning disability emerges as neurological, described through problem with error free and/ or articulate word recognition, and by deficient capacity of spelling and decoding. These problems generally results from an inadequacy in phonological factors of language, which is generally unpredictable relatively to other cognitive capacities and provided effective classroom guidelines. Secondary issues may carry difficulties in reading apprehensions and compressed reading experience; this can delay the development of vocabulary and upbringing knowledge". (International Dyslexia Association, 2002)[9]. Nicolson, Fawcett, Dean (2001) [14] investigation in to the problems faced by children with dyslexia, suggest that there appears to be the general deterioration of automatically performing skills which depends upon cerebellum. Behavioral and neuroimaging assessments reveal that 80 % cases of dyslexia associated with cerebellum impairment. Results

also indicated that characteristics of dyslexia such as impairment in reading and writing skills can be caused due to disorders related to cerebellum development.

2 LITERATURE REVIEW

Aggravate information and upgraded tools play a very important role to assess the growing ratio of dyslexic pupils entering in higher education system. Many studies support the evidence of dyslexia diagnosed in childhood but there are very limited studies on adults diagnosed with dyslexia. [20] Kong (2011) explored the experiences of students diagnosed with dyslexia after starting their Graduation degrees. The findings indicate that being diagnosed with dyslexia as an adult can be liberating. It depends on the individual's current emotional status and personality. The diagnosis becomes a redeemable revelations they develop a deeper understanding of what dyslexia means and how it affects them as individuals. Once the label is accepted, the individual can embrace the change in lifestyle that the diagnosis necessitates. McNulty (2003)[12], conducted a research to examine the life stories of adults who diagnosed with dyslexia in childhood related to their emotional exposures. 12 participants were interviewed in study who were analyze with narrative analysis. Finding reveals that individual with dyslexia experience problems related to self-esteem in early childhood, along with that school age children experienced failure in school which could feel traumatic. Mugnainiet, Lassi, Malfa, Albertini(2009) [13] review of searches of the past two decade and they described the

socio- emotional and the internalizing factors of dyslexia. Finding indicates that dyslexia is as a risk factor to enhance the internalizing factors such as symptoms of anxiety and depression. The impact of teaching and parenting style on child’s performance was observed in another study. This study by Kiuru et al., (2012) [10] examined the association between parenting styles, teacher interactional styles, and children’s reading and spelling skills. First, the results indicated that both an authoritative parenting style and authoritative teacher interactional style positively predicted children’s skill development. Also, authoritative parenting was particularly beneficial for the skill development of children who were at risk for reading disabilities. Another concerning factor related to students with dyslexia is that of late diagnosis.

2.1 HYPOTHESIS

Keeping in view the above literature review following hypothesis were formulated.

- a) There would be significant difference of quality of life between dyslexics and non-dyslexics as reported by mothers.
- b) There would be significant differences between dyslexics and non-dyslexics related to the parenting styles as reported by mothers.
- c) There would be positive relationship between quality of life and authoritative parenting style among dyslexics as reported by mothers.
- d) There would be negative relationship between quality of life and authoritarian parenting style among dyslexics as reported by mothers.
- e) There would be negative relationship between quality of life and permissive parenting style among dyslexics as reported by mothers.

3 PARTICIPANTS AND METHOD

3.1 Participant- The participants of the study were mothers of school going children’s (N=90). The sample was drawn from all socioeconomic groups from English medium schools. The age range of participants (children) were 8-15 years, gender was not be equated. The minimum qualification taken from the mother was bachelor. Data was collected from dyslexics and non-dyslexics children’s mother.

3.1.1 Exclusion Criteria

- Participant’s mothers who have qualification lower than B.A was excluded.
- Participants from Urdu medium school were excluded.

- Participant’s paternal parenting factor was excluded.

3.2 Procedure- The data from students was taken from the mothers of children going to English medium schools in Lahore city. Permission letters was signed by the professional set ups in order to conduct the study. Rapport was established with the participants and purpose of the study was shared and assurance of confidentiality given. The informed consent was taken from the participants. Demographic information form was completed by the researcher after taking interview from mothers. Mothers were given dyslexia checklist [18] to for screening of dyslexics. After this kidscreen-27 quality of life scale [15] [19] and parenting style scale [16] [17] were administered.

4 RESULTS

Data was analyzed by using Statistical Packages for Social Sciences (SPSS, version 21.0). Pearson Product Moment correlation of coefficient, independent sample T-Test and Paired Sample T-Test were computed to test the hypothesis and to examine the relationship of quality of life scale and parenting styles dimension questionnaire.

It was hypothesized that there would be significant difference of quality of life between dyslexics and non-dyslexics. Independent sample t-test was carried out to test if there was a difference of quality of life between dyslexics and non-dyslexics. Analysis revealed that there was significant relationship of quality of life between dyslexics and non-dyslexics (Table #1).

Table-1

Showing Quality of Life as reported by mothers of Dyslexics and Non Dyslexics

Variable	Group s	N	M	SD	SE M	Df	Sig	t
Quality of Life	Dyslex -ics	45	60.7	11.5	1.7			
	Non Dyslex -ics	45	81.4	23.5	3.5	88	.001	-5.30

N=90. P<.001

As can be seen in Table # 1, the difference between two groups of dyslexics (45) and non-dyslexics (45) is significant at the level of .001. The mean, S.D. and standard error mean of both groups Dyslexics and non-dyslexics are M= 60.77, S.D.= 11.51, and SEM= 1.71 and M= 81.48, S.D.=23.52, and SEM= 3.5 respectively, indicating the quantity.

The second hypothesis was there would be significant difference between dyslexics and non-dyslexics related to parenting style. Paired sample t-test was computed to see the difference between dyslexics and non-dyslexics related to each parenting styles. Results reveal that the dyslexics and non-dyslexics were not significantly different on reported authoritative and authoritarian parenting styles; however there were significant differences between

dyslexics and non-dyslexics on reported authoritative and permissive parenting styles and authoritarian and permissive parenting styles (Table #2, 3 & 4)

Table-2

Showing Difference as reported by mothers between dyslexics and non-dyslexics related to parenting styles

(N=60)

Variable	Groups	N	M	SD	Df	Sig	T
Parenting styles	Authoritarian	30	33.3	13.9	29	.001	7.7
	Permissive	30	13.7	6.30			

⇨ N=60, P<.001

As can be seen in Table # 2, the difference between the Dyslexics and non-dyslexics on reported quality of life and authoritative parenting style and authoritarian parenting style is not significant. The means of both groups authoritative parenting style and authoritarian parenting style were M= 36.57 and M= 33.33 respectively with the standard deviation of both groups of authoritative parenting style and authoritarian parenting style is 12.58 and 13.95 respectively indicating the quantity.

Table-3

Showing Difference as reported by mothers between dyslexics and non-dyslexics related to parenting styles

Variable	Groups	N	M	SD	Df	Sig	t
Parenting styles	Authoritative	30	36.5	12.5	29	.001	10.1
	Permissive	30	13.7	6.30			

⇨ N=60, P<.001

As can be seen in Table # 3, the difference between the Dyslexics and non-dyslexics on reported quality of life and authoritative parenting style and permissive parenting style is significant at the level of .001. The means of both groups authoritative parenting style and permissive parenting style is M= 36.57 and M= 13.77 respectively with the standard deviation of both groups of authoritative parenting style and authoritarian parenting style is 12.58 and 6.30 respectively indicating the quantity.

Table-4

Showing Difference as reported by mothers between dyslexics and non-dyslexics related to parenting styles

Variable	Groups	N	M	SD	Df	Sig	T
Parenting styles	Authoritarian	30	33.3	13.9	29	.001	7.7
	Permissive	30	13.7	6.30			

⇨ N=60, P<.001

As per in Table # 4, the difference between the Dyslexics and non-dyslexics on reported quality of life and authoritative parenting style and permissive parenting style is significant at the level of .001. The means of both groups authoritative parenting style and permissive parenting style is M= 33.33 and M= 13.77 respectively with the standard deviation of both groups of authoritative parenting style and authoritarian parenting style is 13.95 and 6.30 respectively indicating the quantity.

The third hypothesis was there would be positive correlation between quality of life and authoritative parenting style among dyslexics. Pearson Product Moment Correlation of Coefficient analysis was computed to see the relationship between quality of life and parenting style. Results reveal that there is significant positive correlation between quality of life and parenting style.

Table-5

Showing Correlation of Quality of Life and Authoritative parenting Style as reported by mothers

Variables	Authoritative parenting Style R	P
Quality of Life	.46	<0.01

N=45, P<.001.
As per in Table # 5, the value of R= .466, P<.001 which indicated that authoritative parenting style have a positive impact on quality of life of children with dyslexia. On other words there is a positive correlation between quality of life and authoritative parenting style among dyslexics.

The fourth hypothesis was there would be negative correlation between quality of life and authoritarian parenting style among dyslexics. Pearson Product Moment Correlation of Coefficient analysis was computed to see the relationship between quality of life and parenting style. Results reveal that there is not significant negative correlation between quality of life and parenting style (Table #6).

Table-6

Showing Correlation of Quality of Life and Authoritarian parenting Style as reported by mothers

Variables	Authoritarian parenting Style R	P
Quality of Life	-0.071	N.S

◆ N=45

As can be seen in Table # 6, the value of R= -0.071, P>0.01 which indicated that authoritarian parenting style have neither a significant negative impact nor significant positive impact on quality of life of children with dyslexia. On other words there is not significant negative correlation between quality of life and authoritative parenting style among dyslexics.

The fifth hypothesis was there would be negative correlation between quality of life and permissive parenting style among dyslexics. Pearson Product Moment Correlation of Coefficient analysis was computed to see the relationship between quality of life and parenting style. Results reveal that there is not significant negative correlation between quality of life and parenting style (Table #7).

Table-7

Showing Correlation of Quality of Life and Permissive parenting Style as reported by mothers

Variables	Permissive parenting Style R	P
Quality of Life	-.54	<0.05

◆ N=45 P>0.01

As per in Table #7, the value of R= -.541, P>0.01 which indicated that permissive parenting style have a significant negative impact on quality of life of children with dyslexia. On other words there is a significant negative correlation between quality of life and permissive parenting style among dyslexics.

5 DISSCUSSION

5.1 Developmental Dyslexia and Quality of life

The purpose of this research was to find the difference between the impact of different parenting styles and quality of life on dyslexic and non-dyslexic children, and also to find the impact on their progressive period, how it can impose a positive, negative or neutral impact on it. As according to this study the researcher has evaluated and discussed different parental styles some of them have a positive impact some of them have negative and some did not have any impact. As according to the results of this research the quality of life is different in dyslexic than in

non-dyslexic, in dyslexic the quality is much more improved. The results have also shown that there is a positive relationship between quality of life and authoritative parenting styles among dyslexics. The researcher has only consultant one parent the mother of dyslexics and non-dyslexics.

Regardless the increasing facts that suggested dyslexia remains continue throughout the life span, and researches indicates that in late adulthood there are complex elements of dyslexia are present. A web based survey was conducted by Carawan, Nalavany, Jenkins, (2015) [7], 224 self-reported individuals with dyslexia participated in it. Findings indicate that individual with dyslexia who have negative emotional exposure in their life negatively impacts on self-esteem. Individual with dyslexia having good social support significantly protect the negative emotional exposure on self-esteem in late adulthood. First hypothesis was there would be significant difference of quality of life between dyslexics and non-dyslexics. Independent sample T-Test was computed to see the difference of quality of life between dyslexics and non-dyslexics. Results reveal that there is significant relationship of quality of life between dyslexics and non-dyslexics (Table #1). A study was conducted to assess the psychological wellbeing and self-image of 67 children and adults with dyslexia. Beck Youth Inventory was used to assess the participant's symptoms regarding distress and negative self-image. Self-efficacy based tool was also administered on the participants. Results reveal that participants with dyslexia exhibit few symptoms regarding distress but didn't show any negative symptoms regarding self-image. Participants with dyslexia also showed low self-awareness and understanding about their symptoms of dyslexia (Lindeblad, Svensson & Gustafson, 2015) [11].

5.2 Developmental Dyslexia and Parenting Styles

Difference between dyslexics and no dyslexics regarding parenting style is indicated in Table-2, 3 & 4. In Table-2 result reveals that there is no significant difference between dyslexics and non-dyslexics regarding authoritative and authoritarian parenting style. It can be due to characteristics of both authoritative and authoritarian Parenting styles as discussed by Baumrind, 2013 & 2010; Maccoby and Martin, 1983 [4] [5] [6]. The other factor may include physical abuse by parents to fulfill their demanding/ desired behavior (Hurford, Renner, Nitcher & Fender, 2016) [7]. As can be seen in Table-3, there is significant difference between dyslexics and non-dyslexics related to both authoritative and permissive parenting styles. Both parenting styles have different characteristics as discussed in previous studies (Baumrind, 1968 & 2013;

Maccoby and Martin, 1983) [2] [4] [6]. As can be seen in Table-4, there is significant difference between dyslexics and non-dyslexics related to both authoritarian and permissive parenting styles. Both parenting styles have different characteristics as discussed in previous studies (Baumrind, 1971 & 2013; Maccoby and Martin, 1983) [3] [5] [6].

5.3 Quality of Life and parenting Styles

The third hypothesis was there would be positive correlation between quality of life and authoritative parenting style among dyslexics. Pearson Product Moment Correlation of Coefficient analysis was computed to see the relationship between quality of life and parenting style. Results reveal that there is significant positive correlation between quality of life and parenting style (Table #5). The results of the present research are consistent with the previous Kiuru et al. (2012) [10], authoritative parenting was particularly beneficial for the skill development of children who were at risk for reading disabilities. Characteristics of authoritative parenting style include encouraging behavior, open communication, supportive and prefer to children's autonomy that leads toward positive outcomes of child's confidence building and self-resilience behavior, socially responsible and adjustment (Baumrind et al., 2010) [5]. There is no significant negative correlation between authoritarian parenting style and quality of life as indicated in Table-6. Positive quality of life may be due to characteristics of authoritarian parenting typology as discussed in previous studies (Baumrind, 1966) [1]. The other factors may include physical abuse by parents to fulfill their demanding/ desired behavior (Hurford, Renner, Nitcher, Fender, 2016) [7]. As can be seen in Table-7, there is significant negative correlation between quality of life and permissive parenting style. Negative quality of life can be directly related with the permissive parenting style's characteristics which leads toward lower achievement (Baumrind, 1971) [3], lack of impulse control and lower autonomy (Baumrind et al., 2010) [5].

5.4 Conclusion

Research findings suggest that dyslexic's quality of life is more affected than non-dyslexics. There is no significant difference between authoritative and authoritarian parenting styles but there is significant difference for both authoritative & permissive and authoritarian & permissive parenting styles. Both authoritative parenting styles have

positive impact on quality of life instead of permissive parenting style, but there is neither positive and nor negative impact of authoritarian parenting style on quality of life of children with dyslexia. So we suppose that authoritative parenting style can play a vital role to enhance the quality of life of children with dyslexia.

5.5 Implication of the study

Current study has implication for mental health professionals. It can be helpful to develop different strategies for prevention and intervention for the children with dyslexia to improve their quality of life. Public awareness programs by mental health professionals can use the findings to develop better understandings of mental health of children during the development stages. The current research can be helpful for psychologist and counselors to conduct lectures to help dyslexics to know how to cope with problems effectively which may reduce the risk of developmental dyslexia. Current research will also be helpful for school teacher for better educational planning for dyslexics. Current findings can be also helpful for the parents of dyslexics to grow them in effective manner and to enhance their children's quality of life. Public awareness programs can be conducted on parenting styles and its effectiveness. Findings can also be useful to conduct awareness programs to prevent children with dyslexia from physical abuse from parents as well as from teachers which is associated with low/ slow learning abilities.

5.6 Limitations of the study

Current study has some limitation which can be overcome in future studies. One of the limitations is regarding sample of the current research. The first limitation concerns the sample. The sample consisted out of 90 mothers of dyslexics and non-dyslexic'. Increasing the number of respondents for the sample will increase the quality of the analysis. The second limitation is that sample selected for this study had minimum education of mothers was graduation. However in a country like Pakistan many women usually do not get opportunities to complete their studies till graduation. Women with academic lower than graduation can be considered in the future studies, so that findings can be generalized over wide range of sample.

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