



RESEARCH ARTICLE

PARENT-CHILD RELATIONSHIP AND DYSLEXIA AMONG CHILDREN

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ABSTRACT

In India very less researches has been devoted to parents-child relationship and dyslexia among young children. Though the child having dyslexia is entirely depends upon his parents and their relations with him. Keeping this significant factor in mind, the present study is aimed (1) to identify dyslexic children and (2) to explore the effect of parent-child relationship on dyslexic children. For that purpose 100 dyslexic and 100 normal children were selected (7-9 years), from different schools of Srinagar Garhwal, Uttarakhand. After screening process, the Parent-child relationship scale was administered separately on both mother and father of the selected sample. By 'self anchoring Technique' the measurement was taken on eleven points for eight dichotomous dimensions of basic parent child relationship. The placement of relations on a dichotomous dimension makes the instrument highly sensitive and differentiating in the context. The result indicates that there is significant difference between parents dyslexic and non-dyslexic children on four dimension of parent-child relationship scale. These dimensions are - Rejection v/s Acceptance, Lenient Standards v/s Severe Moralism, Marital Conflict v/s Marital Adjustment and Faculty Role Expectation v/s Realistic Role Expectation.

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INTRODUCTION

Research and diagnosis of learning disabilities in children have been popular in western countries, but relatively new to the Indian educational system. The term learning disability was introduced by Kirk in 1962 to sweep away variety of confusing levels. According to him "a learning disability refers to a retardation, disorder or delayed development in one or more of the processes of speech, language, reading, spelling, writing or arithmetic, resulting from a possible cerebral dysfunction and/or emotional or behavioral disturbance and not from mental retardation, sensory deprivation, or cultural or instructional factors". The term reading disability refers to a group of children of average or above average intelligence, who despite of adequate school attendance and teaching, cannot read properly. Children with reading disabilities have been classified in variety of terms as alexia, word blindness and minimal brain dysfunction. Recently the term dyslexia has been used to identify children with learning disabilities in reading. Reading problems have been noted to be the most important cause of school failure as 85% to 90% of all LD children have reading problems. Worner and Strauss (1941)

have conducted first systematic investigation on a sample of slow learners. They identified two types among slow learners-one having low I.Q. and other having average or above average I.Q., which is now called 'learning disabled'. Ames (1977) reported that, an I.Q. in the learning disabled usually requires normal range for identification. Daniels (1983), Fox & others (1983) identified another group of LD children with exceptionally high I.Q. but having academic problems; which they called gifted LD. Sarangi (1989) reported that although there has been strong disagreements among professionals on the identification of such disability but all have agreed that the learning disabled child is one who possesses average or above average I.Q. but performs below the norms in academic activities, particularly in reading, writing and arithmetic. Each learner demands some psychological, emotional and physical bases from his/her parents to facilitate the learning skills. Adler (1924) and Karen Horney (1945) believes in importance of parent child relation in early years of learning process and personality development. Many researches have pointed out the significant of parent child relationship in learning ability /disability. Parents react differently towards the learning disabled child, both on conscious and unconscious level. Norman (1966) suggested that there is general relationship between the modeling processes of the LD child and parent. The value system of the parents affects the values and school

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performance of the LD child. Chapman & Boersma (1974) found that parents of LD children reacted more negatively to their children's failures and are less positive to their success. Kaslow (1979) observes that the mother of LD child is extremely close or over involve with the child, while the father plays a distant or detached role. Beside this Goldman and Barchlay (1974) stated that the mothers of LD are less supportive and encouraging than mothers of NLD children. Werner and Smith (1979) concluded that the mothers of LD children are careless, erratic, indifferent and worrisome. Humpries and Bauman (1980) suggested that mother of LD children were more controlling and authoritarian when compared to mothers of NLD children.

Dembo & et.al (1989) examined the impact of mother's presence and absence on LD children. Result indicates a significant impact of mother's presence and absence on LD children. Pearson & et.al (1993) investigated that mothers of LD children had significantly more stress than those in the control group.

In India very less researches has been devoted to parents-child relationship and learning disability. though the learning process of the child is entirely depends on his parents and their relations with him. Keeping this significant factor in mind the investigator to take up the present study.

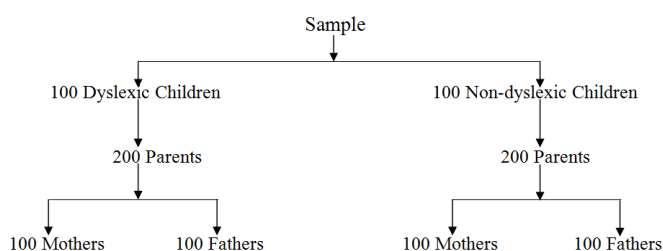
Objectives

- (i) To identify dyslexic children among young children.
- (ii) To observe the effect of parent-child relationship on dyslexic children.

MATERIALS AND METHODS

Sample Selection

The investigator select 100 dyslexic and 100 non- dyslexic children aged 7-9 years from different schools of Srinagar Garhwal, Uttarakhand. After screening process, the researcher approached the 400 parents of the selected sample for administering the Parent-child relationship scale.



The Tools of the Study

The following research tools have been used for collection of data in the present study-

- 1- Non-verbal group test of intelligence by Dr. M. C. Joshi and Dr. R. B. Tripathi.

- 2- Reading and Writing Disability Test (designed by the researcher).
- 3- Parent-child relationship scale by Dr. H.C. Sharma and Dr. N.S. Chauhan

Procedure

Step 1: Selection of Dyslexic (Dys) children

On the basis of following criteria 100 dyslexic children were identified.

- Detail report about the child was taken from the class teacher.
- Self-observation carried out in the class-room situation.
- Medical examination and testing report of the child.
- Concerning the parents of children for conforming their unsuccessful in reading.
- By administering the general intelligence test to the subjects. Those having average and above average intelligence but having their performance below the norms of academic activities will be considered for the final sample.
- Hindi paragraph reading by the child in the class-room.
- English paragraph reading by the child in the class-room.
- Finally the Reading Disability Test was administered individually for selecting dyslexic children.

Step 2: Selection of Non-dyslexic (N-Dys) children

For the normal control group, samples of 100 children in the age group of 7 to 9 years were selected randomly from the primary schools of Srinagar Garhwal. These children were having average or above average intelligence level and performing according to their intellectual ability.

Step 3: Administration of Parent-child Relationship Scale on Parents

The parent-child relationship scale was administered on all parents of selected dyslexic and non-dyslexic children. The scale was administered separately on both mother and father. By 'self anchoring Technique' the measurement was taken on eleven points for eight dichotomous dimensions of basic parent child relationship.

RESULT AND DISCUSSION

All dimensions are shown separately, for mothers and fathers in table no 1 to 8. The details for the PCR dimensions and Dyslexia are given below:

Table 1. X² for the Parents of Non-dyslexic (N-Dys) & Dyslexic (Dys) Children on Rejection v/s Acceptance Dimension

Scores	0-2	3-4	5-6	7-8	9-10	N	X ²
Mother							
N-Dys	1	11	32	32	23	100	1.29
Dys	0	14	34	31	21	100	NS
Father							
N-Dys	6	15	18	48	13	100	9.67
Dys	2	8	27	37	26	100	.05

Table - 1 reveals the χ^2 value for the parents of Non-dyslexic and Dyslexic children on 'Acceptance v/s Rejection dimension'. The obtained χ^2 for mother is 1.29 which is not significant at any level of confidence, while the obtained χ^2 for father is 9.67 which is significant at 0.05 level of confidence.

In this way it is clear that father of dyslexic children reacts more negatively and refusing manner towards their children. Thus parental rejection towards their children is aggravating factor for learning disability among children.

Table 2. χ^2 for the Parents of Non-dyslexic (N-Dys) & Dyslexic (Dys) on Carelessness v/s Over Protection Dimension

Scores	0-2	3-4	5-6	7-8	9-10	N	χ^2
Mother							
N-Dys	0	12	30	35	23	100	1.52
Dys	0	13	34	32	21	100	NS
Father							
N-Dys	6	15	18	39	22	100	6.54
Dys	8	18	26	38	10	100	NS

Table -2 exhibits the χ^2 of Non-dyslexic and Dyslexic children's parents for 'Carelessness v/s Over protection' dimension of Parent-child relationship. An inspection of χ^2 for mothers (1.52) makes clear that there is no significant difference between attitude of Non- Dyslexic and dyslexic children's mother in relation to above mentioned dimension. Here again χ^2 of father of both groups (6.64) shows not significant difference in relation to this dimension. The insignificant difference discloses that parents of both groups have same attitude towards their children in relation to carelessness v/s over protection dimension.

Table 3. χ^2 for the Parents of Non-dyslexic (N-Dys) & Dyslexic (Dys) on Negligence v/s Over Indulgence Dimension

Scores	0-2	3-4	5-6	7-8	9-10	N	χ^2
Mother							
N-Dys	0	21	34	33	12	100	1.08
Dys	0	25	40	29	6	100	NS
Father							
N-Dys	8	16	38	29	9	100	1.12
Dys	10	12	36	31	11	100	NS

Table – 3 represent the χ^2 for the parents of Non-dyslexic and Dyslexic children on third dimension – 'Negligence v/s Over Indulgence' of parent child relationship. The χ^2 for mother (1.08) and for father (1.12) shows not significant difference ($P>0.05$). This result focused that mother and father of both groups behave similarly towards their children in regards of above mentioned dimension.

Table 4. χ^2 for the Parents of Non-dyslexic (N-Dys) & Dyslexic (Dys) on Strong Realism v/s Utopian Expectation Dimension

Scores	0-2	3-4	5-6	7-8	9-10	N	χ^2
Mother							
N-Dys	0	15	20	48	17	100	8.84
Dys	4	16	36	34	10	100	NS
Father							
N-Dys	9	14	31	29	17	100	3.92
Dys	4	8	33	37	18	100	NS

Table – 4 demonstrate the χ^2 for the parents of Non-dyslexic and Dyslexic children on 'Strong Realism v/s Utopian Expectation' dimension of parent child relationship. Here again we found insignificant difference between mothers (χ^2 8.84, $P>0.05$) and fathers (χ^2 3.92, $P>0.05$) of Non- dyslexic and Dyslexic children. The result proves that the parents of both groups are same realistic and have same expectations from their children either he is Dyslexic and Non-dyslexic.

Table 5. χ^2 for the Parents of Non-dyslexic (N-Dys) & Dyslexic (Dys) on Lenient Standards v/s Severe Moralism Dimension

Scores	0-2	3-4	5-6	7-8	9-10	N	χ^2
Mother							
N-Dys	0	8	36	33	23	100	15.38
Dys	0	17	40	38	5	100	
Father							
N-Dys	4	15	29	34	18	100	0.94
Dys	4	18	30	33	15	100	NS

Table – 5 represent the χ^2 for the parent of Non-dyslexic and Dyslexic children on 'Lenient Standards v/s Severe Moralism' dimension of parent child relationship. The calculated χ^2 value is very high (15.38) for mothers, which is significant at 0.01 level of confidence. But on the other hand χ^2 value (0.94) is very low for fathers. Which is not significant at any level of confidence.

It indicates that the mother of Non-dyslexic children demands more morals from their children than the mother of the Dyslexic children. While fathers of both groups have same attitude towards their children in concern of this dimension.

Table 6. χ^2 for the Parents of Non-dyslexic (N-Dys) & Dyslexic (Dys) on Total Freedom v/s Severe Discipline Dimension

Scores	0-2	3-4	5-6	7-8	9-10	N	χ^2
Mother							
N-Dys	0	28	34	36	2	100	8.40
Dys	3	25	40	25	7	100	Ns
Father							
N-Dys	8	16	42	28	6	100	2.72
Dys	10	18	40	36	10	100	NS

Table – 6 depicts the χ^2 value for the parents of Non-dyslexic and Dyslexic children on 'Total Freedom v/s Severe Discipline' dimension of parent-child relationship. The χ^2 of LA/LD mothers is 8.40, which is insignificant. In the same way the χ^2 of fathers (2.72) is also insignificant at any level of confidence.

Table 7. χ^2 for the Parents of Non-dyslexic (N-Dys) & Dyslexic (Dys) on Marital Conflict v/s Marital Adjustment Dimension

Scores	0-2	3-4	5-6	7-8	9-10	N	χ^2
Mother							
N-Dys	7	9	23	30	31	100	10.78
Dys	4	19	35	23	19	100	0.05
Father							
N-Dys	4	8	21	27	30	100	10.26
Dys	10	15	31	37	17	100	0.05

The results denotes that the parents of both groups have same attitude towards their children in concern of permissiveness, freedom and punishment.

The table – 7 reflects the χ^2 value for Non-dyslexic and Dyslexic children in concern of ‘Marital Conflict v/s Marital Adjustment’ dimension of PCR scale. The χ^2 value for mothers and fathers is 10.78 ($P < 0.05$) and 10.26 ($P < 0.05$) respectively. The both of χ^2 value are significant at 0.05 level of confidence. It means the parents of first group are more marital adjusted than the parents of second group. This result shows very clearly that the marital conflict of parents effects badly the learning capacity of children.

Table – 8. χ^2 for the Parents of Non-dyslexic (N-Dys) & Dyslexic (Dys) on Faculty Role Expectation v/s Realistic Role Expectation

Scores	0-2	3-4	5-6	7-8	9-10	N	χ^2
Mother							
N-Dys	2	8	14	28	48	100	10.52
Dys	2	6	30	32	30	100	0.05
Father							
N-Dys	8	10	22	30	30	100	2.44
Dys	7	6	16	36	35	100	NS

The above Table – 8 pictured the χ^2 value for parents of Non-Dyslexic and dyslexic children in relation to 8th dimension of parent-child relationship, which is ‘Faculty Role Expectation v/s Realistic Role Expectation’. Here we see significant difference between the mothers of both groups (χ^2 10.52, $P < 0.05$). While in concern of fathers we found insignificant difference between both of the groups (χ^2 2.44, $P < 0.05$).

The above mentioned result predicts that the mother of Dyslexic children are more emotional instable and egoistically weak in comparison of mother of another group.

Parents (both M/F) of L.D. Children are less adjusted and have been less mutual understanding than parents of LA Children. While the mutual conflicts and miss understand between mother and father is barrier to their children’s academic achievement.

Conclusions

1. The father of the dyslexic children are more rejecting, refusing and criticizing towards their children than the father of LA children. It makes clear that this type of parental behavior is aggravating factor for reading disability among children.
2. The mothers of dyslexic children are more lenient towards their children. It indicates that lesser restrictions and too much freedom is barrier for children’s academic achievement and learning ability.
3. The mothers of dyslexic children have not realistic role expectation from their children. It reveals emotional instability and ego weakness among mothers. These mothers are not inspiring model for their children to follow. This type of ‘faulty parental model’ always create problems for children’s in learning growth.
4. Parents (both mother and father) of dyslexic children are less marital adjusted than parents of normal children. It

proves that congenial atmosphere provide peace and prosperity to their children’s academic success. While the mutual conflicts, uncongenial atmosphere and misunderstanding between mother and father is obstacle for improving children’s learning ability.

Suggestion for the parents of Dyslexic children to Improve parent-child relationship

- 1) The first and foremost principle for parents to reinforce off and on time the dyslexic child for his learning progress. Encourage and praise the child for any little success. It develops a pattern of achieving success and sustaining it.
- 2) Parents of dyslexic children should accept the limitations of their child. Loving and affectionate behavior of parents plays a positive role in improving learning potentialities of the child.
- 3) Never neglect the dyslexic child. Lack of attention and ignorance about the genuine needs are harmful to their learning success.
- 4) Do not over protect your dyslexic child. Excessive care and doting impede the child to improve learning and often fails to cope up with new situations or skills.
- 5) Over indulgence of parents makes their dyslexic child unable to face the reality and challenge of life. It results inconsistency in learning processes.
- 6) However close cooperation and shielding a reasonable degree shall be necessary for learning progress of dyslexic child.
- 7) Authoritarian and rigid attitude of parents towards their children leads to extreme conscience, self-condemnation and severe conflicts in the dyslexic child which decline his/her learning ability.
- 8) Higher expectation and unrealistic moral standards of parents make these children tense, anxious and stressed. It is well known that these situation are very dangerous for overcoming from dyslexia.
- 9) Lax discipline such as hyper leniency and excess freedom develop disobedient, rude and distractive behavior in children. This type of discipline is unfavorable for the improvement of learning of dyslexic children.
- 10) On the other hand severe discipline leads to excessive guilt anxiety, tantrums and over aggressive behavior. Such a situation blocks the possibilities of learning efficiency of these children.
- 11) Conflict between mother and father, develops anxiety tension and insecurity in such children, which aggravate learning disability. While the mutual understanding between parents channelise the energy of the child in right direction that helps in developing the child learning ability.
- 12) It must be kept in mind that any negative reinforcement or punishment should never be given to dyslexic child, as it will negatively effects the child.
- 13) Some times it becomes necessary to give mild and corrective punishment to the dyslexic child to make him strive for proper learning.
- 14) Parental demands of imaginary perfection or faculty role expectations from these children, put unnecessary pressure on them to fulfill the unrealistic standards. It makes them emotionally instable and egoistically weak, which is worst for learning progress of dyslexic children.

15) Last but not least guide your child to become self-dependent. Provide opportunities, as much as possible to your child to express himself/herself freely. Do not interfere unnecessarily to his work, so he can be confident and tackle his learning problems.

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