



An-Najah National University
Faculty of Graduate Studies

**PARENTING STYLES AS PERCEIVED BY CHILDREN,
AND THEIR RELATIONSHIP TO ADHD AND A SENSE
OF HOPE AMONG PALESTINIAN CHILDREN IN UMM
AL-FAHM CITY**

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**This Thesis is Submitted in Partial Fulfillment of the Requirements for the Degree of
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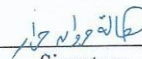
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Dedication

I dedicate this research to my mother and father who always supported me in every way they could and gave me their attention and trust even in the most difficult circumstances...

my sibilings and my friends who always believed on me and in my ability to perform..my grandfather and my grandmother..uncles and aunts who always encourage me to complete my education ...

for my supervisor who did not hesitate to guide me throughout my my studies...

Acknowledgements

First I want to start on thanking God without whom I wouldn't be able to read a word or understand a thing..

I would like to thank my supervisor Dr.Shadi Khalil Abualkibash, who did not hesitate to help me in advising and guiding me... to my university that embraced me and enabled me to seek knowledge

Declaration

I, the undersigned, declare that I submitted the thesis entitled:

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AND THEIR RELATIONSHIP TO ADHD AND A SENSE
OF HOPE AMONG PALESTINIAN CHILDREN IN UMM
AL-FAHM CITY**

I declare that the work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

Student's Name:

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Signature:

[Handwritten Signature]

Date:

16/03/2023

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**PARENTING STYLES AS PERCEIVED BY CHILDREN, AND THEIR
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Abstract

The study aimed to identify the patterns of parenting styles as perceived by children and their relationship to attention deficit hyperactivity disorder and a sense of hope among Palestinian children in Umm al-Fahm City. The research dealt with Palestinians from of Umm al-Fahm, as the researcher assumed that the parenting styles they follow may be distinctive as a result of their living under occupation. The ages of the sample ranged between 10-18 years and available sample was applied. The sample size was (150) out of 10701 from the original residents of Umm al-Fahm city. The study found that the most prevalent parental pattern from the Palestinian children's point of view is the authoritarian pattern (mean = 2.54, Sd = 0.44), while the least prevalent pattern was the neglected pattern (median) (mean = 1.87, Sd = 0.62).

Also the results showed, the mean of ADHD symptoms is relatively high, Impulsive symptoms are most common followed by attention deficit and then hyperactivity. Also results revealed that the symptoms reported by the parents were significantly elevated ($t = 2.99, p < 0.001$). The study revealed that participants scored high on the life goals dimension in the hope scale, while all other dimensions and the overall variable were average. Most of the results of the study were not related to parenting styles and no significant relationship with ADHD while only authoritarian parenting style was positive relationship with ADHD symptoms and this association is significant but weak ($r = 0.17, p = 0.037$). In the results of the study, all of the studied parenting styles have a negative relationship with hope, which means that hope is not significantly related to any of the patterns of parenting children.

Finally the study recommends several things, such as conducting educational seminars to guide parents about parenting styles.

Keywords: Parenting Styles, ADHD, Sense of Hope, Palestinian Children.

Chapter One

Introduction and Theoretical Background

1.1 Introduction and Theoretical background

Parents are the key element in the upbringing process, which have an important effect on a child's life, particularly in the development of social and emotional dimensions (Depew, 2018). Parents draw the features of the human's personality and determine the nature of his behavior. Parents bring up their children and educate them, so it is significant for parents of children to be enough aware of the characteristics of the growth stage and upbringing methods and how they can deal with children and their psychological, social and emotional needs, because it has a great impact on children happiness and their psychological and social compatibility in the stages of childhood, adolescence and Puberty(Bahrami et al., 2018).

With the great progress in the field of parenting, what is known as parenting styles have emerged, which are witnessing continuous development to obtain the best practices that would improve and develop this upbringing process (Smetana, 2017). Parents strive through these styles to achieve a group of their social, psychological, and educational goals. The nature of these styles varies according to the social and cultural nature of the society (Perez-Gramaje, 2019). The styles of Parent may be referred as " patterns of behavior that main caregivers utilize to relate with their children", these styles make and sentimental environment that help parents to express their behaviors (Besharat et al., 2011).

Most studies indicated the existence of four styles, including: permissive, authoritarian, authoritative, and negligent. (Depew, 2018; Besharat et al., 2011; Martinez et al., 2020; Vera-Rios, 2018; Hosokawa & Katsura, 2019; Montoya-Castilla et al., 2016)

These parenting styles that are often categorized as: demanding and responsiveness, authoritarian, permissive parenting, and authoritative parenting. Each of them is determined by two essential things: the amount of fathers' demands on their children, and the degree to which fathers respond to the demands of their children, the demands indicate the degree to which limits are set and rules are enforced, and the response

confirms the degree to which the child's wants and needs are respected (Depew, 2018; Besharat et al., 2011).

Authoritative parenting style is characterized by its focus on the children, respect for their independence and dealing with him in proportion to his age. In this style, parents try to understand the sense of their children, solve their problems, and respond to the needs and desires within an organized manner and criteria that they specify. While, the authoritarian style, it is characterized by a strict treatment method without discussions and negotiations. The child's freedom is restricted and failure to adhere to instructions and directives may result in punishment (Vera-Rios, 2018; Soňa, 2017).

On the other hand, the correlation between children and their parents in the permissive style takes the form of friendship, as parents do not control their children nor use punishments to deal with them. The child has complete independence and freedom to make his own decisions by himself, as they are not forced to act according to the standards of their parents who, also provide them care and emotional support and accommodate their needs and desires (Soňa, 2017; Jones, 2014). In addition, there is a neglectful style, which the child does not receive the required care. The parents do not fulfill their duties towards their children, do not provide the required psychological support, and do not oblige their children with any specific instructions or rules (Depew, 2018).

The nature of children perceived of parenting styles vary according to their type. They may face it with rejection their feel of obsession with his life, which they are forced and not have any degree of independence, which they intrude into their life and privacy, hostility, guilt, incompatibility, withdrawal, and the desire for extreme independence. On the other hand, they maybe perceive it with acceptance, positive integration, or his feeling of his parents' concern and their love (Sarwar, 2016).

Nevertheless, ADHD is the most common childhood brain disorders; ADHD is a congenital or shortly postnatal brain disorder that can persist through adolescence and adulthood. This disorder is poor attention span or hyperactivity and impulsivity disproportionate to a child's age, affecting a child's performance or development. Although statistics about the number of children affected are conflicting, experts believe that ADHD affects around 8-11% of children. Several of the signs of this disorder are

observed before a child reaches the age of 4 and inevitably before the child reaches the age of 12 but may not affect academic performance or social behavior until middle school age (Scheffler et al., 2009).

Gillet al (2008) note that ADHD symptoms are common in childhood and adolescence and sometimes persist into college age and beyond, furthermore symptoms comprise poormaintaining focus and attention, poor controlling behavior, and hyperactivity. The nature of disciplinary conditions within organized lifestyles and school can make ADHD problematic; but in previous generations it did not affect Symptoms of the disease often affect the child's functions and tasks. While certain symptoms of this disorder can occur in the many children who do not have the disorder, these symptoms are more severe in many children with the disorder (Scheffler et al. 2009; Adimoraetal., 2015).

The concept of hope is considered one of the key concepts in psychology and it has a positive role in human access to psychological adjustment and mental and physical health. The importance of hope is in its ability to build a person's personality, achieve his goals and protect him from the Disorders. This effect is attributed to its role in directing reflections into right paths that enhance their personality and keep them able to deal with what stands in their way, because it increases psychological hardness, raises morale, thus reduces disorders impact (Ojala, 2017).

1.2 Parenting Styles

Parenting style studied for many years; certain scholars have stated that parenting style influences children's emotions and disorders (Lee, 2000). They also indicated that parenting style affects children social competence and emotional adjustment (Rosli, 2014).

The parenting styles as a concept in the psychological literature is based on the work of Baumrind Diana, a specialist in the field of developmental psychology, who has found that preschool children show three different styles of behavior, and that each one of them is closely related to a specific style of parenting styles.

Based on observations, interviews, and extensive analyzes, Baumrind 1967 reached three main styles: Parenting Authoritative (many demands and responses from parents),

Parenting Authoritarian (many demands and few responses from parents) and Parenting Permissive (few parental demands and many responses) (Baumrind, 1967).

Nonetheless, Maccoby and Martin (1983) expanded the (Baumrind) model of parenting styles using a two-dimensional framework by expanding the permissive treatment method into two styles: indulgence and neglectful (many demands and few responses). These four styles are sometimes called the parenting styles of (Baumrind) or (Maccoby and Martin) (Maccoby& Martin, 1983).

Parenting styles received the attention of many scholars and researchers in the early 1960s (Robinson, 1995). As reported, Diana Baumrind is famous for her theory of parenting and its great effect on the growth of children (Ang&Goh, 2006).

From Baumrind's work feature the concept of parenting styles (Baumrind,1971). devised three modes of family interconnection; permissive, authoritative, and Authoritarian (Baumrind, 1970; Ang&Goh, 2006). But with the passage of time and the change of life, a fourth style was added, namely, neglectful parenting (Baumrind, 1991). Parenting styles depend on parental response and parental motivation as two important dimensions as the basis for parenting styles (Baumrind, 1991).

study describes a parent's response as the parents' emotional level responsiveness to their children's requirements, occasionally realized as acceptance, warmth, and support. He also describes a parent's claim as expectation that children's behavior will be more mature and more responsible than their own, which is sometimes seen as complete control over the children (Baumrind, 1991).

Parenting styles are the set of processes that parents undertake, whether intentionally or unintentionally, in raising their children, and this includes their directives, orders, and prohibitions, with the intention of training them in traditions and social customs, or directing them to responses accepted by society, and that according to what the children see, and as evidenced by their description of the treatment experiences they lived (Rosli, 2014).

1. Authoritative Parenting Style

Baumrind(1966) first introduced the concept of parenting style. her studies provided, trusting parents supply guidance to their kids about a rational, reason-oriented approach. Due to the high level of instance for this parenting style, parents usually welcome effective communicate as well as an effective communication between them (Piko&Baláz, 2012). Hoskins (2014) points out that trusting parents show more demands and responsby showing a lot ofsupport toward severe behavior (Bumrind, 1966). Thus, these parents encourage oral giveandtake, articulate the reasons behind the rules and use consistence, reason, and strength to encourage goals. This parenting style is connected with positive adolescent results . Therefore, the parenting style is found to be the most useful among most families. in different words, trusted parenting style Promotes adolescents to attain positive well-being. For parents to be classified as authoritative they must meet the criterion suggested by Baumrind; however, for parents to be classified as authoritative, they must have a low score in terms of negative acceptance (Hoskins, 2014).

2. Authoritarian parenting style

Autocratic parents try to evaluate and control the many situations of their children in line with established standards of behaviour, known as the absolute norm. So given this absolute standard, kids are supposed to follow very exact rules set by their parents. If children do not adhere to these rules, there will be punishment . Cherry (2015) points out that autocratic parents mostly fail to come up with the reasons behind these rules (Cherry, 2015). Hoskins (2014) notes that autocratic parents show low response and very requiring, Parents emphasize compliance in this parenting style and thus expect unexplained obedience in a less warm environment. Furthermore, authoritarian parents show a low level of involvement and trust towards their children. Often, they discourage open connections and strictly rule the behavior of the child.

According to Nijhoff and Engels (2007), authoritarian parenting style is associated with a lower level of ability and self-confidence to employ coping mechanisms among adolescents, thus restricting the child to explore their social abilities/interactions, which ultimately leads to the child's dependence on parental guidance and direction (Sarwar, 2016).

3. Permissive parenting style

Permissive parents display non-penal, accepting, positive behavior across their children's actions, willingness, and needs. There are both negative and positive elements to permissive parenting. Hoeve et al. (2009) found that permissive parents show high responsiveness and give support to their children, while at the same time they have little or low control as parents. Gfroerer (2004) asserted that permissive parents are more liberal, give complete independence to children, and support what children like to do. Parents nurture, accept and respond to the child's needs and desires. Permissive parents encourage children to do what they want to do (Timpano, 2010).

In short, permissive parents show less interest in their own children. Children grow up on their own without taking the full attention of their parents. This affects their maturity later in life as they may have lower trust and self-esteem when compared to other children. Although parents promote them to do as they please, a young child still needs many tips and instructions from parents. Kids also find it hard to choose between right and wrong (Rosli, 2014).

4. Neglectful Parenting Style

Hoeve et al. (2009) described a neglected parenting style in which parents exhibit low support and low control over their children. Parents tend to be not involved in their children's lives. Neglected parents show low rule and warmth and response in their children. They pay less attention and don't care about their own children.

Alegre (2011) asserted that parents might be separate, equal, low in sensitivity, and set no boundaries. Neglected parents do not care about children feelings and Points of view. Parents may be not emotionally supportive of their kids, nonetheless they are still providing for their main needs for example shelter and food. Children ignored by their parents may be sense that other aspects of their parents' lives are more important than they are. According to Lee (2000), Parents who have a neglected parenting style exhibit detached behavior towards their children.

On other hand, there are many psychological theories in their interpretations of the role of parents in building the personalities of their children, and the views of scholars differed in the different schools to which they belong, but they all agreed on their roles

in forming the personality of their children, and among those theories (Bin Hamou& Bu Ahmed, 2018).

Psychoanalytic theory, this theory aimed to understand the child's development and upbringing with his traits and psychological disorders, so this theory was concerned with studying parental treatment as the first influencer on the child's personality and traits, as "Sigmund Freud" considered that the interaction between children and their parents is the main element in the growth of their personality and these trends in The treatment is analyzed for the quality of the emotional relations that exist between the child and his father, for example, the mother's attitude towards her child or during the process of taking out or feeding is a social basis that develops the characteristics of his personality, and here it is clear that the psychoanalytic theory emphasizes the effects of the experiences that the child is exposed to in his life, especially the first five years, if these experiences stemmed from an atmosphere of compassion, tenderness and a sense of security, the child gained the ability to agree with himself and his environment (Bin Hamou& Bu Ahmed, 2018).

Functional constructivist theory, this trend focuses on the fact that socialization pertains to each type or gender with specific roles that differ from each other; they are bound by in the future. This trend also looks at the process of socialization as aspects of social coordination where it interacts with the rest of the elements of coordination that helps maintain the social structure and its balance. The process of socialization is linked to the learning process, that is, the individual learns the styles, values, habits, and ideas of culture, and includes learning the symbols that affect the individual by means of communication. During the process of socialization, he adopts many directions (Samia, 2012).

Social learning theory, the process of socialization is in itself a learning process, because it includes a change and habituation in the casting as a result of exposure to certain experiences and practices, and the institution of socialization uses, during the process of socialization, some well-known methods and means in achieving education, whether that is intentionally or unintentionally, and the process of social imprinting represents the limited aspect of learning, which means the social behavior of the individual, and social imprinting is also seen as an educational pattern that helps the

individual to carry out his social roles. Or punishment, as for Pandora, he was interested in learning by observing at home or at school (Bin Hamou& Bu Ahmed, 2018).

Symbolic interaction theory, at the heart of this theory is how males and females are brought up in roles specific to them. They pointed out that society is dominated by patterns of interaction that emphasize the different roles according to gender, and each of the parents, groups of friends and the school supports the interactive method. With a voice tone that differs from the female, Turner points out that when the child grows up, he is closely related to his parents and is always sitting with him, and he may share his work outside the house, and from here the strong relationship between the father and the child is consolidated, while the child grows close to her mother and is taught by the mother traditional household chores, and thus strong bonds are established between them (Sabah, 2016).

Social Interaction Theory and Social Roles, this theory adopts the concepts of social status and social role, for the individual must know the social roles of others and himself, so that he knows how to behave, what is expected of others, and what are the feelings of this others. What is meant by social status is placing the individual in a socially determined social structure and associated with its obligations and duties, corresponding to rights and privileges. It is the expected behavior of a person who occupies a social position during his interaction with other people (the mother has a social role with her family), and the teacher has a social role (Rinaldi& Howe, 2012; Woolfson& Grant, 2006).

This theory emphasizes that the process of socialization takes place according to the prevailing patterns of social interaction between individuals, where most individuals are distinguished Societies; for example, distinguish between the roles played by males and the roles played by females. Societies treat males and females in different ways and set expectations that differ between the sexes. Some studies have confirmed that males are treated better than females in specific aspects of interaction and that the eldest son or the younger one receives special treatment from the rest of the children in the family, and the child acquires social roles through social interaction with parents and adults who have a social position in himself, so there must be an emotional connection or a bond of attachment (Bin Hamou& Bu Ahmed, 2018).

The structure of parental styles as a concept approved in the psychological literature is based on the work of (Baumrind Diana) specialized in the field of developmental psychology. It was found to her that pre-school children show three different patterns of behavior, to observations, interviews and extensive analyzes and that each one of these, it was significantly associated with a specific style of parental treatment. Based on (Baumrind,1967), three main methods were found: Parenting Authoritative (many demands and responses from parents), and Parenting Authoritarian (many demands and few responses from parents) Parenting Permissive (few demands and many responses by parents). However, Maccoby and Martin (1983) expanded the (Boumrind) model of parental treatment methods using a two-dimensional framework by expanding the permissive treatment method into two styles or two styles: Permissiveness (Indicator) Neglectful (too many demands, few responses). These four methods are sometimes called the Boomrind parenting styles.

Many studies have also adopted other methods (the participatory method, positive parental treatment, weak supervision, physical punishment, and the oscillatory method) based on the results of the study (Shelton et al., 1996), which the researcher believes is It fits the topic of his research represented by hyperactivity disorder, as it includes more negative methods than the methods indicated by (Boomrind), and therefore the researcher can, through the results of his research, determine which one contributes more to this disorder.

Parenting is common, but there are few measurements of the dimensions of negative and positive parenting in terms of its relationship to disorders of children and adolescents. The (Alabama) Parenting Questionnaire Parenting Questionnaire (APQ) is one of the most appropriate scales in evaluating parenting exercises in clinical and research fields, as it evaluates Five dimensions of parenting treatment related to determining causes and methods (Dadds et al., 2003).

Zahran (2011) pointed out that the relationship between parents and the child is one of the important factors that enter the formation of the child's personality. In an atmosphere saturated with love and trust, a loving personality was formed, because she received love from others and learned how to love and trust others because she lived in an atmosphere of trust with parents. As for a child who grows up in an atmosphere of deprivation of love, and feels rejected by his parents, he grows into a selfish and

aggressive individual He does not know love, as we find that the only spoiled child is often wasted by the parents in his upbringing, so he grows up selfish, jealous, or aggressive (Zahran, 2011).

Al-Nubi (2010) mentioned that the methods of upbringing as well as its objectives and standards differ between societies. Rather, the difference in the methods of upbringing within the groups that make up the same community can be from time to time, and these methods also differ from one family to another and from father to mother and even the methods of one of them differ from time to time. (Al-Nubi: 2010:31).

Talaat (2012) mentioned that the family has an effective role in transferring the values and culture of society to children and this comes through two main influencers:

1. The family, as it represents a social authority to guide children according to the values of the society in which they grow up, is characterized by the fact that it owns the destiny of the individual (the child) and determines the style of his life in various fields. The first emotional, its role in its upbringing is more effective when compared to any educational or social institution related to an aspect of this upbringing.
2. The second indicator of the serious role of the family in the social upbringing of the child is that it undertakes this process in the early years of the child's life, so that his social formation is done while he is still a raw material affected by several other environmental factors, as the process of social formation becomes easier the more the child is young, and the more difficulty and complex as you get older (Talaat, 2012).

Matar (2012) explained that the relationship between the child and his parents has a far-reaching impact on the various dimensions of the child's personality, and the schools of psychology have focused on the different principles and trends of the nature of this relationship, and the resulting behaviors that reflect its nature and determine the future personality of the child.

Al-Sayed (2004) mentioned that the social and psychological environment of the family helps the child to achieve the demands of his growth, the emotional connection between the child and his family and his feeling of love, tenderness and self-esteem without

extravagance is considered a basis for his psychological safety and mental and social development.

Al-Jabali (2003) mentioned that the democratic method is to provide the child with the opportunity to express his opinion and encourage him to participate in making decisions regarding his own affairs or to share his opinion with the parents regarding the choice of friends and colleagues without limitation, deprivation, or pressure.

In addition, Atrous (2010) conducted the study aimed at identifying the ways of wrong parental treatment and its relation to some behavioral problems among pre-school children from the point of view of their fathers and mothers, and the sample was represented in (168) families and the researcher used the questionnaire tool. The study presented that there were no gender differences in the wrong parental treatment methods, while this appeared in the behavioral problems: aggression and stubbornness in favor of males, and there was also a negative correlation between the wrong parental treatment methods.

1.3 Attention Deficit Hyperactivity Disorder (ADHD)

It is a growing and developing disorder categorized by inattention inappropriate degrees, impulsivity, and/or hyperactivity, which often begins in early childhood, leads to dysfunction in many aspects of daily life and remains relatively constant with age (Kreutzer et al., 2011).

ADHD is a condition that begins in childhood with disabling symptoms of inattention, impulsivity, and hyperactivity. Little geographic or cultural difference in prevalence exists, and it has impacted roughly 5% of children. It repeatedly co-occurs with other disorders such as behavior, temper, learning, and drug use disorders (Faraone et al., 2015).

According to longitudinal research, two-thirds of adolescents with ADHD will still experience causing weakness ADHD symptoms as adults. People with ADHD are susceptible to a variety of functional impairments in various areas of life (Tsakanikos & McCarthy, 2014). Neuropsychological and neuroimaging research suggest that brain circuits dominate executive functioning, reward processing, timing, and temporal

information processing are engaged in ADHD, but the causes of the disorder is still unknown completely in many areas (Faraone& Larsson, 2019).

ADHD is defined as a neurodevelopmental syndrome, associated with unbalanced growth, characterized by a high level of attention deficit, impulsivity and hyperactivity, which are often associated with neurocognitive difficulties (Tsakanikos & McCarthy, 2014). One of the most common neurodevelopmental disorders in children is ADHD. In general first diagnosed in childhood and mostly continues into adulthood (Faraone& Larsson, 2019). Children with ADHD may struggle to concentrate , manage impulsiveness,or be highly stimulate (McGough, 2014; APA, 2013).

The prevalence of this disorder is estimated from 3-9% in children (Kreutzer et al., 2011) according to (APA, 2013) it is about 2.5%, and it is more Prevalent among males, and those who suffer from chronic diseases, family problems, and a low economic and social level, and in the event of poor growth and among city dwellers. It is found all over the world in roughly similar proportions. Ethnic differences may sometimes be the cause of a difference, but it is not to the degree of social level (Kreutzer et al., 2011), meaning that the social level helps more than the ethnic or racial difference. Also, 3 to 6 percent of adults have symptoms of ADHD that interfere with daily life. (Hines et al., 2012) ADHD is associated with mood disorders in 35% of cases, anxiety disorders in 45%, and addictive behavior in 15% (McGough, 2014).

Symptoms of the (ADHD)

Attention deficit hyperactivity disorder (ADHD) is a chronic condition that has a strong impact on millions of children and often stays into maturity . ADHD It includes a set of persistent problems, such as difficulty maintaining attention, hyperactivity and impulsiveness (Molina & Musich, 2016). Children with ADHD might have low self-confidence, relationships problems, and poor school performance, too. Symptoms sometimes lessen with age. However, Some people never completely get rid of ADHD symptoms. But they can learn strategies to be managed (Greven et al., 2011).

The main features of ADHD contains inattention and hyperactive behavior. Symptoms of ADHD begin before age 12 and are noticeable as early as 3 years of age in some children. Symptoms of ADHD may be mild, moderate, or severe, and may persist into adulthood. Here are some of these symptoms (Al-Zahra, 2017).

1. Impulsivity: doing actions (passing through the action) without careful thought.
2. Hyperactivity: difficulty staying still and hyperactivity. And according to (DSM-5), hyperactivity in adults appears in insomnia and disturbing others while doing their activities.
3. Inattention: a disorganized method that hinders the continuation of the effort and these symptoms appear in varying degrees and are affected by the context, the situation, and the structure of the person(RCP, 2009).

Causes of the Disturbance:

Historically, the term originates from the belief that some behavior disorders are the result of brain damage or minimal brain dysfunction such as meningitis or postpartum trauma (RCP, 2009).

With the emergence of the Diagnostic Manual of Mental Disorders 1980 of the American Psychiatric Association (DSM-3) and the 9th edition of the World Health Organization (ICD-9), the causal theories were developed, and the focus was on an accurate scientific classification of problems at the behavioral level (RCP, 2009).

Studies conducted in this field have demonstrated the existence of an influence of genetic and biological factors in the emergence of the disorder, which allows for a better understanding of hyperactive behavior. 74% ADHD symptoms is genetic, but there is no single influential gene. Also, many physiological factors may affect the brain in different ways during pregnancy, and early childhood are associated with a higher risk of developing ADHD or attention deficit disorder without hyperactivity, including smoking, alcohol and heroin use during pregnancy, low birth weight and suffocation, or brain injury and poisoning, but there is no certainty of its effect on the behavioral level, and hyperactivity does not mean the presence of an injury at the neurological level (RCP, 2009).

These risk factors do not affect alone, but rather in their interaction with other factors (RCP, 2009). The most important of them are the psycho-social factors that are represented in parenting styles, and conflicts that seem to be one of the main causes of the emergence of the disorder (Kreutzer et al., 2011), and risk factors include parenting relationship, social and economic level, and traumatic experiences in early childhood (McGough, 2014) and some models suggest the emergence of ADHD due to deficits in

executive functions, which are generally known as cognitive processes (McGough, 2014).

The standards most used to diagnose ADHD in children are those registered in the DSM-IV-R and ICD-10. Where the DSM divides symptoms into two groups 1- Attention Deficit, and 2- Hyperactivity / Impulsivity, with 6 of 9 symptoms present in each diagnostic group, and it can be combined that any attention deficit is accompanied by hyperactivity or may overcome only one part with the presence of dysfunction in two or more areas, not commensurate with the age of the individual, and different from another mental disorder (RCP, 2009).

In ICD-10, a different term is used to denote the same symptoms, as part of Hyperkinetic Disorders of Childhood, Attention Deficit, Impulsivity, and Hyperactivity, and these symptoms are required to be combined in one or more contexts. The diagnosis of ADHD has faced several criticisms, which fall into 3 categories (RCP, 2009):

- Technical criticism: based on difficulties in the diagnosis process, including language and lack of diagnostic criteria for adults.
- Social criticism: touches on a wide range of problems, including gender, social level, race, ideological foundations of clinical practice of psychiatry, the dominance of the practices of the American Psychiatric Association, the existing effects of social pressures, and the large number of media reports and stereotypes.
- Criticisms of stability and honesty: the idea that the diagnosis of this disorder depends on social and institutional conditions (RCP, 2009).

In order to diagnose this disorder, there are many psychological and biological tests for ADHD. The complete assessment process includes a clinical interview, a medical examination, standards, or tests, and other (unnecessary) components such as direct observation in the educational setting, neuropsychological, developmental, and educational skills (RCP, 2009).

The medical examination is used to help diagnose ADHD, so a psychiatrist or pediatrician is used to establish a differential diagnosis of some conditions that may cause ADHD symptoms such as hearing impairment, epilepsy, thyroid disorders, iron deficiency anemia, or detection of genetic factors. Contribute to the development of the

disorder (RCP, 2009). Self-assessment scales help in evaluating mental health, social and behavioral problems, and there are three types of them:

1. General behavioral and psychological performance assessments, such as the Achenbach scales, the Conners scale (CRS), and hyperactivity are of wide use.
2. Specific scales such as the Brown Attention Deficit Disorders Scale in its two versions for children and adults. The Attention Deficit Hyperactivity Disorder Survey (ASRS) Self-Report Scale of the World Health Organization.
3. Other measures that measure co-occurring disorders such as anxiety, depression, or self-esteem.

Barkley Model: The 1997 Barkley Prevention Model is based on the study of everyone who is based on a basic postulate “The ADHD is associated with executive functions.” This model sees the term hyperactivity accompanied by attention deficit and is associated with a developmental disorder in the functions performed by the processes of working memory, cognitive flexibility, vigilance, planning and education (Al-Khatib, 1998)

Sergeant model: The so-called active cognitive model is based on the premise that: “Attention deficit hyperactivity disorder lies in an imbalance in the cortex of the brain responsible for feeling arousal, which is accompanied by a lack of effort and cognitive activity, and that a disturbance in the effort energy leads to Secondary problems in behavior While Barclay focuses on prevention, the 1999 Sergeant model looks at attention problems from a cognitive perspective, when this type can be called the active cognitive model, and this model is based on a basic postulate that the disorders of ADHD and ADHD lie From the explanation, it means that the reason for the existence of distraction and hyperactivity is due to the presence of a defect in the cortex of the brain responsible for feeling arousal and the accompanying disorder from a lack of effort and cognitive activity, and Effort in this model is defined as the energy required to meet and achieve the requirements of the various tasks that the individual interacts with, and that the disturbance in that energy is due to secondary problems in the wire and appears accompanying individuals with Attention deficit hyperactivity disorder (Molina & Musich, 2016).

Related studies to the ADHD:

Numerous studies have documented that parenting has a strong influence on child development and often associated with child outcomes. Moreover, several studies have tested the correlation between parenting styles and attention deficit hyperactivity disorder (ADHD), such research may eventually prove helpful in treating ADHD (Johnston & Mash, 2001).

Adimora study (2015) investigated parenting styles and ADHD as a relationship to adolescents' academic adjustment at school in the Obollo-Afor Education District in Nigeria. It has been found that parenting style and student ADHD significantly predicts academic adjustment of adolescents in school. As well as, it was suggested, among other things, that parents must be enough aware of the positive and negative effects of different styles on students' adjustment and other academic earnings.

Al-Khashrami (2007) conducted a study aimed at presenting a clear conception about the educational manifestations of attention deficit disorder and hyperactivity and its relationship to academic and developmental learning difficulties. The study focused on defining the educational characteristics in their various forms, and the proposed educational strategies to deal with these characteristics to improve students' academic performance. This study found that the educational difficulties of students who have symptoms of poor attention and hyperactivity are based on main aspects related to reading, writing, reading comprehension and comprehension (Al-Khashrami, 2007).

In addition to problems in mathematics, developmental difficulties appear clearly in this category of children, such as problems with memory, attention, estimating time, setting goals, and working on self-motivation to achieve goals. The results of the analysis of previous studies indicated that the use of stereoscopic educational tools and audio-visual aids significantly affects the improvement of learning for this group, and that the use of story and play style contributes to increasing attention to the scientific material (Molina & Musich, 2016).

The results also confirmed that training visual and auditory memory using educational games and computer programs greatly benefit these students. In order to solve the problem of the inability to estimate time among these children, previous studies suggested the use of organizational methods for tracking time, such as cards and time

clocks, reminding the child of the specified time and shortening the required effort so that the student can perform what is required of him. Studies have urged the importance of training teachers on appropriate strategies for teaching these students and modifying their behavior, through effective positive strategies such as incentives and response costs, as well as the use of peers in the classroom to train colleagues who have weak attention and increased activity (Al-Hussein, 2015).

Al-Hajji's study revealed that high psychological stress threatens families with children who suffer from hyperactivity because of a lack of awareness of this category at the school and community levels. The teaching assistant at the College of Nursing at King Saud University, Al-Hajji (2014) indicated that social support is not a great influence in supporting parents whose children suffer from hyperactivity and stressed that the lack of resources available to the family. She pointed out that social support is not very influential in supporting parents whose children suffer from hyperactivity and stressed that the lack of resources available to the family and aided in life, including schools, the role of the psychiatric nurse and all health staff is one of the most important sources of psychological pressure on parents, where awareness of hyperactivity disorder is greatly reduced. And attention is distracted in educational institutions as well as society, in addition to the lack of awareness of the needs of this group, explaining that this disorder does not affect the child only, but also goes beyond it to include parents and all family members (Al-Hajji, 2014).

Kaufman and Kaufman's study (2004) confirmed the existence of a negative correlation between efficiency, parenting and attention disorder accompanied by hyperactivity. There is a negative correlation between parental competence and parental commands for a child with hyperactive attention disorder.

Parents believe that children with ADHD require more management effort to be directed toward the development of appropriate behavioral repertoires and less capacity to regulate their activities than children without the disorder (Leijten et al., 2015). Particularly among individuals who have a prevalence of hyperactive-impulsive symptoms, they also exhibit higher sleeping issues, emotional challenges, and motivational difficulties (Gong et al., 2014). Children with ADHD typically exhibit impaired executive functions, such as problems with inhibitory control, planning, and

working memory as a result of anomalies in neural networks involving the prefrontal cortex (Bush, 2009).

Given that young kids are more reliant on parental guidance from outside to control their conduct; these elements might be overwhelming for parents . Numerous areas of family life are hampered by the fact that children with ADHD frequently rely on external parental rules and regulations. According to earlier research, some parents (particularly mothers) of children with ADHD work less hours or quit their jobs than parents of children without the disease to have more time to care for the kid and assist him or her with everyday activities and schoolwork (Sharif et al., 2015).

More often than not, parents of children with ADHD report family conflicts, disorganization, a decreased sense of family support, and a decreased adherence to established routines and regulations, particularly throughout adolescence (Modesto-Lowe et al., 2014). The typical behaviors exhibited by kids and teenagers with ADHD, such as impulsivity, agitation, inattention, difficulties with personal organization, and adjusting to routine in the family environment, among others, are overwhelming for parents and raise levels of parental stress (Wiener et al., 2012).

Parental psychological and physical exhaustion frequently results in the deployment of incorrect parenting techniques in an effort to curtail undesirable behaviors, many of which are typical of hyperactive-impulsive children with ADHD (Modesto-Lowe et al., 2014). Previous research has confirmed the link between parenting styles, particularly those marked by carelessness, parental rejection, a lack of discipline, and inconsistent punishment, and both externalizing and internalizing behavioral issues in children and adolescents. As a result, strengthening parenting abilities through behavioral training seems to be a successful intervention for kids with ADHD (Fabiano et al., 2015).

1.1 Sense of Hope

In recent years, several scholars, philosophers, clerics, and educators have studied the concept of hope, and there are a number of different definitions that have been formulated around this concept, and in general hope is seen as a positive mental state about the ability of individuals to achieve goals in the future. Scientists tried to study and measure the concept of hope in many ways, describing it as those expectations or feelings related to achieving goals in the future, and others see it as an emotional

constructor that helps individuals stimulate their capabilities to face the difficulties and obstacles they face in the future (Hoy, 2011).

Hope provides an indication of an individual's positive feelings and anticipation of well-being in the coming days. So researchers have been searching for hope for decades, and there are many and varied opinions about its definition. Hope can be conceptualized as an emotion, perception, or a combination of the two. Moreover, early research on hope appeared in the 1950s and 1960s, and researchers stated that hope includes the expectation of achieving a goal (Snyder, 1999). Subsequently, stress and coping research began in the 1970s in search of hope and its role in improving the physiological symptoms of chronic diseases and reducing negative feelings towards humans (Cohen, 1979).

Hope is gaining more attention through new studies and research, as some researchers have found that individuals with higher levels of hope have a higher and improved ability to deal with difficult circumstances (Frank, 1975).

Hope remains a fundamental passion for understanding basic humanitarian responses for example: investment, goal setting, adaptation and change, although hope - for the most part - is not classified as a primary emotion (Hoy, 2011), it can be considered as one of the basic emotions if the basis for classification is the significance of human survival. Thus, it is hard to imagine human societies remaining without hope, particularly in light of the devastation those wars and natural disasters bring in Palestine. The research on Hope is divided into two different groups. One of the lines of research defines hope as a two-dimensional structure that includes one's tendency to practice goal-based behaviors, and one's ability to identify methods to achieve these aims (i.e. methods). This theory has been advanced by self-reports by individuals about their thinking about goals, and this definition is based on the characteristics of thinking seen in the framework of setting goals, as it tends to be goal-driven or based on it, then it turns out that hopeful individuals will achieve what they want and can imagine ways to achieve it (Snyder, 2002).

There are those who see that hope is an emotional state directed by our previous experiences, and it is affected by the surrounding environmental conditions, and there are those who say that it is an expectation about the ability of the individual to achieve

his desired goals in the future, while the theory of hope is due the first credit for its development to Snyder and his colleagues, during the past twenty years, as this theory has gained more attention and importance from psychologists (Hoy, 2011).

In 1969, The psychologist Stotland studied hope from a psychoanalytic perspective, and defined it as an essential part of motivational behavior and movement, or achievement, and he looked at the individual who had no hope that he had no goals or desires, so hope according to the Stotland model appears when the goals of the individual become important or a great value for him, to become a trait that links the individual to the future with openness, activity, and waiting, and it is always said that the feeling of despair reflects the sense of hope, and the state of despair is described as the feeling that the efforts made on the part of the person have all been unsuccessful, while individuals who are high on hope have expectations Positive towards the future, while surrounding individuals have negative expectations towards the future. And recently, hope and despair have been considered as two opposite dimensions on the same communicator, and hope can also be defined as a general trend to respond and look to the future in a positive way (Stotland, 1969).

Snyder believes that hope is the sum of the perceived capabilities to discover the largest number of methods leading to the desired goals, through the level of perceived motivation to use these paths to achieve the desired goals. Goal is the cognitive component most entrenched in Snyder's theory of hope, and he has identified two main types of goals in his theory (Snyder, 1999).

Positive goals or entrance (reaching them from the first time, preserving the result of current goals, and increasing those that have already started). The second is based on stopping the negative results of the goal (detering them so that they do not appear, so that they are deterred or delayed) and support the emotions that lead to direct the thinking towards the goal (Snyder, 2000).

Hope is associated with psychological compatibility in numerous ways. Research has revealed a positive association between hope and each of the individual's belief in his abilities, his perception of his academic competence, social acceptance, his personal merit, physical ability, physical appearance, self-esteem, and positive thinking (Gayth,

2017). There is also a contradictory relationship between hope and both pessimism, depression, and negative sentiment (AbdAl-KhaLeq, 2004).

Many studies have also revealed that high degrees of hope are related with successful methods of solving problems, and hope has advantages and benefits for those who face disease-related problems. Hope is associated with good health, and hope is a significant factor in the positive restraint of bad events (Snyder, 2002).

There are several theories that have explained hope, including: Stotland's theory, Sigmund's theory, Lazarus's theory, and Snyder's most famous theory (Gayth, 2017). Stotland's theory of hope was one of the first theories that dealt with the concept of hope in 1969, and from his ideas, most of the present work on hope appeared in psychology, as Stotland viewed hope as a general expectation in order to achieve goals, and also viewed it as an essential component in the human performance of his functions (Sales et al., 2014). The concept of this theory is the expectation of more than zero in achieving the individual's desires and aspirations, and the high hope in this context reflects a realization of a high probability of achieving a desire. Stotland assumed that in order for hope to be effective, it was necessary to have a level, even at a minimum, of the significance of the desire, ambition, or goal desired by the individual (Gayth, 2017).

Stotland also points out that an individual's performance is affected by success and failure, as he failed once in a task, so he tries not to make himself feel inferior and unable to achieve his ambitions. And that it may lead him to perceive that his goals and desires are unlikely to be achieved. The theory of Stotland believes in the hope that each individual seeks to achieve his goals and desires that they aspire to (Al-Aridi & Almousawi, 2013).

Lazarus explained in his theory on the psychological meaning of hope, Lazarus explained the role of acceptance in emotional and emotional life, and that one cannot accept a certain fate without some hope regarding the possibility of reaching a positive life in the face of the next loss that he may suffer. Both acceptance and hope require an attempt to cope, and as such, they are intertwined. Hope depends on our understanding of what is happening in life and trying to cope with it, and it includes positive and negative judgments and the possibility of reaching positive results about stressful life

events and dealing with them. In any case, the perception of what might happen under the weight of hope is the ideal belief that a positive outcome is possible (Lazarus, 2006).

In 1991, Snyder proposed a cognitive model for hope that focuses on achieving the goal, and does not focus on what is hoped only, but focuses on motivation and planning, and thus viewed hope as a positive state that motivates on a reciprocal basis and derived from successful feelings and depends on the two components: Capacity and Paths. Snyder and his colleagues developed the theory of hope and developed a scale that has a degree of reliability, validity and reliability for different measures for adults and children, and researchers have determined that hope has two components together: the will, which is the energy directed at the goal, and the paths are planning to meet the goals, the goals differ in their specific degree, and with ambiguous goals, thinking about hope is reach to occur. People of high hope are always thinking about their future goals, and always striving towards the reach of these goals (Gayth, 2017).

Moreover, hope is viewed as an interchange between expectations and resultant experiences (Averill, 1990). However, the difference between the two cases lies in the fact that hope is excitement. Hence, people hope for the important things even though the likelihood of outcomes is low. People are also hoping for things that are right for them personally, as they are very optimistic about the results (Abu Aldiyar, 2012).

It is through a measure of hope that the parameters and vocabulary of Scale Optimism can be obtained. Interestingly, optimism is always stronger with Will power, in comparison to its association with the Power Way; it is two components of hope and so on. An optimistic person tends to employ psychological energy in order to achieve goals, but the optimist does not have to possess ideas about the strength of the road, and this means that hope is not optimism, that is, there are differences between hope and optimism, if optimism means expecting a specific outcome, then it will be created for someone. Hope is the search for potentials in life, just as hope does not expect a specific outcome, but the possibility remains that the useful thing will come (Abu Aldiyar, 2012). As for optimism, it means that a good thing will happen, but if it does not happen, this leads to frustration most of the time. Likewise, optimism may become pessimistic (Snyder, 1991).

Many studies have been conducted on the topic of hope. Hope is still the most successful means for a healthy, psychological, and social balanced life. It has become one of the basic things in life. For everyone who wants to live a life free of troubles and worries, he has only to hold on to hope, so the feeling has become Hope and optimism is the potential energy that drives a person to love life, which is reflected in the entire community (Gayth, 2017).

The relationship between happiness and positive expectations has been shown to be weaker than that between other forms of happiness and hope. While other studies have indicated a positive association, there appears to be no or even a negative association. This discrepancy may be due in part to a range of questions about positive expectations due to the lack of consistency in these questions. However, when looking at certain studies, positive expectations appear to be poorly correlated compared to other forms of hope. This result can be explained by the idea that there is a curvilinear relationship between subjective well-being and expectations (Arampatzi et al., 2019). Although many previous studies on this topic have shown that positive expectations predict life satisfaction better than actual income (Frijters et al. 2012;) and that optimistic people can deal better with external shocks (Arampatzi et al., 2019).

However, studies caution against overly optimistic positive expectations, as subjective well-being appears to decline significantly if the outcome is unexpected, moreover, compared to expectation, a positive expectation may be a worse predictor of subjective well-being than hope, since the former can easily lead to disappointment, and the latter does not (Schwartz & Post., 2002).

Hasan and Power (2002) studied pessimism and optimism in children as a purpose of parenting. Significant negative associations were found between the mother's makeup and the child's depressive symptoms. Independence also showed negative associations with depressive symptoms in children.

Rogers et al. (2005) conducted a study on optimism and its correlation to coping with loss in people living with HIV. The participants in this study with active coping behaviors were more probable to show optimistic traits, and it was supposed that an important relationship would occur between coping and optimism/desperation, even with variables (eg, support network, depression, sadness, etc.).

The researchers administered the Children's Hope Scale (Snyder, 1997) to children and the Adult Hope Scale (Snyder et al., 1991) to parents before and after the intervention. There was no statistically important relationship between levels of hope in children and the human baseline criterion; dysfunctional. More recently, Marques (2007) used the Human Core Standard and AHS in a sample of 256 young Portuguese (aged 10–15 years) and their caregivers. The average age of the students was 11.18 years, and the girls made up 52.3%, includes parents (66.7%) and fathers. The researchers found a statistically significant relationship between the children's level of hope and their parents' level of hope (Marques, 2007).

1.2 The Relationship between Parenting Styles and ADHD and Sense of Hope

Early childhood behavioral disturbances are an important predictor of negative mental health results in later life, such as, it is clearly predictive of some difficulties during childhood, for example conduct disorder, peer rejection, and poor academic achievement, in addition to a range of negative results during adulthood and adolescence, for example a range of mental health difficulties, poor job prospects, and antisocial behavior(Ojala, 2017).During early childhood, many growth pathways emerge. The topic of parenting methods of treatment or parenting trends in upbringing is one of the topics that receive increasing attention by researchers in the field of psychosocial studies, and they look at it as a determinant of psychological development, psychological development, mental methods, and social methods (Besharat et al., 2011).

The trends are understanding children, responding to their needs and demands, assisting and motivating them to achieve sound growth and progress through their different age stages. Educators, mental health scientists, and researchers in psychology and sociology urge parents to adopt positive methods in raising their children (Perez-Gramaje, 2019). And that is by appreciating all the efforts they make, even if they are simple, and motivating them to do every activity they do, because children are greatly influenced by their fathers and mothers, and this shows the importance of their lives and how they affect their lives, as well as the extent to which they affect us (Rowe et al., 2010).

The authoritarian style is characterized by great urgency and low response and is categorized through strictly enforced rules and fatwas decided in parents, in addition to

strong control on children's autonomy (Thompson et al., 2003). Authoritarian parents attempt to control the children behavior according to a specific standard of behavior, typically an absolute standard (Baumrind, 1971). Autocratic parents tend to utilize many demands in order to discipline children and allow them only a minimum of autonomy (Thompson et al., 2003). They also show a decrease in emotional and affection warmth in their relations between parents and children. Therefore, this kind of parenting is likely related to the psychosocial growth of children; this means that children of autocratic parents are more likely to have low self-esteem, be less secure and less satisfied, and have negative attitudes towards the world; on the contrary, they are more likely to do well in terms of obedience to standards (Thompson et al., 2003).

Instead, permissive parenting has low requirements and high responsiveness. It is categorized through the absence of discipline, control and monitoring, hitherto it is nourishing and warm (Zeller & Modi, 2008). Furthermore, permissive parents try to act in an appropriate non-punitive manner by accepting their children's actions, wants and needs as well as allowing them to organize as many of their own activities as possible without their interference (Perez-Gramaje, 2019).

Permissive parenting typically occurs when parents fail to set many limits when raising their children and therefore do not expect appropriate behavior for their children's growth and development. Therefore, it is likely that this type of parenting is negatively related to the psychosocial development of children, and children of permissive parents show characteristics such as social irresponsibility (Jones, 2014). Hence, authoritarian and permissive disciplinary methods are likely to be detrimental to the psychosocial development of children. Moreover, these parenting styles have been associated with several developmental outcomes that negatively affect the child comprising behavioral difficulties over time (Williams et al., 2009).

Although many studies that focus on parenting styles and behavioral problems and include mixed samples (i.e. include girls and boys) have indicated that there is an association of ineffective discipline with disruptive behavior problems in children, they did not differentiate between girls and boys (Vera-Rios, 2018). In other words, there is a dearth of studies that focus on parenting styles and how they affect results for children of both genders. It has been found that the gender of children plays a significant role in the emergence of child behavior difficulties and how they respond to parenting

patterns(Besharat et al., 2011). Several studies have examined the role of gender difference in comprehension versus external dependency problems. Early childhood is a critical period of child development related to social adjustment. Since gender can play an obvious role in results related to discipline in early childhood, it is important to elucidate the effects of permissive and authoritarian parenting on behavioral problems according to gender in early childhood (Hosokawa &Katsura, 2019).

Many years of research have allowed clear conclusions to be made about parenting styles that contribute to reducing or increasing the risk of behavior disorder in children and adolescents. Risk factors include neglect, reluctance, corporal punishment, lack of parental supervision and control, and absence of positive reward for behavior (Dadds, 2003). In particular, studies suggest that poor parental control is a better predictor of antisocial behavior in adolescents compared to other parenting methods (Loeber, 1987; Beck, 2004).

However, not everyone who is impulsive or hyperactive will develop ADHD. People sometimes say things they don't mean to say or say in good faith or are disorganized and forgetful. So, whether a person is infected or not infected based on the degree; Diagnosis needs that this behavior be shown inappropriately for the person's age (Schunk , 2010).

Nevertheless, parents as the child's closest and foremost are in a better position to diagnose and monitor such a disorder. Moreover, parenting (or raising children) is the process of supporting and building character and promoting the emotional, psychological, physical, intellectual and social child growth from birth to adulthood. The parenting refers to many features of raising a child regardless of biological relationship (Martin, 2000;Kazdin, 2014). Therefore, the parenting style adopted by the parents greatly and clearly affects the child's opportunities, needs, development and growth in life. Therefore, parenting style is a psychological construction of the child that represents the strategies that parents should utilize in the upbringing and development of their children. As well as, the style of parenting can also affect students' academic adjustment. Moreover, parenting styles were categorized through parental receptiveness and stimulus dimensions (Baumrind, 1991).

The authoritarian parent constantly issues orders and often uses emotional pressure, lacking warmth, and showing only occasional criticism and praise. A parent watches the children closely, sets fixed boundaries and certain demands, but gives freedom in them; Intervene only when necessary; stick to the rules; supportive nonetheless not lenient, Amai feature is flexibility: he adapts responses after listening and considering both his and the child's point of view (Martinez et al., 2020).

Tolerant parents are called “tolerant” - they first try to maintain friendship and love with the child; warm and loving but slow; responsive but complacent; sets few limits and fulfills the desires and requirements of their children; do not threaten penalties; Staying out of conflict, he offers little discipline and direction and has few expectations(Smetana, 2017). Any system is usually in the form of bribes, and uninvolved parents are usually permissive, unresponsive, and set few clear boundaries; not warm, not assertive, not watching children; it offers the basic supplies (housing, warmth, food, etc.). Numerous studies have indicated that parenting styles affect the future development of children or adolescents (Baumrind, 1991).

The Importance of Hope in Childhood and Adolescence when children and adolescents face new challenging conditions that encompass the political, sexual, academic and personal fields, they need enhanced resources and skills. It is often assumed that hope and self-esteem help individuals cope with adversity (Ciarrochi et al., 2007,Cheavens, 2000). Hope centers on belief that an individual can investigate significant aims in the life (Ciarrochi, 2007). Individuals with great hope have a general expectation of achievement, such that some obstruction of aims is perceived as temporary for the reason that new pathways to achieving aims are easily advanced (Cheavens, 2000).

Highly hopeful individuals have the skills to deal with barriers more efficiently in order to achieve many aims and to demonstrate great competence levels through a wide range of human endeavours (Snyder et al., 2002). As well as, by persevering in the face of difficulties, coping with many difficulties in a optimistic method, the behavior of optimistic parents for their children, parents are essential teachers in inculcating motivational thinking and pathways (Hastings & McDermott, 2000). Thus, this is achieved when children begin to understand and perceive external proceedings, understand that one event may lead to a sequence in the occurrence of other, and understand the value of aim-directed behavior, thus, children acquire “self-motivating

visions”, and these insights help them plan goal-directed behavior and how to deal with problems that do not achieve goals (Bahrami et al., 2018). By way of children grow cognitively and changehooked on adolescence and beyond, thus, these self-motivating thoughts improve (Ciarrochi, 2008).

Children with attention deficit disorder and excessive activity suffer from negative social relationships, whether with their peers, brothers, parents, or teachers (Montoya-Castilla et al., 2016). The abnormal behavior of these children leads to a weak relationship with others because of their impulsiveness, excessive movement, and aggressiveness, moreover, a high level of impulsivity or inattention in a child makes and imposes many demands on parents towards their children, and greatly raises the parents risk responding with less-than-ideal consistency, excessive discipline in the reaction, or excessive withdrawal from the child (Vera-Rios, 2018). Therefore, parenting issues and ADHD combine in order to provide the necessary and required conditions to create the disorders (Johnston, 2007). Consequently, the parenting style represents the standard strategies that parents should use and perform in building the psychology of their children (Kazdin, 2014).

Children learning can occur by observing actions formulated by their parents, and by applying a system of incentives and reward/punishment in order to reinforce a particular behavior, therefore, it is not easy to realize that symmetrical discipline and parental offers of warmth can greatly enhance adaptive social and emotional skills, while difficult, angry or inconsistent parenting may encourage many undesirable behaviors in children. Moreover, it is believed that a warm parenting style greatly increases children learning ability and also increases the effectiveness of parenting style (Kissal, 2019).

Numerous evidence indicates that children are developing normally suggests that dimensions of authoritative parenting (such as consistent warmth and discipline) are associated with many of the behavioral, social, emotional, and academic results that a child prefers, it also suggests that authoritarian dimensions (eg, verbal hostility, punitive methods) are associated with children's problematic outcomes as behavioral problems and inferior academic performance (Martinez et al., 2020). This is therefore thought to come from two-way parent-child processes, in which children with higher levels of symptom severity and challenging behaviors can elicit 'negative' parental reactions, which in turn clearly contribute to ineffective parenting style

(Cussen&Sciberras, 2012).Some studies that correlate with the subject of the current study indicate a greater ADHD influence in children and extrinsic symptoms on “negative” parental arousal than vice versa. Moreover, there are scarce data on the parenting style influence on a child with this disorder (Eleman et al., 2020).

Baumrind, reported, in 1991, that powerful parents were more effective than authoritarian parents, particularly in serving teens avoid drug-related difficulties. Likewise, the reliable use of external reinforcement and an overemphasis on compliance with authority diminishes teens' awareness of aptitude, inner enthusiasm, and self-sufficiency for achieving it, Nonetheless, Fletcher et al., (2008) stated that a reliable parenting style had a negative relationship with internal symptoms. Likewise, Sommer (2007) stated that permissive parenting style is absolutely correlated with the child's external behavioral difficulties(Vera-Rios, 2018).

Furthermore, Harper (2010) stated that improved reliable parenting is related to increased comprehension difficulties in children. As well as, Wu (2009) showed that a mother's permissive parenting style is related to antisocial behavior among their children. Additionally, Brar (2003) documented that an authoritarian parenting style is closely related to external behavior problems. Moreover, Odubote (2008) stated that authoritarian parenting is closely related to deviant behavior, adding that reliable parenting style has been related to positive results.Trusted parenting was absolutely related to children's adaptation, and that authoritarian parenting was negatively related to children's adaptation (Perez-Gramaje, 2019).

In other research by Darling et al., (2006)foundan important relationship between depression and parenting styles; therefore, this study showed that children of autocratic parents suffer from depression compared with children of uninvolved ones. Furthermore, Pellerin (2005) applied formal, authoritarian, and permissive Pomeranian upbringing to schools as social negotiators, the outcomespresentedthose styles of schoolformed the same outcomes as parenting styles,as a result, public schools showed the best outcomes and indifferent schools the worst outcomes in disengagement, even though authoritarian schools had the worst outcomes in terms of dropout. Moreover, Wyver et al. (2009) examined parenting styles as they relate to the development of child affection in Chinese parents in Hong Kong, who are also part of a collectivist society. The study determined that authoritarian and controlling parenting style is more

prevalent in this culture than in Western cultures, some patterns have also been described as psychologically controlled by emotional manipulation (Hosokawa & Katsura, 2019).

Emotional interdependence and dependency predominate in families of Palestinian society, where children are often expected to adopt the values and attitudes of their parents (Dwairy, 2009). Dwairy et al. (2013) analyzed the cultural beliefs of Palestinians, showed that Palestinian identity is characterized by a some of core values for example discipline, respect for parents, conservatism, hierarchical social structure, and protection of the family. As a result, the dominant form of parenting style in Palestinian society is that of authoritative compared to permissive and authoritarian styles (Abid&Liaquat, 2015).

Several studies conducted in Palestine show that reliable parenting style is strongly associated with higher levels of self-understanding and esteem, lower depression, anxiety, fear, and feelings of hope, as well as lower incidence of behavioral problems or interpersonal problems (Dwairy, 2004). From another point of view, the permissive parenting style is not well-matched with Palestinian society, even though the authoritarian style does not meet the typical social expectations of Arab cultures (Agbaria et al., 2017).

Existing studies on emotional and social adaptation, for example a sense of hope, and self-control, and their association with parenting styles, have indicated several incompatible outcomes. Tan et al (2012) studied adaptation as measured by the Child Health Survey (CHS), which is designed to measure behavioral and emotional problems as well as strengths and competencies (Depew, 2018). While general adjustment was positively correlated with authoritarian parenting style, it was found that these modifiers were significantly negatively correlated with general, permissive, non-invasive, and authoritative parenting styles. Moreover, overall modulation, as measured through basic human normative issues, is positively correlated with authoritative parenting styles, and negatively correlated with authoritarian parenting styles (Kauffman, 2000).

In addition, many studies have recognized the inhibitory influence of authoritarian parenting styles on the self-regulation and self-adaptation of preschool children (Eisenberg, 2009), thus, children of trusting parents incline to be successful in

controlling behavior in agreement with adult expectations and display very low antisocial behavior levels. Thus, reliable parenting methods may be expected to make a positive influence on children's growth of emotion regulation than other parenting methods (Marsiglia et al., 2007).

The methods of physical punishment, poor monitoring, and fluctuation were associated with the growth and emergence of behavioral disorder in children (Frick, 1992), (as well as a group of studies conducted by (Patterson) and others also showed that cruel treatment. The fluctuation contributed by (30-52%) to the variance in anti-social behavior that the poor control method is the strongest predictor of juvenile delinquency (Capaldi, 1994).

Atrous (2010) found a relationship between methods of wrong parenting (indulging, neglect, ostracism, and indifference) and behaviors of anger, aggression, and stubbornness among children. The results of (Abu Laila) study indicated that there is a direct relationship between methods of parental treatment and behavioral disorder (Abu-Laila, 2002).

Liaquat&Abid was conducted on a sample of children from both sexes, confirmed that poor monitoring was a predictor of behavioral disorder (Abid&Liaquat, 2015). Therefore, conclude that there is an effect of parental treatment methods on behavioral disorder, and that Influencing the trend that negative attitudes lead to behavioral problems and disorders in children and adolescents. In light of the foregoing, the idea of the study came to recognition the parenting styles as perceived by children, and its relationship with ADHD and sense of Hope among Palestinian children in Umm al-Fahm City.

1.3 Problem statement

Parents have a big role in determining the nature and behavior of their children. The parenting styles that parents adopt in dealing with their children and the how they perceive it identify how they interact with others and the environment in which they live (Depew, 2018). The nature of life and the stressors experienced by the Palestinian family in the "occupied interior" lead to many problems. Parents are unable to perform their duties towards their children or deal with them in an improper manner, which may contribute to the emergence or exacerbation of some disorders such as ADHD among

children, especially in this age which requires psychological and emotional care and a great understanding and comprehension by parents (Hosokawa & Katsura, 2019). Considering the importance of sense hope and its ability to deal with these psychological pressures and direct them to the right path (Sales et al., 2014). The problem of attention deficit/hyperactivity is one of the urgent issues in Palestine, and perhaps what puzzles many teachers, researchers, and parents is how to get rid of the symptoms associated with the disorder that disturb the child and those around him and have negative effects on his educational, social and emotional aspects of life. The researcher noticed that there are children who have hyperactivity and distraction problems, and she also noted how the parental treatment these children receive from their parents, this interaction may be due to the parents not being aware of this disorder and considering the behavior of their children as a kind of chaos. That is why this study emerge, whose problem lies in recognizing the parenting styles as perceived by children, and its relationship with ADHD and sense of Hope among Palestinian children in umm al-fahm city.

1.4 Questions of the study

The study seeks to answer the following main question, "What is parenting styles as perceive children and its relationship with ADHD and sense of Hope among Palestinian children in Umm al-Fahm City?" In addition, the following sub-questions:

- 1 What are the prevailing parenting styles (authoritative, authoritarian, permissive, and negligent) among Palestinian children in Umm al-Fahm City?
- 2 What is the level of ADHD among Palestinian children in Umm al-Fahm City?
- 3 What is the level of sense of hope among Palestinian children in Umm al-Fahm City?
- 4 Is there a relationship between parenting styles as perceived by the children and ADHD among Palestinian children in Umm al-Fahm City?
- 5 Is there a relationship between parenting styles as perceived by the children and the sense of hope among Palestinian children in Umm al-Fahm City?
- 6 Do the variables of gender, academic level, parents' achievement, and parents' job status affect parenting styles as perceive by Palestinian children in Umm al-Fahm City?

- 7 Do the variables of gender, academic level, parents' achievement, and parents' job status affect ADHD among Palestinian children in Umm al-Fahm City?
- 8 Do the variables of gender, academic level, parents' achievement, and parents' job status affect the level of sense of hope among Palestinian children in Umm al-Fahm City?

1.5 Objectives of the Study

The study aims to recognition the parenting styles as perceived by children, and their relationship to ADHD and a Sense of Hope among Palestinian children in Umm al-Fahm City, the following sub- objectives:

- Recognition the prevailing parenting styles (authoritative, authoritarian, permissive, and negligent) among Palestinian children in Umm al-Fahm City.
- Identify the level of ADHD among Palestinian children in Umm al-Fahm City.
- Identify the level of sense of hope among Palestinian children in Umm al-Fahm City.
- Identify the correlation between parenting styles as perceived by the children and ADHD among Palestinian children inUmm al-Fahm City .
- Identify the correlation between parenting styles as perceived by the children and the sense of hope among Palestinian children inUmm al-Fahm City.
- To study the variables of gender, academic level, parents' achievements, and parents' job status and the extent of their influence on parenting styles as perceived by the Palestinian children in Umm al-Fahm City.
- To study the variables of gender, academic level, parents' achievement, parents' job status and their influence on ADHD among Palestinian children in Umm al-Fahm City.
- To study the variables of gender, academic level, parents' achievement, parents' job status and their influence on Sense of Hope among Palestinian children inUmm al-Fahm City.

1.6 Statement of importance

There are no studies that have addressed the relationship between parenting styles and ADHD and sense hope, especially in Umm al-Fahm City. It contributes to develop theoretical knowledge about parenting styles and ADHD and sense hope. On the other

hand, the results of this study maybe help in preparing training programs for parents on the best parenting styles that must be adopted in their interaction with their children. It maybe also helps to guide parents whose have children with ADHD how to deal with them and straighten their behaviors. In addition, determining how their children perceived the methods they use. Thus, try to correct them in accordance with the children personality and the nature of their behavior.

1.7 Study Variables

Independent variable: parenting styles include four styles: Authoritative, Authoritarian, Permissive, and Negligent, demographic variables:the student gender, academic level parents' achievements and parents' job status.

Dependent variable: attention deficit hyperactivity disorder (ADHD) and sense of Hope

1.8 Study Delimitation

Scientific delimitation: this study focused on recognition the parenting styles as children perceive it and its relationship with ADHD and sense of Hope among children living inUm al fahem.

Human delimitation: this study carried with Palestinian children in Um al fahem.

Place delimitation: this study conducted in the geographical scope of the schools in Um al fahem.

Time delimitation: the questionnaires were distributed in the academic year 2021/2022 in february.

1.9 Definition of key terms

- Parenting Styles

Parenting styles can be defined as "a styles for children's training that are generated by the standard interplay of parents and how they responsiveness to children acting " (Bahrami et al., 2018, p. 201),The study defines parenting styles procedurally as the degree to which the respondent obtains on the scale of parenting styles which is used in the study.

- **Attention deficit hyperactivity disorder**

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental, behavioral, and mental disorder considered primarily by inattention, episodes of excessive energy, excessive obsession, and impulsivity, which are pervasive, debilitating, and inappropriate for age. Some people with this disorder show difficulty regulating emotions or difficulties with executive task (Septier et al., 2019), the study defines ADHD procedurally as the degree to which the respondent obtains on the scale of ADHD which is used in the study.

- **Sense of Hope**

Sense of Hope can be defined as “cognitive set involving the beliefs in one's capabilities to produce workable routes to goals, as well as the self-related beliefs about initiating and sustaining movement toward those goals” (Gayth, 2017, p. 8), The study defines sense of hope procedurally as the degree to which the respondent obtains on the scale of sense of hope which is used in the study.

Chapter Two

Methods

2.1 Methodology

This section outlined the methodology that is used in this study. It will provide information on participant selection process, instruments, as well as the research design.

2.2 Study design

In this study, the descriptive and correlational method was used, which is the method that is based on describing a specific phenomenon and collecting information about it. (Amsha, 2015), and the researcher used the descriptive approach as a study method, in order to fit the nature of the study.

2.3 Study population

The study population included children and one of their parents and one of their teachers in the Palestinian city of Umm al-Fahm. The age of the sample ranged between 10-18 years. According to statistics on the Um al fahm municipality website there is 10701 child ranged between 10-18.

2.4 Study sample

A total of 150 students from Um al fahem City, one of parent and one teacher of each child participated in the study and the available sample was taken. The study sample was formed on independent variables as illustrated in Table 1.

Ethical Consideration: Consent was obtained directly from the parents of the student and teachers,, as shown in the appendix A. direct approval was obtained from the parents and teachers of the children.

Table 1*Description of the Demographic Variables*

		Frequency	Percent
Child gender	Male	22	14.7
	Female	128	85.3
	Total	150	100.0
mother education	Elementary	2	1.3
	Primary	8	5.3
	Secondary	72	48.0
	higher education	68	45.3
	Total	150	100.0
father education	Primary	16	10.7
	Secondary	70	46.7
	higher education	64	42.7
	Total	150	100.0
mother occupation	non employed	88	58.7
	Employed	62	41.3
	Total	150	100.0

2.5 Study instruments

1- The tools of parental treatment patterns as perceived by the children:

The Parental Treatment Styles tools as Perceived by Children, prepared by Farouk

Jibril, (1989). The tools contain 75 items and includes four styles:

Authoritative: 2,10,6,14,17,25,31,34,38,39,42,61 ,50,53,54,57,58

Authoritarian:(3,7,8,13,15,18,22,26,28,29,30,35,40,43,55,62,66)

permissive: (1,13,5,16,20,24,33,37,45,49,52,60,63,65,67,78,70,71,73,74)

and neglectful: (4,9,12,19,21,23,27,32,36,41,44,48,51,56,59,64,69,72,77), To interpret the results, means of 5- points Likert scale.

2- The Sense of Hope tools prepared by Duaa Abu Talib(2013), consists of 40 items and has 4 dimensions:Meaning of life, strength of will, positive outlook on the future, life goals, the scale contains the following negative paragraphs:

2/5/6/1018/21/25/26/30/34/37

3- A tool for diagnosing hyperactivity and attention deficit in children prepared by Ibrahim Al-Khatib (2010). The tool measures three symptoms:

- **ymptoms of poor attention**
- **Symptoms of hyperactivity**
- **Symptoms of impulsivity**

The questions for this scale are divided into two parts:

- The family questionnaire: It is answered by the mother or the father. In the family questionnaire, the lowest possible score is 0 and the highest score is 183.
- School questionnaire: It is answered by the teacher supervising the child.
In the school questionnaire, the lowest attainable score is 0 and the highest attainable score is 165.

2.6 Validity and Reliability of study instruments:

- Parenting styles scale

- Validity

Pearson correlation coefficient was computed between the items and the mean of each parenting styles, the non-significant items were deleted as follows:

Table 2

Results of Pearson correlation coefficient between the items of each parenting styles

Domain (parenting style)	Item no	Correlation	Sig
Neglectful	64	0.076	0.353
Authoritarian	8	0.138	0.093
	50	0.062-	0.453
	58	0.126-	0.124

- Reliability

After deleting the items mentioned above, Cronbach alpha was computed for each domain in the scale, it ranged between (0.88-0.74) which is considered reliable.

Table 3

Cronbach alpha for each domain in parenting style scale

Domain	No of items	A
Neglectful	18	0.88
Authoritarian	16	0.74
Non authoritative	16	0.88
Non permissive	21	0.87

- **ADHD scale**

- **Validity**

This scale has two main domains (the schoolteacher’s perspective and the family perspective), under each of these main domains, there are three sub-domains. Thus, Pearson correlation coefficient was computed between the items and the mean of each sub domain, the items and the main domain, and the items and the overall mean. Then, Pearson correlation coefficient was computed between the sub -domains and main domains, and the sub-domains and the overall mean. Finally, Pearson correlation coefficient was computed between the main-domains and the overall mean. In all steps, none of the correlations was not significant. Which means that all of the items were valid and none of them was deleted. The correlation values ranged between ($r= 0.279$, $p=0.001$) and ($r= 0.914$, $p<0.001$).

- **Reliability**

The measure showed high internal consistency as demonstrated below:

Table 4

Pearson correlation coefficient between the main-domains and the overall mean of ADHD scale

Main domains	Sub domains	Items no	A
Parents	Attention deficit	14	0.94
	Hyperactivity	27	0.95
	Impulsivity	18	0.95
	ADHD-Parents point of view	59	0.98
School	Attention deficit	19	0.97
	Hyper activity	10	0.95
	Impulsivity	15	0.94
	ADHD- School point of view	44	0.98
General	ADHD	103	0.99

- Sense of Hope scale

Validity

Pearson correlation coefficient was computed between the items and the mean of each domain, the items and the overall mean, and the domains and the overall mean. The following correlations were found not significant. Hence, these items were deleted.

Table 5

Pearson correlation coefficient between the main-domains and the overall mean of sense of hope scale

Domain	Item	R	Sig
Positive outlook on the future	6	0.082-	0.319
Positive outlook on the future	10	117	0.153
Strength of will	1	0.048	0.56
Strength of will	5	0.023-	0.78
Strength of will	10	0.056-	0.49
General	Future2	0.023	0.78
General	Will6	-0.145	0.077

- Reliability

The internal consistency levels were within a moderate yet acceptable range (0.52-0.75).

Table 6

Pearson correlation coefficient between the main-domains and the overall mean of sense of hope scale

Domain	Items no	A
Meaning of life	10	0.64
Positive aoutlookfor the future	7	0.52
Strength of Will	6	0.75
Life goals	10	0.67
Overall hope	33	0.65

Chapter Three

Results

This chapter should include the results of questions and hypotheses of study. Where the chapter reviews the results related to the study questions, examining hypotheses, and achieving the objectives of the study according to its sequence

4.1.1 Results of the first question

What are the prevailing parenting styles (authoritative, authoritarian, permissive, and neglectful) among Palestinian children in Umm al-Fahm City?

To answer this question, the means and standard deviations of each parental style were computed. The table below presents these values in a descending order. As seen in the table, the most prevalent parental style according to the Palestinian children was the authoritarian style (mean= 2.54, Sd= 0.44), while the least prevalent style was the neglectful style (mean= 1.87, Sd= 0.62).

Table 7

means and standard deviations of parental styles

The parental style	N	Mean	SD
Authoritarian	150	2.54	0.44
Non Permissive	150	2.21	0.67
Non Authoritative	150	2.01	0.68
Neglectful	150	1.87	0.62

4.1.2 Results of the second question

What is the level of ADHD among Palestinian children in Umm al-Fahm City?

To answer this question, the means and standard deviations of ADHD and its dimension from the parents and the school point of view were computed. The table below presents these values according to the scale order. As seen in the table, the means of ADHD symptoms are relatively high as the scale range is between 0 and 3. Impulsivity symptoms are the most common, followed by attention deficit and then hyperactive activity. Paired Samples T Test was conducted to compare between symptoms reported at the house and at the school, it was found that symptoms reported by the parents were significantly higher ($t= 2.99, p<0.001$).

Table 8

Means and standard deviations of ADHD

The informative	The variable	N	Mean	SD
Parents	Attention deficit	150	2.28	0.93
	Hyper activity	150	1.94	0.81
	Impulsivity	150	2.29	0.99
	ADHD	150	2.13	0.82
School	Attention deficit	150	2.14	1.10
	Hyper activity	150	1.90	1.04
	Impulsivity	150	2.02	0.97
	ADHD	150	2.04	0.98
General	ADHD	150	2.09	0.87

4.1.3 Results of the third question

What is the level of sense of hope among the sample members?

To answer this question, the means and standard deviations of hope and its dimension were computed. The table below presents these values for hope in the first row, followed by the dimensions' values in a descending order. As seen in the table, the participants scored highly on the life goals dimension while the level of all other dimensions and of the overall variable were moderate.

Table 9

the means and standard deviations of hope

The variable	N	Mean	SD	Level
Hope	150	3.33	0.17	Moderate
Life goals	150	3.76	0.39	High
Life meaning	150	3.39	0.32	Moderate
Strength of Will	150	3.18	0.23	Moderate
Positive aoutlook on the future	150	2.97	0.32	Moderate

4.1.4 Results of the fourth question

Is there a correlation between parenting styles as perceived by the children and ADHD among sample members?

In order to answer this question, Pearson correlation coefficients were computed, the following table presents the correlation matrix between ADHD and the four parenting styles. As seen in the matrix, most of the studied parenting styles (neglectful, non-permissive, non-authoritative/ non consistent) had no significant relation with ADHD, while only the authoritarian parenting style was positively correlated to ADHD symptoms, this correlation is significant yet weak ($r= 0.17$, $p=0.037$).

Table 10*The correlation matrix between ADHD and the four parenting styles (N=150)*

	(1)	(2)	(3)	(4)	(5)
ADHD (1)	-				
Neglectful (2)	0.086	-			
Non-permissive (3)	0.049	0.813**	-		
Non-authoritative/ non consistent (4)	0.042	0.843**	0.823**	-	
Authoritarian (5)	0.17*	0.723**	0.799**	0.709**	-

*: p<0.05 **: p<0.01

4.1.5 Results of the fifth question

Is there a correlation between parenting styles as perceived by the children and the sense of hope among the sample members?

In order to answer this question, Pearson correlation coefficients were computed, the following table presents the correlation matrix between hope and the four parenting styles. As seen in table 11 in appendix E

As seen in the matrix, all of the studied parenting styles (neglectful, non-permissive, non-authoritative/ non consistent, authoritarian) had negative but non-significant relation with hope, meaning that hope is not significantly related to any of the parenting styles.

4.1.6 Results of the sixth question

Do the variables of gender, academic level, parents' achievement, and parents' job status affect parenting styles as perceived by the children of the sample members?

Independent samples T tests and one way ANOVA were conducted to look for any differences in the parenting styles means that could be attributed to the demographic variables (gender, academic performance, parents' educational level, and parents' occupation). The only significant difference found was in the non-permissive parenting style attributed to the gender variable ($t= 2.58$, $p=0.011$), as males (mean=2.54, Sd=0.57) reported significantly higher non-permissive parenting styles than females (mean=2.15, Sd=0.67). As seen in table 12 in appendix E

4.1.7 Results of the seventh question

Do the variables of gender, academic level, parents' achievement, parents' job status and their influence on ADHD among the sample members?

Independent samples T tests and one way ANOVA were conducted to look for any differences in the ADHD symptoms levels that could be attributed to the demographic variables (gender, academic performance, parents' educational level, and parents' occupation). The significant differences found were attributed to the parents' occupation, including mothers' employment ($t= 2.6$, $p=.01$), and fathers' employment ($t= -2.18$, $p=0.03$). Regarding the mothers' employment, children of working mothers (mean= 1.87, Sd= 0.79) were found to be present less ADHD symptoms than children of non-working mothers (mean= 2.24, Sd= 0.9). Regarding the fathers' employment, children of working fathers (mean= 2.14, Sd= 0.89) were found to be present more ADHD symptoms than children of non-working fathers (mean= 1.64, Sd= 0.6). As seen in table 13 and 14 in appendix E.

4.1.8 Results of the eighth question

Do the variables of gender, academic level, parents' achievement, and parents' job status the level of sense of hope among the sample members?

Independent samples t tests was conducted to look for any differences in the level of sense of hope that could be attributed to the demographic variables (gender, academic performance, parents' educational level, and parents' occupation).

The significant differences were not found attributed to the parents' occupation, including mothers' employment ($t = -0.347703$, $p = 0.728557$), and fathers' employment ($t = -1.234821$, $p = 0.218854$). As seen in table 15 and 16 in appendix E.

Chapter Four

Discussion and Conclusions

This chapter outlines the discussion of questions and hypotheses of study. At the end of this section, limitations, conclusions and recommendations are also discussed.

4.1 Discussion

4.1.1 Discussion of the first question

What are the prevailing parenting styles (authoritative, authoritarian, permissive, and negligent) among Palestinian children in Umm al-fahm?

The study found that the most prevalent parental style according to the Palestinian children was the authoritarian style, while the least prevalent style was the neglectful style, which is in agreement with (Martinez et al., 2020).

The prevalence of this style can be explained as one of the results of the occupation, which may deal tyrannically with the Palestinians inside the Palestinian interior. That the occupation be an incentive to acquire an authoritarian style in raising children, because it is likely that parents derive their parenting style from the society in which they live

The parents also use other styles as its shown in the results and its can be explained by one of the basic facts that the family does not follow a single pattern in family treatment, as it differs and varies among itself in terms of social, economic and cultural characteristics. Moreover, some parenting practices affect the student's behavior in terms of his practice of different concepts such as social isolation, expressive ostracism, corporal punishment, and excessive protection or leniency.

Numerous studies show that children are growing and developing normally, and they show that authoritative parenting styles, such as consistent warmth and discipline, are linked to many of the behavioral, social, emotional, and academic outcomes that kids prefer. Conversely, authoritarian parenting styles, such as disciplinary methods, are related to children problem outcomes, like behavioral issues and poor educational performance (Martinez et al., 2020).

4.1.2 Discussion of the Second question

What is the level of ADHD among Palestinian children in Umm al-fahm?

When comparing between symptoms reported at the house and at the school, it has been found that symptoms reported by parents were significantly higher. This result is in agreement with (Kreutzer et al., 2011; RCP, 2009; McGough, 2014).

The study also finds that impulsivity symptoms are the most common, followed by attention deficit and then hyperactive activity. In general, a child should not be diagnosed with ADHD unless the core ADHD symptoms begin early in life — before age 12 — and persistently make important difficulties in school and at home. Although ADHD signs can seem in younger or preschool children, analyzing the ADHD disorder in young children is very hard, because developmental difficulties, for example delayed language skills, may be confused with ADHD. Therefore, preschoolers or younger children with suspected ADHD are more probable to need assessment through a professional; for example a speech pathologist, psychiatrist, psychologist or child development specialist.

Although Specialists do not know exactly why babies develop this disorder, and it is possible that it results from difficulties with exactly how the baby's brain develops before birth and, less commonly, difficulties after birth reason ADHD. It is significant to identify that ADHD is a brain difficulty and not just a behavioral disorder.

4.1.3 Discussion of the third question

What is the level of sense of hope among Palestinian children in Umm al-fahm?

Moreover, the study found that the participants scored highly on the life goals dimension, while the level of all other dimensions and of the overall variables were moderate. This result is in line with (Gayth, 2017; Jones, 2015; Abd Al-Khaleq, 2004; Snyder, 2000).

Based on the foregoing result the citizens of the city of Umm al-Fahm are citizens subject to the rule of the occupation. The Arab residents view the occupation as treating them as second-class residents after the Jewish citizens, which generates a sense of

inferiority and may lead to the use of the compensation mechanism by setting more goals that they must achieve as a strategy to try to obtain a decent life.

the sense of hope is one of the important and influencing factors in achieving continuity in civilized life. Hope is a crucial element in any attempt to bring about social change characterized by awareness and organization, it is also considered as a fundamental force in human life. The self of every human being is made up of a set of feelings, sensations, and memories that ultimately make him up and his personality, which in return play a role in his development and modification over the years. This can be seen by the way that fundamental emotions make up a painting's basic colors combine to create new tones; bright and dark colors paint the paintings of our lives and add happy sad moments, calm and nervous details, as well as create an exquisitely integrated human artwork.

4.1.4 Discussion of the fourth question

Is there a relationship between parenting styles as perceived by the children and ADHD among Palestinian children in Umm al-fahm?

Additionally, most of the studied parenting styles (neglectful, non-permissive, non-authoritative/ non-consistent) had no significant relation with ADHD, while only the authoritarian parenting style was positively correlated to ADHD symptoms. This result is inline with (Greven et al., 2011).

The authoritarian parenting style is a repressive style that may try to suppress the symptoms of ADHD by force without a proper treatment method. Trying to suppress the symptoms of any psychological or mental disorder, including ADHD, may contribute to its exacerbation. Likewise, the authoritarian parenting style is a style devoid of warmth, healthy support, and acceptance, and uses punishment, oppression, and lack of response. Such a style may contribute to many behavioral and psychological problems in the child, including ADHD.

The idea of school discipline and methods of treatment for the student approaches the concept of the military barracks, and does not go out to its true meaning, which is the idea of the interesting discovery and development of the energies, abilities and senses of the student. The concept of discipline and childhood is seen as two contradictory ideas,

and parents try in the name of discipline to capture the child and imprison him inside firm perceptions.

Transactions convey a society's identity, direction, mobility, and effectiveness. Instead, it is the most expressive feature of their horizons and fundamental aspects that are reflected in the process of cultural absorption, or the person's absorption of the dominant culture that serves as the foundation of society and its history. The transaction is increasing capabilities and satisfying demands rather than filling a gap.

As for upbringing, it is the greatest manifestation of the culture of treatment, and its basis, concepts, means and goals constitute most aspects of the transaction. As for education, training and care, they are only educational ways and methods of upbringing. Taking care of the child is not a state of kindness or doing good, but rather acts of social demonstration.

Hence, the family must adopt a realistic perspective and honest perception, face social issues head-on by focusing on education, and correct any wrongs. Because the amount of time a child spends in a family is more than what he or she spends in a school, the family continues to be given more responsibility than institutions.

4.1.5 Discussion of the fifth question

Is there a relationship between parenting styles as perceived by the children and the sense of hope among Palestinian children in Umm al-fahm?

The study results indicate that all of the studied parenting styles (neglectful, non-permissive, non-authoritative/ non-consistent, authoritarian) had negative but non-significant relation with hope. Meaning that hope is not significantly related to any of the parenting styles. This result is in agreement with (Rowe et al., 2010) that the authoritarian style is characterized by great urgency and low response and is categorized through strictly imposed rules and fatwas obvious by the parents, in addition to strong control on children's autonomy.

Hope is one of the positive emotions that was once considered as a human virtue, and continues to this day. Therefore, psychologists are currently focusing on discovering the adaptive capacity that can be gained through hope - such as linking hope with academic

or athletic achievement - and its relationship to increased well-being, which will affect physical and psychological aspects and strengthening personal relationships.

The Basic Elements of hope include goals in which people who have a high degree of hope have realistic goals for the near and long future, where the methods of reaching those goals consists of: drawing up a plan or a path with the ability and willingness to search for alternative methods if necessary. Additionally, providing motivation to pursue the goal and conducting positive self-talk like telling themselves, "I think I can."

Researchers e.g. (Rowe et al., 2010) believe that hope is distinguished from optimism in that it tends to focus on specific goals, while optimism focuses on only good things happening. Speaking of the difference between hope and dreaming, researchers see hope as motivating and helping a person to face reality, as opposed to wishing and dreaming, which means escaping from reality.

Moving on to the sources of hope; faith is one of his common sources, as are the successes of some family members, and humor can also be an element to create hope in some people's lives. Moreover, building a family properly ensures dependency, that it takes an active part in realizing the child's rights to what is his, and that it is keen on the child's development and guiding in an age-appropriate manner while simultaneously protecting privacy.

In addition, the dialectical relationship between the individual and society explains a lot about the methods of treating children in a sound social manner, as each of them is associated with its progress and development for the better. The family constitutes the first environment in which the individual enters and is reborn, and it is the first field in which the individual forms the foundations of his psychological, physical, mental and behavioral personality. On the other hand, it is consistent with the child's observations of the behaviors that appear in his family.

The interaction of the family with the child depends on the child's position in the family, whether he or she is the first, middle, or only child, as well as whether or not he or she is the only child of his or her gender. The influence of parents on the child also depends on the mode of communication, whether it be physical or verbal. It makes sense that the father would want to interact physically with his child. When a child is neglected or has

his wants and words ignored, it can result in destructive and aggressive communication between the family members.

Authoritarian parents attempt to control the behavior of their children according to a specific standard of behavior, typically an absolute standard autocratic parents tend to utilize extreme demands to discipline their children and allow them only a modicum of independence. They also show a decrease in emotional and affection warmth in their relations between parents and children.

Therefore, this kind of parenting is likely related to the psychosocial growth of children; which means that children of autocratic parents are more likely to have low self-esteem, be less secure and less satisfied, and have negative attitudes towards the world. On the contrary, they are more likely to do well in terms of obedience to standards.

4.1.6 Discussion of the sixth question

Do the variables of gender, academic level, parents' achievement, and parents' job status affect parenting styles as perceived by Palestinian children in Umm al-fahm?

The results show that the only significant difference found in the non-permissive parenting style was attributed to the gender variable only, as males reported significantly higher non-permissive parenting styles than females. This result is in accordance with (Sabah, 2016).

One of the characteristics of the permissive parenting style is that he befriends his child. They rarely discipline their children or teach them to be independent. In the city of Umm al-Fahm, it is common for parents to express feelings of love for girls and tolerate them in expressing their emotions. It is allowed for the girl to cry and rejoice, unlike the young man who crying may be considered a shame. Likewise, the parents do not place any material duties on the shoulders of the girl and do not demand that she be financially independent, and she may continue to receive financial support until her marriage. The opposite of the young man whom parents and society expect him to start supporting himself at an earlier generation than the girl, perhaps before he finishes school.

4.1.7 Discussion of the seventh question

Do the variables of gender, academic level, parents' achievement, and parents' job status affect ADHD among Palestinian children in Umm al-fahm?

The study also found significant differences to the parents' occupation, including mothers' employment and fathers' employment. Regarding the mothers' employment, children of working mothers were found to be present less ADHD symptoms than children of non-working mothers. Regarding the fathers' employment, children of working fathers were found to be present more ADHD symptoms than children of non-working fathers.

This result can be explained by the fact that working mothers in the city of Umm al-Fahm may have higher salary and live quality and its more likely that she can afford the therapy costs.

Understanding children, attending to their demands and needs, encouraging and helping them to achieve healthy development as they move through their various age stages are the current trends. Researchers in psychology, society, and mental health all urge parents to raise their children in constructive ways (Perez-Gramaje et al., 2019). Because parents have a significant impact on their children's lives, it is important to recognize all of their efforts, no matter how small they may be, and to encourage them to participate in all of their activities. This illustrates the significance of the parents' lives and the degree to which they influence children's lives (Rowe et al., 2010).

4.1.8 Discussion of the eighth question

Do the variables of gender, academic level, parents' achievement, and parents' job status affect the level of sense of hope among Palestinian children in Umm al-fahm?

The study also showed that variables of gender, academic level, parents' achievement and parents' job status had no significant impact to the level of sense of hope attributed to the parents' occupation, including mothers' employment. This result is in accordance with (Sales et al., 2014) study.

It is possible to explain this result that both genders, male and female, educated and non-educated parents, parents' achievement and job status have a positive and negative effect, as each situation has advantages that encourage a sense of hope and advantages that encourage the opposite. Working mothers have a better financial situation, which is

a matter of hope, but non-working mothers have more time to spend with her child, which is also a source of hope. Both Genders have the same level of sense of hope. This can be explained by the fact that the sense of hope is something common to both genders , in terms of the positive attitude toward the future, life goals, meaning of life and willpower. .

4.2 Conclusion

The study found that the most prevalent parental style according to the Palestinian children was the authoritarian style while the least prevalent style was the neglectful style. This can be explained by one of the basic facts that the family does not follow a single pattern in family treatment, as it differs and varies among itself in terms of social, economic and cultural characteristics. Moreover, some parenting practices affect the student's behavior in terms of his practice of different concepts such as social isolation, expressive ostracism, corporal punishment, and excessive protection or leniency.

The continuity of a particular style, or a group of methods used in the upbringing of the child have an impact on shaping his personality, which is divided into two types, normal methods, which include (democracy and achieving psychological security for the child), and abnormal methods, including (excess protection, domination and neglect).

Some parents are characterized by strictness and exaggerated and abhorrent estrangement in their daily dealings under the roof of the family home, where this strictness and this estrangement take different manifestations, including extreme severity, strict orders and unconscious opposition to the child's desires. Therefore, it is necessary to imagine the existence of a family, which seeks to destroy the psychological life of its children or to torture them morally.

The roots of society based on patriarchal authority are still dominant. The father uses violence against his wife and children, brothers use violence against each other, and the individual uses violence against his friends.

The factors are numerous and varied and are due to the theory of frustration, as the satisfied student frequently does not engage in violent behavior and the dissatisfied student uses violence as one of the means of expressing rejection. Parents' expectations

for the student, which exceed the student's own abilities and capabilities, turn him into an achievement individual to receive an appreciation.

4.3 Limitations

The researcher had to deal with a number of communication issues with the study's sample and community, as well as challenges finding participants for the sample. In addition to the need to teach the parents how to explain the paragraph meaning to kids in objective way, the paragraphs were long to the young kids and it was difficult to answer all the paragraphs at once, the Covid pandemic's constraints made it difficult for the researcher to reach the location of the study.

4.4 Recommendations

In light of the study results, the researcher recommends the following:

- Conducting seminars to inform parents about current educational trends, and help them make improvements in their parenting styles.
- Re-search on a bigger sample from different occupied Palestinian cities that is possible to generalize the results to occupied Palestine.
- Re-search the study with the help of specialists for more reliable diagnosis.
- Holding seminars and lectures for parents to educate them about authoritarian parenting and the way it is connected to indications of ADHD.
- Working to raise the level of hope in children through group and individual treatment programs.
- Make an effort to give psychologists the tools they need to help ADHD-afflicted kids with their symptoms.

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Appendices

Appendix A

Approval

جامعة النجاح الوطنية

كلية الدراسات العليا

برنامج علم النفس الاكلينيكي

المعلمين/ات والأمهات/الاباء الكرام:

السلام عليكم نطلب منكم موافقتكم على الرد على فقرات المقاييس التالية، وذلك لأغراض البحث العلمي بعنوان:
"أنماط التربية الوالدية كما يدركها الابناء وعلاقتها باضطراب فرط الحركة ونقص الانتباه والشعور بالأمل لدى
أطفال فلسطين المحتلة" مع الأخذ بعين الاعتبار أن إجاباتك ستبقى سرية تمامًا، وتستخدم لأغراض البحث العلمي
فقط.

القسم الأول البيانات الشخصية:

النوع: ذكر أنثى

مستوى التحصيل: ممتاز جيد جدا جيد مقبول ضعيف

مستوى تعليم الأم: ابتدائي اعدادي ثانوي جامعي فما فوق

مستوى تعليم الأب: ابتدائي اعدادي ثانوي جامعي فما فوق

الوضع الوظيفي للام: تعمل لا تعمل

الوضع الوظيفي للأب: يعمل لا يعمل

Appendix B
Parenting Styles Scale
مقياس أنماط التربية الوالدية

العبارة	موافق بدرجة كبيرة	موافق	متوسط	موافق بدرجة قليلة	موافق بدرجة قليلة جدا
1. أشعر بتدخل والدي في اختيار أصدقائي					
2. معاملة والدي لي قاسية أحيانا ومتسامحة أحيانا أخرى					
3. أشعر أن والدي مطبوعان على التمرد					
4. يتركني والدي في حيرة حينما أعمل شيئا يختلف عن ذلك الذي طلباه مني					
5. يمنعني والدي من اللعب في المنزل كيفما أريد					
6. هناك اختلاف بين طريقة أبي وأمي في تربيتهما لي					
7. أجد لدى والدي رغبة في تسيير أمور أخوتي					
8. رباني والدي على الطاعة الكاملة					
9. لا يهتم والدي بأن تكون صورتهم جيدة في عيني					
10. لم أشعر أن هناك مصدرا متفقا عليه في المنزل يمكن أن أتلقى منه الأوامر					
11. يتعمد والدي أن يقيما حاجزا بينهما وبينني حتى يحتفظا بهيئتهما ومكانتهما					
12. لا يهتم والدي بدوام ثقتي فيهما					
13. أشعر أن والدي يريدان مني ألا أكون ناكرا لجميلهما					
14. أشعر بالتخيط في تصرفاتي لعجزني عن تحديد ما يرضي والدي					
15. أخوتي في نظر والدي إما أقوياء أو ضعفاء					
16. لا يسمح والدي لي أن أفرض عليهما إرادتي					
17. يقبل مني والدي بعض التصرفات في حين لا تقبلها والدي					
18. يعتمد والدي على أسلوب القوة والضغط في تعويدي على العادات الجديدة					
19. يتجنب والدي مناقشة مشكلاتي التي تثير متاعبهما					
20. أخفي أسراري الخاصة عن والدي					
21. لا يضع والدي ضوابط على ما أتعلمه من خارج المنزل .					
22. تعلمت من والدي في مواقف كثيرة أن البقاء للاقوى					

					23. يتجاهل والدي مشكلاتي حتى لا أثيرها مرة أخرى
					24. يتبع والدي معي أسلوب العقاب البدني
					25. يقبل مني أبي بعض التصرفات في أوقات معينة ولا يقبلها مني في أوقات أخرى
					26. أحس برغبة لدى والدي في أن تكون لهما سيادة تامة في المنزل
					27. ينظر والدي إلى مشكلاتي على أنها الأعباء من جانبي
					28. رباني والدي على عدم الثقة في نفسي وفي إمكانياتي
					29. تتسم حياتي الأسرية بعدم الاتفاق بين والدي على طريقة تربية اخوتي
					30. بشجعتني والدي على أن أكون مسيطراً على الآخرين مثلهم
					31. تقبل مني والدتي بعض التصرفات في أوقات معينة ولا تقبلها مني أوقات أخرى
					32. ينظر والدي إلى مشكلاتي على أنها طريقة لجذب الاهتمام
					33. يقيد والدي حريتي في مواعيد خروجي من المنزل وعودتي إليه
					34. يؤنب والدي والدتي على عدم إتباع النظام الدقيق في تربيتنا
					35. أشعر بمتعه والدي حينما ينظمان نشاطات الآخرين ويوجهانها
					36. حينما أكون في مشكلة يتركني والدي بمفردي
					37. لا يعاملني والدي كصديق لهما
					38. عندما أقوم ببعض التصرفات التي ترضي والدي فإنني أقابل بالنوم من والدي أو العكس
					39. مهمة والدي هي رؤية مدى تقبلنا لما يطلبانه مني
					40. ينظر إلى والدي على أنني السبب في عدم إتمام عملهما على الوجه السليم
					41. لا ألقى تشجيعاً من والدي على أي شيء جيد أفعله
					42. تسمح لي والدتي بالذهاب إلى السينما والاشتراك في النادي
					43. بينما لا يوافق والدي على ذلك أو العكس
					44. يرفض والدي القرارات التي أخذها بنفسه بعيداً عنهما
					45. يشعر والدي بعدم الحرية بسبب تواجدهما باستمرار معي
					46. معظم طلباتي مرفوضة من والدي
					47. أشعر أن القيم التي يحكم بها والدي على تصرفاتي تختلف عن تلك القيم التي تحكم والدتي في ضونها

				48. يعلمني والدي أنهما مصدر التوجيه وإتخاذ القرارات في الأسرة
				49. يشعر والدي بأن الاستكانة للحياة الأسرية يعني التخلي عن الكثير من الأشياء الأخرى
				50. يطالبني والدي بالالتزام بطريقة معينة لتناول الطعام
				51. يعلمني والدي أن أفكر في أموري الخاصة وأن يكون لهما الرأي الأخير
				52. أشعر أن والدي ندما على الارتباط الأسري وأحسا بقيمة الحرية
				53. يفرض والدي علي قيودا على اللعب داخل المنزل وبالاثاث
				54. يسمح لي والدي بمخالفة القرارات التي تتخذها والدتي إزاء بعض تصرفاتي او العكس
				55. يشجني والدي على عدم تنفيذ تعليمات والدتي بخصوص بعض تصرفاتي أو العكس
				56. يعلمني والدي أن الأسرة المثالية هي التي يتضح لأفرادها أن أحد الوالدين يمسك بزمام الأمور .
				57. أشعر أن والدي لو كانا يعلمان مسؤولية الزواج ما كانا أقدما عليه
				58. يطالبني والدي على أن أخذ حقي بيدي بينما تدعوني والدتي إلى رفض هذا الأسلوب أو العكس
				59. عندما يقنع الوالدان أحد الأخوة بفكرة معينة فإن بقية الأسرة تهتم بتلك الفكرة
				60. اشعر أن مقدار الاهتمام الذي يعطيه والدي لمنزلنا أقل مما يجب
				61. لا يرضى عني والدي إلا بمستويات عالية من الطاعة
				62. أجد صعوبة في ارضاء والدي في وقت واحد
				63. بعلمي والدي على ضبط مشاعري كلما أمكن
				64. أشعر أن لوالدي مطالب قاسية بخصوص النظافة والنظام
				65. أشعر أن والدي يعتقدان أنني جزء من الأسرة وأحتاج لبعض الرعاية
				66. والدي أقل تسامحاً بصدد سلوكي العدواني
				67. يري والدي أن عقاب الأبناء على الأفعال الخاطئة هو أساس بناء شخصياتهم
				68. يؤمن والدي بأن إتباع النظام وعدم الحياد عنه يؤدي إلى تكوين شخصية قوية
				69. يحرص والدي على أن أتمسك بالقوانين

					70. يرى والدي أن من معاني الزواج أن يهتم كلاهما بالأخر أكثر من الاهتمام بغيرها
					71. يشعري والدي بأنه يجب أن يكون لدى نظام وأداب أكثر مما أنا عليه
					72. يربيني والدي على أن أكون حازماً في تصرفاتي مع الآخرين حتى أكون مثلهما
					73. يندمج والدي مع الأقارب والأصدقاء على حساب مطالب الأسرة
					74. أشعر أن والدي يؤمنان بأن النظام الدقيق ضروري في تربيتي
					75. يشعري والدي بأن تنفيذ قواعد التربية بجدية لا يؤذي وأنا لمصلحتي
					76. أشعر أن والدي لا يحيطاني برعايتهما لا يحب والدي أن أفعل شيئاً إلا إذا طلباه مني
					77. أشعر أن حرص والدي على أقل من اللازم

Appendix C

Sense of Hope Scale

1. مقياس معنى الحياة

العبرة	موافق بشدة	موافق	محايد	معارض	معارض بشدة
1. أرى أن وجودي له قيمة يعتر بها ومعنى جليل					
2. تبدو في الحياة روتينية					
3. حياتي مهمة حتى لو لم أحقق كل ما أطمح إليه					
4. أشعر بأن الحياة مليئة بالفرص وإمكانيات النمو					
5. حياتي لها معنى واضح					
6. أشعر بالملل من النشاطات التي أمارسها يومياً					
7. يوماً أنا لا اعرف جيداً ما الذي أريده في هذه الحياة					
8. هناك الكثير في الحياة أستحق أن أعيش من أجله					
9. أنا راض عن كل شيء في حياتي					
10. اعتقد أن حياتي تسير بشكل فوضوي					

بعد النظرة الايجابية للمستقبل

العبرة	موافق بشدة	موافق	محايد	معارض	معارض بشدة
1. اعتقد أن أموري لا تسير إلى الأحسن					
2. إذا فشلت مرة سافشل كل مرة					
3. أشعر بالخوف الشديد من المستقبل					
4. مصائب اليوم تكون لها فوائد في المستقبل					
5. لا أرى في المستقبل ما يدعو للتفاؤل					
6. أشعر أن المستقبل مليء بالخير والأمل					
7. اعتقد أنني سافشل مستقبلاً					
8. يبدو أن المستقبل كئيباً					
9. يبدو أن المستقبل غير مضمون حتى أستطيع وضع خططاً جادة					
10. أملئ كبير في المستقبل					

بعد قوة الإرادة

العبرة	موافق بشدة	موافق	محايد	معارض	معارض بشدة
1. بالثقة والإرادة أستطيع فعل أي شيء					
2. أي شخص يعمل بجد واجتهاد لديه فرصة جيدة للنجاح					
3. اتجاهل عادة الانتكاسات البسيطة التي تحدث لي					
4. أستطيع تحقيق النجاح تحت أي ظروف					
5. يظل لدي الأمل أمام هزائمي					
6. أعرف أنه بإمكانني أن أجد وسيلة لحل المشاكل حتى عندما تثبط عزيمتي الآخرين					
7. أتلقى دائما الأحداث بصبر ورضا					
8. أعتقد أن حياتي تسير دائما إلى الأفضل بسبب قدرتي مواجهة المخاطر وعدم قبول الحياة على ما هي عليه					
9. النجاح في الحياة يتطلب المثابرة والجهد الشخصي حتى وإن لم تحقق ما تريده فورا					
10. أستطيع التغلب على صعوبات الحياة وشدانها					

بعد الاهداف الحياتية

العبرة	موافق بشدة	موافق	محايد	معارض	معارض بشدة
1. اذا كنت أرغب في تحقيق شيء ما وأجتهد سوف أحقق هدفي في النهاية					
2. أسعى بكل همّة في تحقيق أهدافي					
3. دائما أعرف ما الذي أريد تحقيقه					
4. عندي من المعلومات والمهارات الكافية من أجل تحقيق الأهداف					
5. عندي ثقة بالنفس في تحقيق الأهداف					
6. لا يهمني الفشل في تحقيق الأهداف					

					مادمت قد تعلمت من التجربة
					7. أحرص على أداء الشعائر الدينية
					8. دائما ما أساعد الناس على تحسين حياتي
					9. أسعى لإرضاء ربي
					10. أسعى لتطوير قدراتي الكامنة

Appendix D

ADHD Scale

استبيان الأسرة (الوالدين)

1. أعراض ضعف الانتباه لدى الأطفال

العبارة	دائما	غالبا	احيانا	نادرا
1. ضعف القدرة على الانتباه والتركيز				
2. ضعف القدرة على الإدراك التفاصيل والعلاقات				
3. يعاني من الشرود واحلام اليقظة				
4. يفشل في اتمام المهام التي يبدأها				
5. يعاني من الذهول والحيرة أو الارتباك				
6. ، ينتقل من نشاط لآخر دون مبرر				
7. يروي قصصا غير حقيقية أو كاذبة				
8. لا يستمع أو يصغي الى التعليمات التي تقدم اليه				
9. كثيرا ما ينشغل بذاته باصابعه،ملابسه ، بشعره				
10. من السهل قيادته من الغير				
11. يتشتت انتباهه بسبب المثيرات وبشكل غير عادي				
12. ينسي أشياء او ادوات هامه				
13. التعرض إلى حوادث بسبب نقص الانتباه				
14. يتجنب المهام الصعبة التي تتطلب جهداً عقلياً، يفشل في تنظيم المهام أو الأشياء في حياته				

اعراض فرط الحركة

العبارة	دائما	غالبا	احيانا	نادرا
1. اعمال وسلوكيات كثيرة مزعجة وغير هادفة				
2. الجري والقفز والتسلق				
3. اتلاف الاشياء ويعثرتها				
4. القفز على الاثاث والأشياء				
5. الهروب من المنزل				
6. القيام باعمال مرفوضة من الاخرين				
7. محب للعراك مع الاخرين				
8. يجلس خارج المنزل				
9. قاسي على الحيوانات				
10. لا ينسجم مع اخواته او الاخرين				
11. لا يتمتع بعملية اللعب				
12. سلوكه طفلي وغير ناضج				
13. غير متعاون مع الآخرين				
14. يعبت بعدة اشياء وقد يركز على ذاته				
15. يكلب عدة اشياء متتابعة				

				16. يمص أو يمضغ الإبهام أو الملابس أو البطانية
				17. ينقل أشياء على كتفه من مكان لآخر
				18. يقاوم النظم والقواعد وخالف المواعيد
				19. يقوم بسرقة الأشياء
				20. مطيع باستيلاء أو بامتعاض
				21. قاسي وتصرفاته وحشية
				22. متمرد وعنيد وغير مطيع
				23. صعب في تكوين صداقات والتواصل مع الآخرين
				24. ينكر الأخطاء ولوم الآخرين له
				25. كلامه غير واضح ومختلف عن الأطفال الآخرين
				26. يمكن ان يقوم بسلوك مضاد للمجتمع كاشعال النار
				27. يتجنب الاعتذار

اعراض الاندفاعية

العبارة	دائما	غالبا	احيانا	ابدا
1. افراط حركي اندفاعي لا يهدأ				
2. عناد ومعارضة				
3. لا يستطيع السيطرة على افعاله				
4. يصعب عليه الانتظار				
5. يلامس احيانا اشياء غير متوقعة				
6. سرعان ما تنجرح مشاعره				
7. يتغير المزاج بسرعة وبشدة أو صراحة				
8. دائم الشجار ومولع بالعراك مع الآخرين				
9. يضجر بسرعة ويعاني من الملل				
10. يتعرض بسرعة للإحباط من الجهود التي يقوم بها				
11. من السهل ان يصرخ او يبكي				
12. غير قادر على ايقاف حركاته				
13. تجده متجهما عيوسا مستاء				
14. ممكن أن يفصح السر بسرعة وسهولة				
15. يقحم نفسه في أمور لا علاقة له بها				
16. ضرب الآخرين بعنف				
17. اتلاف الأشياء				
18. يجب ان تؤدي مطالبه في الحال				

Schoolteacher ADHD Scale

1. أعراض ضعف الانتباه لدى الطفل

العبارة	نادرا	احيانا	غالباً	دائماً
1. ضعف مدى الانتباه				
2. يحتاج إلى جهد للانتباه الى تعليمات المعلم				
3. يعاني من الذهول والحيرة أو الارتباك				
4. الفشل في اتمام المهام أو الانشطة التبديها				
5. انتقال الطفل من شيء لآخر أو من نشاط لآخر بشكل مزعج وغير هادف				
6. لا يصغي أو يستمع للآخرين				
7. ليس لديه القدرة على متابعة التفاصيل				
8. ليس لديه القدرة على الفهم والاستيعاب وادراك العلاقات				
9. ليس لديه القدرة على التركيز				
10. يعاني من تخلف دراسي أو صعوبة في مجال التعلم				
11. يعاني من الشرود واحلام البقطة				
12. كثيرا ما ينشغل بذاته				
13. تشتت انتباهه بسرعة بفعل المثيرات وبشكل غير عادي				
14. ينسى الاشياء الهامة لانهاء المهام				
15. يفشل في تنظيم المهام وتنفيذها				
16. يفشل في متابعة التعليمات التي توجه اليه				
17. يتجنب المهام التي تتطلب جهدا عقليا وانتباها وادراكا وغير ذلك				
18. يفقد بعض الأشياء والأدوات				
19. التعرض للحوادث بسبب نقص الانتباه				
20. عدم الاهتمام أو اللامبالاة بعملية العلم				

اعراض فرط الحركة

العبارة	نادرا	احيانا	غالباً	دائماً
1. الخروج من الصف عدة مرات دون مبرر				
2. سلوكيات متكررة لدرجة الازعاج				
3. عدم الراحة مع الأحساس بالملل والتلوي اثناء الجلوس على المقعد				
4. يسبب صخباً وضوضاء داخل الصف				
5. يزعج الاطفال الاخرين في الصف ولا ينسجم معهم				
6. غير متعاون مع معلميه أو المشرفين عليه				
7. لا يستجيب للتعليمات متمرد او خارج عن الطاعة				
8. يظهر سلوك العناد والمعارضة				
9. تظهر عليه اعراض اللامبالاة أو الأهمال				
10. يمكن أن يدفع الآخرين في الصف				
11. عدم ممارسة الأنشطة				
12. يتجنب الاعذار				
13. سلوكه لا يمكن توقعه				
14. التواصل الاجتماعي مع الاخرين ضعيف				
15. يتهم الاخرين باستمرار				
16. يتغيب عن المدرسة دون عذر				
17. يخالف الانظمة والمواعيد ويكره أن تقيده النظم او القواعد				
18. من السهل قيادته من الأطفال الاخرين				
19. ينگلم كثيرا بشكل مختلف عن الأطفال الاخرين من نفس العمر (كلام طفلي، تهته)				

اعراض الاندفاعية

العبرة	دائما	غالباً	احياناً	نادراً
1. لا يستطيع السيطرة على أفعاله				
2. يجب ان تؤدي مطالبه في الحال				
3. انفجار المزاج والقيام بسلوك غير متوقع				
4. حساس بشدة لعملية النقد				
5. يبكي كثيراً وبسهولة				
6. صعوبة ارجاء رد الفعل أو الاستجابة				
7. يجيب عن السؤال قبل اتمامه				
8. محب للعراك ودائماً في حالة غضب واستياء				
9. اقحام نفسه في أمور لا مبرر لها				
10. مقاطعة الآخرين في الحديث				
11. غير قادر على إيقاف حركاته المتكررة				
12. ينكر الاخطاء ولوم الآخرين له				
13. مطيع باستياء وبامتعاض				
14. وقاحة مع قلة الحياء في أفعاله				
15. ضرب الآخرين بعنف				
16. يركض ويقفز بسرعة				

Appendix E

Tables

Table 11

The correlation matrix between hope and the four parenting styles (N=150)

	(1)	(2)	(3)	(4)	(5)
Hope (1)	-				
Neglectful (2)	-0.119	-			
Non-permissive (3)	-0.158	0.813**	-		
Non-authoritative/ non consistent (4)	-0.123	0.843**	0.823**	-	
Authoritarian (5)	-0.134	0.723**	0.799**	0.709**	-

***p* < 0.01

Table 12

Independent samples T tests results for differences in the parenting styles means attributed to gender

<i>Measure</i>	<i>Male (22)</i>		<i>Female (128)</i>		<i>T</i>	<i>Sig</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
<i>Autorotation</i>	2.62	0.41	2.52	0.45	0.949	0.344
<i>Nonauthoritative</i>	2.09	0.66	1.99	0.69	0.582	0.561
<i>Nonpermissive</i>	2.54	0.57	2.15	0.67	2.577*	0.011
<i>Neglectful</i>	2.02	0.68	1.85	0.60	1.206	0.230

****p* < 0.05

Table 13

Independent samples T tests results for differences in ADHD attributed to the mother's occupation

<i>Measure</i>	<i>Unemployed (88)</i>		<i>Employed (62)</i>		<i>T</i>	<i>Sig</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
ADHD	2.24	0.90	1.87	0.79	2.606*	0.010

****p* < 0.05

Table 14

Independent samples T tests results for differences in ADHD attributed father's occupation

<i>Measure</i>	<i>Unemployed (16)</i>		<i>Employed (134)</i>		<i>T</i>	<i>Sig</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
ADHD	1.64	0.60	2.14	0.89	-2.186*	.030

*** $p < 0.05$

Table 15

Independent samples T tests results for differences in ADHD attributed mother's occupation

<i>Measure</i>	<i>Unemployed(88)</i>		<i>Employed(62)</i>		<i>T</i>	<i>Sig</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
the level of sense of hope	3.3233	.17357	3.3331	.16339	-0.347703	0.728557

*** $p < 0.05$.

Table 16

Independent samples T tests results for differences in ADHD attributed father's occupation

<i>Measure</i>	<i>Unemployed (16)</i>		<i>Employed (134)</i>		<i>T</i>	<i>Sig</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
the level of sense of hope	3.2781	.12412	3.3332	.17295	-1.234821	0.218854

*** $p < 0.05$



جامعة النجاح الوطنية
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الانتباه والشعور بالأمل لدى الأطفال في مدينة أم الفحم

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إشراف
د. شادي ابو الكباش

قدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الماجستير في علم النفس الإكلينيكي، من
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الملخص

هدفت الدراسة إلى التعرف إلى أنماط الأبوة والأمومة كما يراها الأطفال وعلاقتها باضطراب فرط الحركة ونقص الانتباه والشعور بالأمل لدى الأطفال في مدينة أم الفحم المحتلة بسبب اهتمام الباحثة بأساليب التربية ومعرفتها بأهميتها لدى الاطفال،ومن هنا تولدت الرغبة لمعرفة ارتباط أنماط التربية وبين اضطراب فرط الحركة ونقص التركيز والشعور بالامل. تناول البحث أطفال من مدينة أم الفحم المحتلة حيث افترضت الباحثة ان أنماط التربية قد تكون مميزة كنتيجة لاثار الاحتلال، اعتمدت الدراسة المنهج الوصفي التحليلي، واجريت على مجتمع أطفال مدينة أم الفحم الفلسطينية. تراوحت أعمار العينة ما بين 10-18 سنة وتم اختيار العينة المتاحة. تكونت العينة من (150) طفلا من السكان الأصليين لمدينة أم الفحم، حيث توصلت الدراسة الى أن النمط الأبوي الأكثر انتشارًا من وجهة نظر الأطفال هو النمط السلطوي (المتوسط = 2.54 ، $Sd = 0.44$) ، بينما كان النمط الأقل انتشارًا هو نمط الإهمال (المتوسط = 1.87 ، $Sd = 0.62$).

كما هو واضح في نتائج الدراسة، فإن متوسط أعراض اضطراب فرط الحركة ونقص الانتباه مرتفع نسبيًا حيث يتراوح نطاق المقياس بين 0 و 3. أعراض الاندفاع هي الأكثر شيوعًا يليها نقص الانتباه ثم النشاط المفرط. وجد أن الأعراض التي أبلغ عنها الوالدان كانت مرتفعة بشكل ملحوظ ($t = 2.99$ ، $p < 0.001$). ووجدت الدراسة أيضًا أن المشاركين سجلوا درجات عالية في بُعد أهداف

الحياة بينما كان مستوى جميع الأبعاد الأخرى والمتغير العام متوسطاً. معظم نتائج الدراسة لم يكن لأساليب الأبوة والأمومة أي علاقة مهمة مع اضطراب فرط الحركة ونقص الانتباه في حين أن أسلوب الأبوة السلطوي فقط كان مرتبطاً بشكل إيجابي بأعراض اضطراب فرط الحركة ونقص الانتباه وهذا الارتباط مهم ولكنه ضعيف ($r = 0.17$ ، $f = 0.037$). كما رأينا في نتائج الدراسة، فإن جميع أنماط الأبوة المدروسة لها علاقة سلبية ولكنها غير مهمة بالأمل ، مما يعني أن الأمل لا يرتبط بشكل كبير بأي من أساليب تربية الأطفال.

في ضوء نتائج الدراسة توصي الباحثة بعدة أمور مثل إقامة ندوات للأهالي ومحاضرات لتوعيتهم حول نمط الأبوة الاستبدادي وكيف أنه من الممكن أن يكون بينه علاقة وبين أعراض فرط الحركة ونقص الانتباه، العمل على رفع مستوى الشعور بالأمل عند الأطفال عن طريق برامج علاجية جماعية وفردية، العمل على تزويد الأخصائيين النفسيين بالآليات المناسبة للتخفيف من أعراض اضطراب فوط الحركة ونقص الانتباه للأطفال الذين يعانون منه.

الكلمات المفتاحية: أساليب المعاملة الوالدية، اضطراب فرط الحركة ونقص الانتباه، الإحساس بالأمل، الأطفال الفلسطينيين.