

Gender Differences in the Impact of Parent-Child Relationship Quality on Life Satisfaction

This study analyzes 2,617 10–15 year olds, surveyed in Wave 1 of the United Kingdom Household Longitudinal Study (UKHLS), who live with both their biological parents. Using dyadic data analysis, the study tests the associations between fathers' and mothers' reports of relationship quality with their children and both their own and their children's life satisfaction. Moreover, this study explores gender differences by specifically asking whether these effects matter more for wives or for husbands, and likewise whether the effects matter more for boys or girls. The results suggest that mothers' reports of parent-child relationship quality is only associated with their own life satisfaction, whereas fathers' reports of parent-child relationship quality is associated both with their own and their wives' life satisfaction. These relationships impacted mothers' life satisfaction more than fathers' life satisfaction, and both mothers' and fathers' reports of parent-child relationship quality is associated with their children's life satisfaction. Moreover, mothers' reports of relationship quality influence daughters' life satisfaction more than sons', while the reverse is true for fathers' reports of relationship quality.

Keywords: life satisfaction; United Kingdom Household Longitudinal Study; gender, dyadic data analysis.

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Children of divorce who feel "caught in the middle": Their subjective quality of life and ways to enhance it

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Parental conflict has been found to be a key stressor associated with developmental experiences by children of divorced parents. Yet not all children whose parents are in conflict are affected to the same extent. Sometimes the children are not exposed to the parental conflict or involved in it. In other cases, the children may be involved in such a way that they experience emotional abuse. These children are subjected to massive pressure and incitement by one of the parents in an effort to create a hostile alliance against the other parent. The children then feel that they are "torn in two" or "caught in the middle", creating dissonance with their desire to maintain a healthy relationship with both parents. Studies have shown that children who feel "caught in the middle" are at the highest risk of developing severe developmental difficulties over time.

Over the past decades, a wealth of knowledge has accumulated about the effects of divorce on children's lives. However, the focus has been on outcomes of the children's wellbeing based on reports by adults or by the children using tools designed for adults. Only a few studies have examined the way in which children of divorce perceive the quality of their lives in the context of their parents' separation. My doctoral research, which will be presented, sought to fill in this gap. The overarching goal was to examine the association between characteristics and factors associated with divorce, and the children's perception of their quality of life. A total of 122 children aged 7-17 completed quantitative online questionnaires, which were based on tools designed specifically for children.

A considerable proportion of the participants reported that they felt "caught in the middle". My presentation will include findings about these children's perceptions of the quality of their lives. In addition, I will present factors that were found to mediate the negative association between the sense of being "caught in the middle" and the perceived quality of life: using effective coping strategies and the sense of closeness to grandparents. Finally, I will present recommendations for practical application and policy.

Key words: children of divorce, parental conflict, "caught in the middle", emotional abuse

**Providing medical and psycho-social therapy
in Ziv medical center (Tzfat) for Syrian children suffering
from post-war negligence**

key words:, Syrian child, war, maltreatment, neglect.

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Introduction:

Since the eruption of the Syrian war in 2011, Ziv medical center in Zfat has been one of the first medical facilities that provided treatment for hundreds of injured kids from the cruel Civil War that the country is witnessing on the North border of our country.

Ziv medical center in Zfat provides the Syrian children as well as their parents with medical treatment and psych-social therapy, whether by the persistent follow up and in the ambulatory clinic once a month. The psycho-social therapy is provided by two Arabic-speaking social workers. What is special about this therapy is its interdisciplinary approach, which endows the necessary and special needs of the kids and their families.

The Syrian kids suffer from:

- 1- Physical negligence: torn clothes, shoes, malnutrition.
- 2- Delay in physical, mental, emotional, and social development.
- 3- Signs of physical and emotional abuse under conditions of war.

Methods of treatment:

The treatment given to children is basically saving the lives of these children from the aftermath of the horrid war. The treatment tries to restore the means and powers to the child as well as the

parent to perform normally, and to enable them to return to their country capable of functioning properly. The treatment includes:

- 1- Providing emergency room medical treatment
- 2- Conducting medical tests and holistic diagnosis for the children.
- 3- Long and thorough diagnoses for kids in order to receive follow up checks.
- 4- Intervention in the time of crisis, which takes into consideration the cultural sensitivity.
- 5- Providing basic, humanitarian aid for the children and their parents.
- 6- Guiding the children games from scrap, clown therapy, music, and drawing.

The process of intervention:

- 1- Personal therapeutic work provided by Fares Issa.
- 2- Parental and group training with the children, held by Hikmieh Yassin.
- 3- Support and training for the social workers, held by the director of the social service- Yaneev Ben-Shoushan.
- 4- Clinical training to Fares Issa by the psychiatrist Juditha Ben-Dod.

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BEING IGNORED AT SCHOOL, A STRUCTURAL PROBLEM

School, as well as home, is the most important place, where children live in their relevant social settings that affect their development. Although Finland has one of the best health care systems in the world there are problems in targeting our resources well enough. Classroom teachers are frontline professionals and they are expected to identify a neglected child. In spite of good instructions and regulations in Finland the school system does not notice and respond to the needs of the child with emotional and behavioural disorders well enough. Professionalism of teachers is determined by pedagogical skills. Academical teaching and learning are in the center of the teachers' professionalism. Children at the risk of emotional and behavioural problems are not getting help in time because of teachers uncertainty and not trusting themselves to intervene the pupils problems. They feel also that their workload is too heavy. My study shows that it is very difficult for teachers to understand pupils' experiences about themselves. We can speak about structural maltreatment in school because the work culture of schools may harm pupils by preventing them from meeting their basic needs. Could one solution to this problem be that we would try to change our attitude from finding children's problems to find ways to support the sense of community in classroom and to support pupils' friendships? In supportive atmosphere it is easier to learn to know pupils and their needs.

structural maltreatment, school, positive recognition