

Research Paper

Psychological Well-Being, Resilience and Hope among Parents of Children with ASD and ADHD, Bangalore

Resmi A.^{1*}

ABSTRACT

Parents of children with neurodevelopmental disorders often experience considerable caregiving demands, and previous research largely focuses on stress, anxiety, and caregiver burden. The present study examines psychological well-being, resilience, and hope from a strengths-based perspective among parents of children with Autism Spectrum Disorder (ASD) and Attention-Deficit/Hyperactivity Disorder (ADHD) in Bangalore. As an additional analysis, the study compares psychological well-being, resilience, and hope between parents of young children and parents of adolescents. A quantitative cross-sectional correlational-comparative research design is used. The sample consists of 71 parents, including 26 parents of young children aged 3–9 years and 45 parents of adolescents aged 10–19 years. Psychological well-being is assessed using Ryff's Scales of Psychological Well-Being. Resilience is measured using the Wagnild and Young Resilience Scale (RS-25), and hope is assessed using Snyder's Adult Hope Scale. The data are analyzed using Pearson's correlation and independent-samples t-test. The findings show significant positive relationships among psychological well-being, resilience, and hope. Resilience and hope demonstrate the strongest positive association ($r = .699$, $p < .01$). Parents of adolescents report significantly higher psychological well-being than parents of young children ($t = 2.27$, $p < .05$). A significant difference is also observed in the autonomy dimension of psychological well-being. However, no significant differences are found between the two groups in overall resilience or hope. The findings indicate that psychological well-being, resilience, and hope are positively related among parents of children with ASD and ADHD in the present sample. The additional analysis indicates higher psychological well-being and autonomy among parents of adolescents, highlighting the relevance of considering the developmental stage of the child in understanding parental psychological functioning. The findings support strengths-based and family-centred psychological support for parents. Overall, psychological well-being, resilience, and hope remain important positive psychological resources among parents of children with neurodevelopmental disorders.

Keywords: *Psychological Well-Being, Resilience, Hope, Autism Spectrum Disorder, ADHD, Parents*

¹MSc Psychology Student, Department of Psychology and Allied Science, Jain (Deemed-to-be University), Bengaluru, Karnataka, India

*Corresponding Author

Received: September 26, 2026; Revision Received: October 08, 2026; Accepted: October 12, 2026

© 2026, Resmi, A.; licensee IJIP. This is an Open Access Research distributed under the terms of the Creative Commons Attribution License (www.creativecommons.org/licenses/by/2.0), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

Parents of children with neurodevelopmental disorders often experience continuing demands related to their child's development, behaviour, education, and daily functioning. Autism Spectrum Disorder (ASD) and Attention-Deficit/Hyperactivity Disorder (ADHD) are neurodevelopmental conditions that may require sustained parental involvement and support. Research has frequently examined the difficulties associated with caregiving, particularly parenting stress and reduced well-being. Hayes and Watson (2013) reported elevated parenting stress among parents of children with ASD, while Theule et al. (2013) found a similar pattern among parents of children with ADHD. Such findings highlight the psychological demands associated with long-term caregiving. However, focusing only on difficulties may provide an incomplete understanding of how parents adapt to these demands. Parents may also draw upon positive psychological resources that support their adjustment and continued functioning.

A positive psychological perspective provides a broader framework for understanding parental adjustment. Psychological well-being refers to positive psychological functioning and includes self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989). Resilience refers to the capacity to adapt positively when faced with adversity and to maintain or regain functioning despite challenging circumstances (Masten, 2001). Hope, within Snyder's Hope Theory, involves goal-directed motivation and the perceived ability to identify pathways towards desired goals (Snyder et al., 1991). These constructs may be particularly relevant to parents of children with neurodevelopmental disorders because caregiving involves ongoing responsibilities, changing developmental needs, and concerns regarding the child's future.

Previous research suggests that positive psychological resources are associated with parental well-being. Gavidia-Payne et al. (2015) identified parental resilience as an important construct associated with family adjustment, adaptive parenting, and parental well-being among families of children with developmental disabilities. Similarly, Halstead et al. (2018) reported an association between resilience and well-being among mothers of children with ASD and other developmental disabilities. Hope has also been linked with positive psychological functioning among parents. Faso et al. (2013) examined hope and well-being among parents of children with ASD, while Shenaar-Golan (2017) reported an association between hope and subjective well-being among parents of children with special needs. These findings indicate that resilience and hope may have an important role in understanding parental psychological functioning.

Research examining these constructs together has also provided evidence of their interrelationships. Yan et al. (2024), in a systematic review, reported positive associations among resilience, dispositional hope, and psychological well-being. Similar relationships have been reported in Indian samples. Bhardwaj and Imran (2023) examined hope, resilience, and psychological well-being among young adults, while Rajeswari and Prakasha (2024) examined resilience and hope among special educators. Although these studies provide support for the relevance of positive psychological resources, findings from young adults, students, and professionals cannot be directly generalized to parents caring for children with neurodevelopmental disorders. Recent Indian research has also begun to examine psychological well-being among parents of children with ASD (Batra & Pandeya, 2025; Singh, 2025), but research examining psychological well-being, resilience, and hope together within this parental population remains limited.

The developmental stage of the child may further influence parents' psychological experiences. Parents of young children may face concerns related to diagnosis, early intervention, developmental progress, behavioural management, and educational support. As children enter adolescence, parental concerns may increasingly involve academic demands, peer relationships, emotional and behavioural changes, social functioning, independence, and future planning. Darnal and Namrata (2023), for example, examined stress, psychological well-being, and coping among parents of younger children and adolescents with ASD, suggesting the relevance of developmental stage when understanding parental experiences. Nevertheless, limited research has specifically compared parents of young children and adolescents with ASD and ADHD in terms of psychological well-being, resilience, and hope.

Thus, there is a need to examine parental psychological functioning from both a difficulty-based and strengths-based perspective. In particular, research from the Indian context examining the three positive psychological constructs together among parents of children with ASD and ADHD is limited, and evidence from Bangalore is especially scarce. Examining developmental-stage differences may also provide a more differentiated understanding of parental experiences, as caregiving demands may change as children grow older.

The present study therefore examines the relationships among psychological well-being, resilience, and hope among parents of children with ASD and ADHD in Bangalore. As an additional analysis, the study compares parents of young children and parents of adolescents on psychological well-being, resilience, and hope. By examining these positive psychological resources together, the study seeks to contribute to a broader understanding of parental psychological functioning and to provide a basis for strengths-based and family-centred approaches to supporting parents of children with neurodevelopmental disorders.

MATERIALS AND METHODS

Objectives

The study assesses psychological well-being, resilience, and hope among parents of children with Autism Spectrum Disorder (ASD) and Attention-Deficit/Hyperactivity Disorder (ADHD) in Bangalore. It also examines the relationships among psychological well-being, resilience, and hope. As an additional analysis, the study compares these variables between parents of young children and parents of adolescents.

Hypotheses

There will be a significant relationship among psychological well-being, resilience, and hope among parents of children with Autism Spectrum Disorder and/or Attention-Deficit/Hyperactivity Disorder.

Additional analysis

As an additional analysis, the study compares psychological well-being, resilience, and hope between parents of young children and parents of adolescents with Autism Spectrum Disorder and/or Attention-Deficit/Hyperactivity Disorder.

Participants

The study included 71 parents of children diagnosed with ASD and/or ADHD residing in Bangalore. Participants were recruited using convenience sampling. The sample consisted of

Psychological Well-Being, Resilience and Hope among Parents of Children with ASD and ADHD, Bangalore

26 parents of young children and 45 parents of adolescents. Parents were classified according to the age of their child, with children aged 3–9 years classified as young children and those aged 10–19 years classified as adolescents.

Participants were included if they were parents of a child diagnosed with ASD and/or ADHD, resided in Bangalore, met the specified child age criteria, were willing to participate voluntarily, provided informed consent, and were able to understand and complete the questionnaires. Participants who did not meet these criteria, did not provide consent, or returned substantially incomplete questionnaires were excluded.

A quantitative, non-experimental, cross-sectional correlational-comparative design was adopted. The correlational component examined the relationships among psychological well-being, resilience, and hope, while the comparative component examined differences between parents of young children and parents of adolescents.

Materials

A socio-demographic and clinical information schedule was used to collect details regarding the gender of the parent, diagnosis of the child, gender of the child, marital status, and developmental-stage group.

Psychological well-being was assessed using Ryff's Scales of Psychological Well-Being. The 18-item version used in the study assesses six dimensions: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The items are rated on a 7-point response scale.

Hope was assessed using Snyder's Adult Hope Scale (Snyder et al., 1991). The scale consists of 12 items, including eight scored items and four filler items. The scored items assess the two components of hope, namely Agency and Pathways.

Resilience was assessed using the 25-item Resilience Scale developed by Wagnild and Young. The scale uses a 7-point response format and assesses characteristics associated with resilience. The dimensions considered in the present study were Personal Satisfaction, Equanimity, Feeling Good Alone, Self-Confidence, and Perseverance.

Data Collection

Data were collected through a Google Form from parents who met the eligibility criteria. The purpose and nature of the study were explained to the participants, and informed consent was obtained before they proceeded with the questionnaires. Participants first provided the required demographic and clinical information and then completed the three standardized psychological measures.

Participants were instructed to respond to each item according to their experiences. The questionnaires were administered according to the respective instructions and scoring procedures. After completion, responses were checked for completeness and were subsequently scored and entered for statistical analysis. Participants were then classified into the young-child and adolescent groups for comparative analysis.

Scoring

The responses were scored according to the prescribed procedures for each instrument. For Ryff's Scales of Psychological Well-Being, the relevant items were reverse scored where required, and higher scores indicated greater psychological well-being.

For the Adult Hope Scale, the eight scored items were used to obtain Agency, Pathways, and Total Hope scores. The four filler items were not included in the calculation of the scores. Higher scores indicated greater hope.

For the 25-item Resilience Scale, responses were scored on the prescribed 7-point scale, with higher scores indicating greater resilience.

Variables

The main study variables are psychological well-being, resilience, and hope. The study examines the relationships among these three psychological variables using Pearson's product-moment correlation.

As an additional analysis, the developmental stage of the child is used as a grouping variable. Participants are classified as parents of young children (3–9 years) or parents of adolescents (10–19 years). Independent-samples *t*-tests are used to compare the two groups on psychological well-being, resilience, and hope.

RESULTS AND DISCUSSION

The study examines the relationships among psychological well-being, resilience, and hope among parents of children with Autism Spectrum Disorder (ASD) and/or Attention-Deficit/Hyperactivity Disorder (ADHD) in Bangalore. An additional analysis compares parents of young children and parents of adolescents on these three psychological variables.

Primary analysis: Relationships among psychological well-being, resilience, and hope

Pearson's correlation analysis shows significant positive relationships among psychological well-being, resilience, and hope among the 71 parents. Psychological well-being is positively related to resilience ($r = .480, p < .01$) and hope ($r = .569, p < .01$). Resilience also shows a significant positive relationship with hope ($r = .699, p < .01$). Thus, all three variables are significantly and positively related in the present sample.

Table 1 Pearson correlations among psychological well-being, resilience, and hope.

Variable	Psychological Well-Being	Resilience	Hope
Psychological Well-Being	—	.480**	.569**
Resilience		—	.699**
Hope			—

Note. ** $p < .01$.

The positive relationship between psychological well-being and resilience is consistent with previous research indicating that resilience is associated with positive psychological functioning among parents of children with developmental disabilities. Similarly, the significant relationship between psychological well-being and hope is consistent with findings reported by Shenaar-Golan (2017), who found an association between hope and subjective well-being among parents of children with special needs. The strongest association in the present study is between resilience and hope ($r = .699, p < .01$). This

finding is also consistent with research indicating positive associations among resilience, hope, and well-being (Satici, 2016). These findings provide support for the relevance of positive psychological resources in understanding the psychological functioning of parents of children with ASD and/or ADHD.

Additional analysis: Comparison between parents of young children and adolescents

An additional analysis compares parents of young children and parents of adolescents on psychological well-being, resilience, and hope. Parents of adolescents report significantly higher overall psychological well-being ($M = 92.77$, $SD = 11.48$) than parents of young children ($M = 86.30$, $SD = 11.71$), $t(69) = 2.27$, $p < .05$. Among the dimensions of psychological well-being, autonomy is also significantly higher among parents of adolescents ($M = 16.53$, $SD = 3.19$) than parents of young children ($M = 14.61$, $SD = 3.42$), $t(69) = 2.40$, $p < .05$. The remaining dimensions of psychological well-being do not differ significantly between the two groups.

Table 2 Comparison of Psychological Well-Being, Resilience and Hope Between Parents of Young Children and Adolescents

Variable	Group	N	Mean	SD	t
Autonomy	Young Children	26	14.61	3.42	2.40*
	Adolescents	45	16.53	3.19	
Environmental Mastery	Young Children	26	14.57	3.10	0.332
	Adolescents	45	14.84	3.37	
Personal Growth	Young Children	26	16.38	3.33	0.985
	Adolescents	45	17.08	2.62	
Positive Relations with Others	Young Children	26	13.00	4.37	1.626
	Adolescents	45	14.60	3.76	
Purpose in Life	Young Children	26	12.96	2.97	1.099
	Adolescents	45	13.88	3.65	
Self-Acceptance	Young Children	26	14.76	4.26	1.388
	Adolescents	45	16.15	3.93	
Psychological Well-Being	Young Children	26	86.30	11.71	2.27*
	Adolescents	45	92.77	11.48	
Resilience	Young Children	26	135.34	25.75	0.689
	Adolescents	45	140.02	28.54	
Agency	Young Children	26	23.69	5.92	0.566
	Adolescents	45	24.46	5.33	
Pathways	Young Children	26	24.53	4.80	0.379
	Adolescents	45	25.00	5.03	
Hope	Young Children	26	48.23	10.56	0.69
	Adolescents	45	49.94	10.19	

Note. * $p < .05$.

Overall resilience does not differ significantly between parents of young children ($M = 135.34$, $SD = 25.75$) and parents of adolescents ($M = 140.02$, $SD = 28.54$), $t = 0.689$. Similarly, overall hope does not differ significantly between the two groups, with mean scores of 48.23 ($SD = 10.56$) among parents of young children and 49.94 ($SD = 10.19$) among parents of adolescents, $t = 0.69$. The Agency and Pathways components of hope also do not show significant differences between the groups.

The higher psychological well-being observed among parents of adolescents, particularly in autonomy, may be considered alongside previous research examining parental experiences across developmental stages. Darnal and Namrata (2023) examined stress, psychological well-being, and coping among parents of younger children and adolescents with ASD, highlighting the relevance of developmental stage when examining parental psychological experiences. However, the present cross-sectional design does not establish that the child's developmental stage caused the observed difference in psychological well-being. Other characteristics of the children, parents, or family context may also have contributed to the difference.

The absence of significant differences in resilience and hope indicates that these psychological resources are relatively similar across the two developmental groups in the present sample. The developmental-group difference observed for psychological well-being is not accompanied by a corresponding significant difference in overall resilience or hope. Since this is an additional analysis and the groups are unequal in size, the findings require cautious interpretation and further examination in larger samples.

Overall, the findings indicate significant positive relationships among psychological well-being, resilience, and hope among parents of children with ASD and/or ADHD. The additional developmental-group analysis shows a significant difference in overall psychological well-being and autonomy, whereas resilience and hope do not differ significantly between parents of young children and parents of adolescents.

CONCLUSION

The study highlights the importance of psychological well-being, resilience, and hope in understanding parents of children with ASD and ADHD. These positive psychological resources provide a useful basis for parent-focused and family-centred support. The findings also highlight the relevance of considering the developmental stage of the child when understanding parental psychological functioning.

The findings have implications for psychologists, counsellors, rehabilitation professionals, and other professionals working with families of children with neurodevelopmental disorders. Parent-focused programmes can address psychological well-being, resilience, and hope as part of family-centred support. Support can also consider the changing needs of parents across developmental stages.

Future research can include larger and more diverse samples, with greater representation of fathers and participants from different regions. Research can also consider grandparents and siblings to understand the wider family context. Longitudinal and intervention studies can examine changes in psychological well-being, resilience, and hope across developmental stages and assess whether programmes that strengthen resilience and hope are associated with improvements in parental psychological well-being.

REFERENCES

- Batra, S. K., & Pandeya, N. (2025). Exploring the factors affecting psychological well-being among parents of children with autism spectrum disorder. *International Journal of Psychology Research*, 7(2), 43–47. doi:10.33545/26648903.2025.v7.i2a.95

- Bhardwaj, M., & Imran, M. (2023). The influence of mindfulness on hope, resilience, and psychological well-being of young adults. *International Journal of Indian Psychology, 11*(3), 1437–1444. doi:10.25215/1103.139
- Darnal, S., & Namrata. (2023). Stress, psychological well-being, and coping styles among parents of younger children and adolescents with autism spectrum disorder. *International Journal of Indian Psychology, 11*(1), 1515–1531. doi:10.25215/1101.154
- Faso, D. J., Neal-Beevers, A. R., & Carlson, C. L. (2013). Vicarious futurity, hope, and well-being in parents of children with autism spectrum disorder. *Research in Autism Spectrum Disorders, 7*(2), 288–297. doi:10.1016/j.rasd.2012.08.014
- Gavidia-Payne, S., Denny, B., Davis, K., Francis, A., & Jackson, M. (2015). Parental resilience: A neglected construct in resilience research. *Clinical Psychologist, 19*(3), 111–121. doi:10.1111/cp.12053
- Halstead, E., Ekas, N., Hastings, R. P., & Griffith, G. M. (2018). Associations between resilience and the well-being of mothers of children with autism spectrum disorder and other developmental disabilities. *Journal of Autism and Developmental Disorders, 48*(4), 1108–1121. doi:10.1007/s10803-017-3447-z
- Hayes, S. A., & Watson, S. L. (2013). The impact of parenting stress: A meta-analysis of studies comparing the experience of parenting stress in parents of children with and without autism spectrum disorder. *Journal of Autism and Developmental Disorders, 43*(3), 629–642. doi:10.1007/s10803-012-1604-y
- Masten, A. S. (2001). Ordinary magic: Resilience processes in development. *American Psychologist, 56*(3), 227–238. doi:10.1037/0003-066X.56.3.227
- Rajeswari, S. A. A., & Prakasha, G. S. (2024). Perceived stress, resilience and hope among special educators. *Indian Journal of Positive Psychology, 15*(1), 15–22.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1069–1081. doi:10.1037/0022-3514.57.6.1069
- Satici, S. A. (2016). Psychological vulnerability, resilience, and subjective well-being: The mediating role of hope. *Personality and Individual Differences, 102*, 68–73. doi:10.1016/j.paid.2016.06.057
- Shenaar-Golan, V. (2017). Hope and subjective well-being among parents of children with special needs. *Child & Family Social Work, 22*(1), 306–316. doi:10.1111/cfs.12241
- Singh, E. (2025). Psychological well-being of parents raising children with autism. *International Journal of Indian Psychology, 13*(2), 1936–1942. doi:10.25215/1302.178
- Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., Yoshinobu, L., Gibb, J., Langelle, C., & Harney, P. (1991). The will and the ways: Development and validation of an individual-differences measure of hope. *Journal of Personality and Social Psychology, 60*(4), 570–585. doi:10.1037/0022-3514.60.4.570
- Theule, J., Wiener, J., Tannock, R., & Jenkins, J. M. (2013). Parenting stress in families of children with ADHD: A meta-analysis. *Journal of Emotional and Behavioral Disorders, 21*(1), 3–17. doi:10.1177/1063426610387433
- Yan, Z., Zakaria, E., Akhir, N. M., & Hassan, N. (2024). Resilience, dispositional hope, and psychological well-being among college students: A systematic review. *The Open Psychology Journal, 17*, e18743501327198. doi:10.2174/0118743501327198240918080833

Acknowledgment

To the research guide, **Asst. Prof. Evangeline Supriya**, Department of Psychology – P.G. Studies, Jain (Deemed-to-be University), Bengaluru, for her valuable guidance, encouragement, and support throughout this research. To the management and faculty members of Jain (Deemed-to-be University), for their support throughout the study. To the parents who participated in the study, for their valuable time and cooperation. To my family and friends, for their constant encouragement and support.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: Resmi, A. (2026). Psychological Well-Being, Resilience and Hope among Parents of Children with ASD and ADHD, Bangalore. *International Journal of Indian Psychology*, 14(4), 099-107. DIP:18.01.010.20261404, DOI:10.25215/1404.010