



ORIGINAL RESEARCH PAPER

Education

PARENT-CHILD RELATIONSHIP OF ADOLESCENT LEARNERS IN LOWER SUBANSIRI DISTRICT OF ARUNACHAL PRADESH

KEY WORDS: Parent-child Relationship, Adolescent Learners, Lower Subansiri District.

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ABSTRACT

Every child is unique. Education aims at bringing all-round development in the personality of the child irrespective of the uniqueness in their characteristics. In the process of development of the child's personality there are many factors that influence the life of the child. The parents have the primary responsibility to influence the child, because they are the role models that the children look up to at all stages of their life. As the child reach the adolescent stage, significant changes take place in adolescents' relationships with parents. It is at this stage that the parents should try their best to relate well with their children so that the children will not turn to their peers for advice and guidance. This study attempts to examine parent-child relationship in different dimensions of both parent factors of the adolescent learners in Lower Subansiri District of Arunachal Pradesh. A sample of 1146 adolescent learners of Classes IX to XII was selected from the Government Schools of the District. The Parent-Child Relationship Scale (PCRS) developed by Dr.NaliniRao (2005) was administered to the selected sample. The findings revealed that there is a significant difference between male and female adolescent learners in different dimensions of father-child relationship and mother-child relationship.

INTRODUCTION:

Education aims at bringing all-round development in the personality of the child. As we know that human life starts from a single fertilized cell. It is the constant interaction with the environment that results in the growth and development of the innate capacities, abilities and potentialities of the child. Therefore, it is imperative that the individuals who surround the child such as parents, teachers and others should be connected with the task of helping the child to grow and develop satisfactorily. It is only with the knowledge of growth and development of the learner at each stage that it is possible for the parents, teachers, educators, etc. to render proper guidance and support, arrange for learning experiences and situations for bringing desirable harmonious development in their personalities.

Parenting has become a very popular topic of discussion today, since urban lifestyles made a clear distinction between caring for a child in the home with the formal education he/she receives at school. Since a teacher-student relationship differs from a parent-child relationship, it follows that a child's education at home must be different from the education that he/she receives at school. At school, teachers impart knowledge that give a child general literacy while at home parents give a child general wisdom of life as they understand it. The primary duties of the parents towards their children are to fulfil their basic needs: primarily security and development. This does not merely imply physical security but it is also concerned with development in the holistic sense, which is growth in moral, spiritual, intellectual, emotional and physiological terms. The primary responsibility of parents is to ensure physical security and development for their children by providing them their basic needs: shelter, clothing and nourishment. Parents must also ensure that the intellectual security and development of the child is not imposed upon in any way that is likely to have an adverse effect in the long run. Intellectual security refers to an atmosphere that is congenial for the development of a child's build-up and mental ability. It means providing a child with the opportunity to learn not only to mould its powers of comprehension and reasoning but also to allow the child to get exposed to an environment that becomes a training ground for social skills and etiquette, ethics and value system in a manner that will contribute to the child's personality. Another important responsibility of the parent towards their

children is to provide emotional security to the Child. While providing a safe, loving environment conveys to a child a readymade support system where he/she is loved, needed, wanted, and welcomed unconditionally, he/she must be made strong and independent enough to be able to hold his/her own without any external help (Parankimalil, 2008).

'Adolescence' is a modern cultural and social phenomenon and therefore its endpoints are not easily tied to physical milestones and historically this stage of development has not existed in its current form. The time is identified with dramatic changes in the body, along with developments in a person's psychology and academic career. At the onset of Adolescence, children usually complete elementary school and enter secondary education such as middle school or high school (Dixon, 2007). The ages of adolescence vary by culture. The World Health Organisation (WHO) defines adolescence as the period of life between 10 and 19 years of age (Dixon, 2007). Adolescence is the period of psychological and social transition between childhood and adulthood. The transition can be seen in their intellectual, social, physical, emotional, psychological and moral dimensions.

Bringing up and nurturing children could be an exciting and joyful experience for every parent. However, due to several factors such as adverse impact of mass media, the growing materialistic outlook, constraints of time and other ills have created new challenges both for the parents and the children. Every child is imitative by nature. The child picks up the ways and habits of the family by observing the parents and other members of the family. The type of personality that the child develops, his/her behaviour, his/her attitude, interests, his/her outlook towards the family and the society depends largely upon the kind of learning he/she received from the parents. Most of the parents fail to recognise that parenting is a great responsibility. This responsibility requires sacrifice, understanding, patience, love and affection, sympathy, empathy etc.

Lama (2013) conducted a study on Parent-Child relationship between Khasi and Nepali School Going Students of Meghalaya. The main findings are; (i) both the father-child and mother-child relationship is higher in the Khasi society. It is observed that among the Khasi families the male child is more attached to the father in comparison to the female child

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who is more attached to the mother. When compared the father-child relationship and mother-child relationship between the Khasi male and Nepali male, the Khasi male has greater emotional attachment with both the parents. On the other hand, in the Nepali family, it is revealed that both the father and the mother treat the male and female child equally. In case of Khasi and Nepali female parent-child relationship the Khasi female, seems to have greater bonding with both the parents than the Nepali female. Ram et al. (2005) studied parent-child relationship as a predictor of locus of control in school going adolescents and found that rejecting parent-child relationship had a negative effect on the locus of control of the school going adolescents. Palit and Neogi (2015) conducted a study on the impact of parent-child relationship on career maturity of adolescents. Findings indicated that among the different dimensions, parent's love and protection had a significant contribution towards the career maturity of the adolescents. Khan (2014) investigated the correlation of the parent-child relationship with social maturity and self-confidence, and the effect of parent-child relationship (mother-child relationship, father-child relationship and overall parent-child relationship separately), gender, locale and their interaction on social maturity and self-confidence of the students. The findings were overall parent-child relationship dimensions were not significantly related to the social maturity of the students. Further, social maturity scores of students having the favourable father-child relationship, mother-child relationship and overall parent-child relationship were higher than those having the unfavourable relationship. Regarding self-confidence, the study found that self-confidence scores of students having the unfavourable father-child relationship, mother-child relationship and overall parent-child relationship were higher than those having the favourable relationship. The study also revealed that social maturity of male students was higher than the female students, and the father-child relationship, mother-child relationship and overall parent-child relationship had the significant effect on social maturity and self-confidence of the students. Sharma and Dube (2015) attempted to assess different dimensions of parent-child relationship of high school adolescent girls of Jaipur, Rajasthan. Results indicated that fathers were more close to their children than their mothers. Further, fathers and mothers were found almost equally protective, demanding and equal in symbolic rewards and object rewards towards their children. However, mothers were more rejecting, neglecting, and indifferent, and higher in object punishment as compared to fathers. The study also revealed that the father had leading scores on the dimension of love and care. Nidhi and Kotnala (2014) in a study investigated the relation of the parent-child relationship with the aggression and self-confidence of female adolescents. The study found a significant relationship between parent-child relationship and aggression, and self-confidence in female adolescents. The study revealed that the female adolescents perceived favourable parent-child relationship which led to lesser aggression and high self-confidence. Singh (2013) studied the relationship of academic achievement with the parent-child relationship with a sample of 200 high school students (100 boys and 100 girls) of Varanasi. The study explored that positive parental behaviour is conducive for academic achievement. Lal (2013) compared the parent-child relationship between boy and girl students. Findings indicated a significant difference in the parent-child relationship between boy and girl students of government secondary schools, whereas no significant difference was found in the parent-child relationship between boy and girl students of private secondary schools. Further, no significant difference was found in the parent-child relationship between boy students as well as girl students of government and private secondary schools.

NEED AND JUSTIFICATION OF THE STUDY:

Parents have great influence over the personality development of children in many ways. First, the hereditary

endowment the child receives from each parent determines his potential for his development. The child cannot transcend his genetic inheritance, but his learning environment can substantially determine his ultimate abilities. Second, the care and interaction patterns that parents use to meet the child's survival needs significantly influence how he learns, relates to others and copes with the environment. Third, parental models, expectations and parent-child relationship largely determine the child's behaviour repertoire, goals attitudes and self-reinforce system. Fourthly, it may be inapt if we ignore the fact that uncongenial family environment may cause potential problems in the child, which may appear as social problems, disciplinary and educational problems. It is therefore safe to say that during from the early years till the child reach the stage of independency, parental influence is primary because the child is dependent on them for almost everything he needs. Parents control, sanctions, restraints, resources and reinforces are important to discipline the child. Thus, parents continue to exert a powerful influence until complete independence is attained (Blackham & Silberman, 1975).

The family is the first school of the child. The child is born in the family and learns how to sit, stand, walk, run, drink and eat and so on. The child gets his first lesson in the family. All great persons such as Pandit Madan Mohan Malaviya, Mahatma Gandhi, Jagdish Chandra Bose and others have admitted that a Mother is equal to hundred teachers. A number of educationists have spoken very highly about the role of the family in the first education of the child. Pestalozzi states that, "Home - a centre of love and affection, is the best place and the first school of the child." According to Mazini, the child learns the first lesson of living together, working together, working in cooperation, helping each other, learning lessons of mutual help and adjustment.

The relationship between parents and children is of great importance because the child's habits, sentiments, temperaments, adjustment, physical and mental development depends very much on the role played by the mother and the father in bringing up their children.

This study would be useful for the parents, teachers, educationists, guidance workers and psychologists in providing a healthy relationship in which desired behaviour can be brought about in the children. It is therefore, felt worthwhile to investigate parent-child relationship among the adolescent learners of Lower Subansiri District. It is hopeful that the findings of the study may open new avenues for the parents and teachers for developing a healthy relationship with their teens.

Objectives of the Study:

1. To examine parent-child relationship of adolescent learners in different dimensions.
 - a. To examine Father-Child Relationship of adolescent learners in different dimensions.
 - b. To examine Mother-Child Relationship of adolescent learners in different dimensions.

Hypothesis of the Study:

- a) There is no significant difference in the Mean Scores of father-child and mother-child relationship of adolescent learners with respect to gender.

SAMPLE OF THE STUDY:

The sample composed of 1146 Classes IX to XII students selected from the Government Schools of Lower Subansiri District of Arunachal Pradesh. The selected sample included 600 male and 546 female adolescents.

TOOL USED:

The tool used in the study was:

a) Parent Child Relationship Scale developed by Dr. NAliniRao (2005)

STATISTICAL TECHNIQUES USED:

The data obtained were analysed by employing descriptive and inferential statistical techniques such as Mean, Standard Deviation (SD) and t-test.

RESULT AND DISCUSSION:

In order to realise the pre-determined objectives of parent-child relationship (both father and mother) of the adolescent learners in the present study, the responses of the adolescent learners were scored individually as per the instructions given in the manual. The score for father-child relationship and mother-child relationship were scored separately. The Mean Score and SD of parent-child relationship were calculated from the total sample of 1146.

Table 1.1: Showing the Mean and Standard Deviation (SD) on Parent-Child Relationship (PCR), Father-child relationship (FCR) and Mother-Child Relationship of the Adolescent Learners in total sample of Lower Subansiri District.

Table 1.1

Variable	N	Range	Min	Max	Mean	S.D	Variance
PCR	1146	289.00	172.00	461.00	302.71	34.84	1213.50
FCR	1146	374.00	100.00	474.00	296.79	39.20	1536.88
MCR	1146	327.00	133.00	460.00	308.63	37.14	1379.21

The Mean Score is 302.71 which indicate that the parent-child relationship as perceived by the male and female adolescent learners of Lower Subansiri District is very cordial. The respective mean score of father-child relationship and mother-child relationship is 296.79 and 308.63. This indicates that the male and female adolescent learners of Lower Subansiri District have better relationship with their mothers than with their fathers.

To have a better understanding of the parent-child relationship of the adolescent learners, the investigator examined parent-child relationship in different dimensions separately for both father and mother. The Parent-child relationship scale consisted of 100 items categorized into ten dimensions described below. The scores obtained by each respondent in each dimension is tallied and analysed in dimension wise for both father and mother. The Mean Score and SD of each dimension was calculated and shown in the following table.

Table 1.2 Showing the Mean Scores, SD, t-value and significance level of Male and Female Adolescent learners with respect to different dimensions of Parent-Child Relationship

Dimensions	Male (N=600)		Female (N=546)		t-value	Sig. level
	Mean	SD	Mean	SD		
Protecting	34.50	5.46	34.96	5.82	1.38	NS
Symbolic Punishment	30.89	5.04	30.66	5.26	0.73	NS
Rejecting	26.59	5.92	26.65	6.51	0.16	NS
Object Punishment	26.25	6.43	25.61	6.66	1.66	NS
Demanding	31.73	4.63	31.85	5.40	0.43	NS
Indifferent	28.92	5.07	28.75	5.53	0.55	NS
Symbolic Reward	33.35	5.45	33.81	5.62	1.40	NS
Loving	32.45	5.42	33.69	5.92	3.71	0.001
Object Reward	30.29	5.35	30.50	6.35	0.61	NS
Neglecting	27.66	5.86	27.33	6.61	0.89	NS

Table 1.2 represents the Mean, Standard Deviation, t-value and significance level of the scores of male and female

adolescent learners with respect to different dimension of parent-child relationship.

From the above table, it can be observed that there is a significant difference between male and female adolescent learners in respect of loving dimension of parent-child relationship. However, there is no significant difference between male and female adolescent learners with respect to protecting, symbolic punishment, rejecting, object punishment, demanding, indifferent, symbolic reward, object reward and neglecting.

An observation of the mean scores reveals that the mean score of the male adolescent learners is higher on symbolic punishment, object punishment, indifferent and neglecting dimensions of parent-child relationship whereas the mean score of female adolescent learners is higher on protecting, rejecting, demanding, symbolic reward, loving, and object reward dimensions. It indicates that male adolescent learners perceived the parent-child relationship as high in the use of punishment, being indifferent, and neglecting, whereas female adolescent learners perceived parent-child relationship as more protecting, rejecting, demanding, loving and reward.

Hence, the null hypothesis is partially rejected. It indicates that male and female adolescent learners differ significantly in respect of loving.

Table 1.3: Showing differences between Male and Female Adolescent learners with respect to different dimensions of Father-Child Relationship

Dimension	N=1146				t-test	Sig. level
	Male (N=600)		Female (N=546)			
	Mean	SD	Mean	SD		
Protecting	32.91	6.43	33.70	6.83	2.05	0.05
Symbolic Punishment	30.16	5.76	29.38	6.27	2.17	0.05
Rejecting	26.72	6.37	26.24	6.75	1.24	NS
Object Punishment	26.07	6.97	24.68	7.15	3.33	0.001
Demanding	31.57	5.56	31.06	6.27	1.43	NS
Indifferent	28.55	5.75	28.27	5.95	0.80	NS
Symbolic Reward	32.69	6.27	33.13	6.31	1.13	NS
Loving	31.79	6.25	32.85	6.88	2.73	0.01
Object Reward	29.62	6.09	29.80	7.04	0.49	NS
Neglecting	27.57	6.36	27.06	6.93	1.30	NS

Table 1.3 represents the Mean, Standard Deviation, t-value and significance level of the scores of male and female adolescent learners with respect to different dimension of father-child relationship.

From the above Table, it can be observed that there is a significant difference between male and female adolescent learners in respect of protecting, symbolic punishment, object punishment and loving dimension of father-child relationship. However, there is no significant difference between male and female adolescent learners with respect to rejecting, demanding, indifferent, symbolic reward, object reward and neglecting.

An observation of the mean scores reveals that the mean score of the male adolescent learners is higher on protecting, symbolic punishment, rejecting, demanding, indifferent and neglecting dimensions of parent-child relationship whereas the mean score of female adolescent learners is higher on object punishment, symbolic reward, loving, and object reward dimensions. It indicates that male adolescent learners

perceived the parent-child relationship as high in the use of punishment, being indifferent, rejecting, demanding and neglecting, whereas female adolescent learners perceived parent-child relationship as high in the use of punishment, loving and reward.

Hence, the null hypothesis is partially rejected. It indicates that male and female adolescent learners differ significantly in respect of protecting, symbolic punishment, object punishment, and loving.

Table 1.4 Showing differences between Male and Female Adolescent learners with respect to different dimensions of Mother-Child Relationship

Dimension	N=1146				t-test	Sig. level
	Male (N=600)		Female (N=546)			
	Mean	SD	Mean	SD		
Protecting	36.10	5.98	36.22	6.14	0.33	NS
Symbolic Punishment	31.62	5.61	31.94	5.64	0.98	NS
Rejecting	26.46	6.48	27.06	7.26	1.47	NS
Object Punishment	26.43	6.97	26.54	7.25	0.26	NS
Demanding	31.89	5.26	32.64	5.92	2.29	0.05
Indifferent	29.30	5.57	29.24	6.07	0.19	NS
Symbolic Reward	34.00	6.00	34.48	6.22	1.32	NS
Loving	33.11	6.10	34.53	6.49	3.83	0.001
Object Reward	30.96	6.03	31.19	6.90	0.61	NS
Neglecting	27.75	6.45	27.61	7.29	0.35	NS

Table 1.4 represents the Mean, Standard Deviation, t-value and significance level of the scores of male and female adolescent learners with respect to different dimension of mother-child relationship.

From the above table, it can be observed that there is a significant difference between male and female adolescent learners in respect of demanding and loving dimension of mother-child relationship. However, there is no significant difference between male and female adolescent learners with respect to protecting, symbolic punishment, rejecting, object punishment, indifferent, symbolic reward, object reward and neglecting.

An observation of the mean scores reveals that the mean score of the male adolescent learners is higher on indifferent and neglecting dimensions of parent-child relationship whereas the mean score of female adolescent learners is higher on protecting, punishment, rejecting, demanding, symbolic reward, loving, and object reward dimensions. It indicates that male adolescent learners perceived the parent-child relationship as high in the use of indifferent, and neglecting, whereas female adolescent learners perceived parent-child relationship as more protecting, high in the use of punishment, rejecting, demanding, loving and reward.

Hence, the null hypothesis is partially rejected. It indicates that male and female adolescent learners differ significantly in respect of demanding and loving.

With regards to the parent-child relationship among male and female adolescent learners in Lower Subansiri District of Arunachal Pradesh, it was found that there is a significant difference between male and female adolescent learners in different dimensions father-child relationship and mother-child relationship. The finding of the present study is in line with the findings of Lama (2013), Lal (2013), Khan (2014), Nidhi and Kotnala (2015), Palit and Neogi (2015) where significant difference was found between male and female adolescent

learners with regards to different dimensions of father-child relationship and mother-child relationship.

FINDINGS:

The following are some of the findings based on the analysis of the present study:

- i) The parent-child relationship of male and female adolescent learners differs significantly in respect of loving dimension.
- ii) The male and female adolescent learners have better relationship with their mothers than with their fathers.
- iii) The father-child relationship of male and female adolescent learners differs significantly in respect of protecting, symbolic punishment, object punishment, and loving.
- iv) The mother-child relationship of male and female adolescent learners differs significantly in respect of demanding and loving.

IMPLICATIONS:

The following implications can be derived on the basis of the present study:

- a) The study has pointed out that the parent-child relationship of the adolescent learners in the area of study as perceived by children is better with the mother.
- b) In the light of the findings of the study there is a need to organize intervention programmes for Parents, and Children.
- c) The present study would be helpful to parents, guidance worker, and teachers as to provide the physiological and psychological needs of the child at all stages of the child's life regardless of their gender.

RECOMMENDATIONS:

Some recommendations can be made to improve family environment of the adolescent learners in the district in particular and in the state in general. These are:

- a) Parents should understand the children, their growth and development, their dreams, and help their children achieve them.
- b) Guidance and Counselling should be provided to the parents as well as children to help them solve the various issues face in the family.
- c) Parents should try their best to develop friendship with their children especially during the adolescent stage.
- d) Parents should treat their children in such a way that the children will feel free to talk about any problems they face in their life.

CONCLUSION:

Thus, it is hoped that the findings of the present study are meaningful, helpful and interesting. The investigator would be happy if the present study is considered useful in anyway, by the parents, teachers, researchers and other persons who are interested in the field of psychology and for carrying further research in the same field.

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