Available online at http://www.journalcra.com

International Journal of Current Research
Vol. 10, Issue, 09, pp.73454-73456, September, 2018

INTERNATIONAL JOURNAL OF CURRENT RESEARCH

ISSN: 0975-833X

RESEARCH ARTICLE

FATHER-CHILD RELATIONSHIP AMONG DYCALCULIC ELEMENTARY SCHOOL STUDENTS IN RELATION TO THEIR LOCALITY

***Dr. Jeewan Jyoti**

Post Doctoral Fellow, Himachal Pradesh University, India

ARTICLE INFO

Article History:
Received 04th June, 2018
Received in revised form
12th July, 2018
Accepted 15th August, 2018
Published online 30th September, 2018

Key Words:
Dyscalculia, Parent-Child Relationship, Elementary School Students; locality.

ABSTRACT

The study compares the Father-Child relationship of dyscalculic elementary school students in relation to their locality. Rural dyscalculic elementary school students differ significantly from their urban counterparts on rewarding and punishment dimension of father – child relationship. Urban dyscalculic elementary school students get significantly more reward by their fathers as compare to their rural counterparts. Rural dyscalculic elementary school students get significantly more punishment by their fathers as compared to urban dyscalculic elementary school students.

Citation: Dr. Jeewan Jyoti. **2018.** "Father-child relationship among dycalculic elementary school students in relation to their locality", *International Journal of Current Research*, 10, (09), 73454-73456.

INTRODUCTION

Fathers play an important role in a child's development from birth through adulthood. A good dad can be a positive role model for boys and help them to adopt a healthy gender identity as well as a better awareness of their feelings and emotions. Girls, too, reap some special benefits from having a close father-daughter bond. According to research from Vanderbilt University, girls who had close, positive relationships with their fathers during the first five years of life tended to reach puberty later than girls who had more distant relationships with their fathers. In addition, the University of Oxford researchers noted that girls who had more involved fathers were less likely to face mental health problems later in life. Genuine praise and admiration from a father can help his daughter grow up to be an independent, confident woman. The three keys to father-child relationships are Involvement, influence, and affection. Though they may sometimes find it difficult to express their feelings, most fathers care about their children and families. Poll (1980), six out of ten fathers said their families were the most important element of their life at this time. Only 8 percent said their families were unimportant to them. When asked what they found most satisfying about their families, fathers rated "children," "closeness," and "being together" as personally important.

****Corresponding author:*** **Dr. Jeewan Jyoti**
Post Doctoral Fellow, Himachal Pradesh University, India
DOI: https://doi.org/10.24941/ijcr.32220.09.2018

The first step in any relationship is the feeling by both persons that the other is interested in them and wants to be with them. Many fathers begin to prepare for this kind of relationship before their child is even born. A father who seeks involvement is interested in his wife's pregnancy and prepares for the child's birth. When the child is born he is eager to hold the infant. In countless small ways, this father demonstrates involvement - he may gently touch and play with his children, hold and talk to them. Every child wants to sense this type of involvement from his or her father and mother. Without it, a child feels isolated and rejected. The foundation of the relationship crumbles. A child has emotional needs of affection, love, warmth, protection, acceptance, security, recognition from parents. Mothers' love and warm behavior provide protection for the child, consequently he/she learns behavior patterns, which will bring parental approval and in turn, he/she gets parental love. Walter and Stinnett (1971) concluded that parental acceptance, warmth and support were positively related to favorable emotional, social and intellectual development of the children. On the other hand, extreme strictness without acceptance, warmth and love tended to be negatively related to the child's positive self- concept, emotional and social development. Bean, et al. (2004) suggested that when parent-child relationship connectedness (PCC) is high, the emotional context in a family is high in affection, warmth, and trust. At this state, parents and children might have a better relationship as they enjoy having activities together and are more likely to communicate openly.

Table 1. Means, Standard Deviations and Critical Ratios on Six Dimensions of Father-Child Relationship between Rural and Urban Dyscalculic Elementary School Students

Sr.No.	Dimensions	Gender				CR
		Urban N=60		Rural N=60		
1.	Protecting	M1	25.83	M2	26.35	0.69
		σ1	4.42	σ2	3.89	
2.	Indifferent	M1	21.65	M2	21.88	0.29
		σ1	4.18	σ2	4.60	
3.	Loving	M1	24.65	M2	25.27	0.81
		σ1	4.70	σ2	3.61	
4.	Rejecting	M1	20.45	M2	19.05	1.73
		σ1	4.35	σ2	4.45	
5.	Rewarding	M1	22.37	M2	24.47	2.26*
		σ1	5.70	σ2	4.37	
6.	Punishment	M1	22.85	M2	19.55	3.59**
		σ1	4.49	σ2	5.47	

* significant at 0.05 level of significance for df 118 (Table value = 1.98)
**significant at 0.01 level of significance for df 118 (Table value = 2.63)

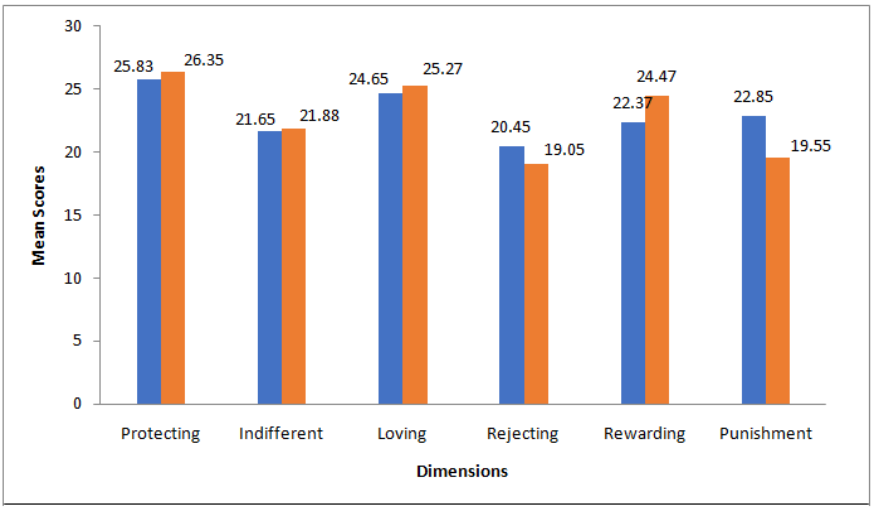

Figure 1. Mean Scores of Rural and Urban Dyscalculic Elementary School Students on Six Dimensions of Father-Child Relationship

Higher parent-child connectedness may lead to a better parent-child relationship in a family. Aggarwal and Mishra (2005) found that reflection, demand, symbolic reward and object reward of parents affect the self-confidence of students significantly. Dyscalculic elementary school students are simply ignored or punished in the class room and labelled as stupid or morons. In homes, also, they have to face indifferent and rejected behavior of the parents. Their problems and emotions are suppressed by the parents due to unawareness about dyscalculia. Further, the variables like self-confidence, adjustment and parent-child relationship also play an important role in the development of a child.

Methodology and Procedure: A sample of 120 Dyscalculic Students of 8th grade was drawn from randomly selected schools of Shimla District. In the present study Parent-Child Relationship Scale, developed by Investigator herself (2017) was used. 3-point scale was developed containing 6 dimensions of parent child relationship. Each dimension contains 10 items. The scale was administered for father and mother separately. The scale was administered on rural and urban dyscalculic 8th grade students of randomly selected schools of Shimla District of H.P. The scale has to be scored separately for each parent. Thus, every respondent will obtain six scores for "father form" and six for "mother form" on the six dimensions of the scale.

Each dimension yields a score found by summing the score of the ratings on each item of the dimensions. The total score for each dimension varies from 10 to 30 and for the total scale from 60 to 180.

Analysis of Data

Father –Child Relationship of Dyscalculic Elementary School Students inRelation to locality: In order to study the differences in father-child relationship between rural and urban dyscalculic elementary school students, 'Critical Ratios' (CR) on six dimensions of father-child relationship were computed which are given in Table 1.

Table 1 shows that the computed 'Critical Ratios' (CR) for four dimensions of father-child relationship i.e. protecting, indifferent, loving and rejecting are 0.69, 0.29, 0.81 and 1.73 respectively. None of these values is found to be significant at 0.05 level of significance for 118 df. It means that no significant difference exists between rural and urban dyscalculic elementary school students with regard to protecting, indifferent, loving and rejecting dimensions of father- child relationship. Figure 1 shows the comparison of the mean scores of rural and urban dyscalculic elementary school students on six dimensions of father -child relationship as below:

Although, there is statistically no significant difference between rural and urban dyscalculic elementary school students for the above mentioned four dimensions of father-child relationship, the trend of means (Table 1 and Figure 1) indicates that: 26.35, 21.88 and 25.27 are the mean scores on protecting, indifferent and loving dimensions of father-child relationship for urban dyscalculic elementary school students are higher as compared to 25.83, 21.65 and 24.65 of rural dyscalculic elementary school students, respectively. This points to the fact that fathers of urban dyscalculic elementary school students are more protective, indifferent and loving in comparison to their rural counterparts. Further, the mean scores on rejecting dimension of father-child relationship for rural and urban dyscalculic elementary school students are 20.45 and 19.05, respectively. It means that rural dyscalculic elementary school students are more rejected by their fathers as compared to urban dyscalculic elementary school students. Table 1 further shows that 'Critical Ratios' (CR) for the comparison of father-child relationship on rewarding and punishment dimensions came out to be 2.26 and 3.59. These values are significant at 0.05 and 0.01 level of significance for 118df, respectively which means that rural and urban dyscalculic elementary school students differ significantly from each other on rewarding and punishment dimensions of father-child relationship. 22.37 and 24.47 (Table 1 and Figure 1) are the mean scores on rewarding dimension of father-child relationship for rural and urban dyscalculic elementary school students, respectively. It means urban dyscalculic elementary school students get significantly more reward than their rural counterparts. Further, Table 1 and Figure 1 also reveal that 22.85 and 19.55 are the mean scores on punishment dimension of father-child relationship for rural and urban dyscalculic elementary school students, respectively. Therefore, it can be said that rural dyscalculic elementary school students get significantly more punishment by their fathers in comparison to urban dyscalculic elementary school students.

Conclusion

From the above analysis, it can be interpreted that:

- There is statistically no significant difference between rural and urban dyscalculic elementary school students with regard to protecting, indifferent, loving and rejecting dimensions of father-child relationship.
- Father's behavior towards urban dyscalculic elementary school students is more protective, indifferent and loving in comparison to their rural counter parts.
- Rural dyscalculic elementary school students are more rejected by their fathers as compared to urban dyscalculic elementary school students.
- Rural dyscalculic elementary school students differ significantly from their urban counterparts on rewarding and punishment dimension of father – child relationship.
- Urban dyscalculic elementary school students get significantly more reward by their fathers as compare to their rural counterparts.
- Rural dyscalculic elementary school students get significantly more punishment by their fathers as compared to urban dyscalculic elementary school students.

Educational Implications: Rural dyscalculic elementary school students are punished significantly more by both the parents as compared to their urban counterparts. The parents of rural dyscalculic elementary school students should be counselled by the school teachers not enforce any punishment or negative reinforcement to their children which may debilitate their self-confidence and lead to develop maladjustment in the children. The parents instead of punishing should motivate, inspire and reinforce the dyscalculic elementary school students for performing different activities.

REFERENCES

Aggarwal, S. C., and Mishra, A. K. 2005. Impact of parent child relationship on self-confidence. *Indian Journal Psycho-Edu*., 36, pp. 146-152.

Ardila, A., and Rosselli, M. 2002. Acalculia and dyscalculia. *Neuropsychology Review*, 12, pp. 179 – 231.

Bean, S., Lezin, N., Rolleri, L.A. and Taylor, J. (2004). Parent-child relationship connectedness: implications for research, interventions, and positive impacts on adolescent health, 1-85. ETR Associates.

Butterworth, B., 2003. *Dyscalculia screener: Highlighting pupils with specific learning difficulties in maths.* London, UK: Nelson Publishing Company.

Furman, W., and Buhrmester, D., 2001. Parent child relationship questionnaire (PCRQ) parent form. In: J. Touliates, B. F. Perlmutter, and Straus, M. A., eds. 2001. *Handbook of family measurement techniques*.Thousand Oaks, California: Sage Publication. pp. 285-289.

Gladstone, G. L., and Parker, G., 1996. Parental characterstics as influences on adjustment in adulthood. In: Pierce, G. R., Sarason, B. R., and Sarason, I. G., eds. 1996. *Handbook of social support and the family*. New York: Plenum Press. pp. 195-218.

Maureen Black, PhD, a researcher and professor of pediatrics at the University of Maryland School of Medicine

Rubinsten,O., and Tannock, R., 2010. Mathematics anxiety in children with developmental dyscalculia. *Behavioral and brain functions*. 6, 46.

Saran, V., 1970. *A Study of Personality Traits of· Nursery School Children against the Background of their Home Environment*. Ph. Edu. Agra Univ., 1970.

Trott, C., 2009. *Dyscalculia, neurodiversity in higher education: Positive responses to specific learning differences.* Chichester: Wiley Blackwell.

Vinita, 2012. *Mother-daughter bonding in relation to self-concept, educational aspirations and academic achievement of adolescent girls.* Ph. D. Kurukshetra University.

Walter, S., and Stinnett, N., 1971. Parent – child relationship: A decate review of research. *Journal of marriage and the family*, 33, pp. 70-110.

Young-Loveridge, J. M., 1989. The relationship between children's home experiences and their mathematical skills on entry to school. *Early Child Development and Care*, 43, pp. 43-59.

****