Individual Differences in Executive Function: The Role of Parental Monitoring as a Moderator

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Abstract

Objective:
Parental monitoring is a factor which affects verbal and nonverbal inhibition components of children’s executive functions.

Method:
112 sixth-grade Kurdish children (mean age: 11 years 5 months) participated in the study. Children were matched on level of hyperactivity. Parents completed the Parental Monitoring Assessment (PMA) and the Strengths and Difficulties Questionnaire (SDQ). Children completed the Stop-Signal task, Modified Opposite Worlds and a challenging star puzzle in order to assess executive function components. PROCESS analysis was also used to perform the moderation analysis.

Results:
Children characterized by poor parental monitoring had deficits in inhibitory control and had significantly slower processing speeds and made significantly more errors than their matched controls. Furthermore, children with high levels of hyperactivity had difficulties in inhibitory control, accuracy, processing speed, and task persistence compared with the control group. Contrary to our prediction, there were no significant differences in reaction times compared with the control group. PROCESS analysis showed a significant moderating role of parental monitoring in the association between each of accuracy, verbal inhibition, and task persistence with hyperactivity.

Conclusion:
the current study suggests that, similar to hyperactivity, children with poor parental monitoring appear to have difficulties in executive function.