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PARENTING RELATIONSHIP DURING ADOLESCENCE: A STUDY OF JAMMU (URBAN)

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Abstract: The present study was undertaken to study the role of parents during adolescence. The sample size for the present study consists of 60 parents of the adolescent boys (n=30) and girls (n=30) and Parenting Relationship Questionnaire (PRQ) was used to gather the data. The major findings of the present study shows an average level of attachment of parents with their adolescents, an average level of- communication, disciplinary practices, parent's involvement with their child, parenting confidence, their satisfaction with school and relational frustration. Significant differences among fathers and mothers of boys and girls were observed in 'disciplinary practices' in the present research.

Keyword: Adolescents, Parenting Relationship, Attachment, Disciplinary Practices, Parenting Confidence.

INTRODUCTION

The most important factor that determines the quality of a child's life is his relationship with his parents. The early attachment has a effect on child's later adjustment to society. Father and mother alone can supply the intangible sentiments that make home a real home. Both the parents play a definite role in their child's development. Studies of children reared in different situations bring out the need of parental contact. Lack of contact with either of them is likely to bring about a one-sided influence upon this development.

Studies show modest changes between adolescent's attitudes in the 1960s and 1970s, the latter adolescents feeling slightly less satisfied with their parents and more distant with each other than did adolescents in the early 1960s but the great majority of adolescents in both eras, males and female, older as well as younger, described their family as a harmonious and well-functioning system (Demo, 1992). Adolescents of warm and loving parents (where recognition and acceptance of the child along with careful guidance predominates) tend to be outgoing, active and adjustable. They tend to have positive, friendly and cooperative attitudes with their peer group. Adolescents of cold, involving and unaccepted homes tend to have a variety of adjustment problems in home, school and also whose needs are satisfied indiscriminately and who receive little guidance and training in popular and unpopular with their peer groups. They are generally unsuccessful in making social adjustments (Shah, 1970).

Parents of adolescents can be a role model of what it is to be a mature and responsible adult. Parents can continue to demonstrate how to communicate and negotiate. Teenagers are often careful observers of their parents. By modeling, by listening and by talking with them parents can

help them to develop their own value systems that they can use to guide them with important decisions in their life. Peer relationships provide many opportunities for adolescents to learn skills and develop their identity, but parent's relationship with their adolescent is the key means of influencing their growth and development and a positive self image (www.parentline.org.au). Both the relationships, if they move synergistically, can enhance adolescents self esteem. Therefore, the present research will fill in this gap by studying the parent relationship during adolescents in Jammu city. This study will indicate parent-child relationship during adolescence and the data will help the educationist, psychologist and parents.

RESEARCH METHODOLOGY

A.SAMPLE:-

Sample Size:-

The sample size for the present study consists of either of the parents' of the adolescent boys (n=30) and girls (n=30). The total sample size of parents was 60.

Sampling Technique:-

Multistage sampling technique was used for the selection of the sample. A comprehensive list of private schools located in the Jammu city was prepared and then by lottery method three schools were selected. Further, boys and girls were selected randomly and the parents of the selected adolescents were contacted for participation as sample.

Criteria for sample selection:-

- Age :- The age of the adolescent children of these parents should be between 15-18 years
- Residence: - Only parents of school going boys and girls

belonging to the urban areas of Jammu were selected.
c) Schools: - Only parents of students studying in private schools of Jammu City were selected.

B.TOOL USED :-

Parenting relationship questionnaire (PRQ):- The PRQ instrument is designed by Randy W.Kamphaus and Cecil R.Reynolds (2006). It is designed to capture a parent's perspective of the parent-child relationship for children in the age 2 through 18 years. The questionnaire was filled by the parents. It assesses traditional parent-child dimensions such as attachment, communication, discipline practices, involvement, parenting confidence, satisfaction with schools and relational frustration and also provides information on parenting style, parenting confidence, stress and satisfaction with the child's school. The questionnaire can be used in clinical, pediatric, counseling, school and other settings where there is a need to understand the nature of the parent-child relationship. It took 10 to 15 minutes on an average to complete one questionnaire.

C.DATA COLLECTION:-

Data was collected in two phases:-

1. Pilot Study
2. Final data collection

Pilot study: - In this phase the tool was pretested on 10 parents of 5 boys and 5 girls in the age group of 15-18 years. Before finalizing the tool, pretesting was done on the small sample to see the appropriateness of Scale. After analyzing the pretested data, tool was finalized and used for data collection.

Final data collection:- After the selection of the sample and finalization of tool, the data was collected by visiting the selected schools in urban areas of Jammu City. In the initial stage of data collection, researcher took the permission from principals of these schools and randomly selected 20 adolescent from each school, who were in the age group of 15-18 years. The researcher gave the scale to the adolescents to be filled by their parents which took about 2 days to collect data from each school. The total time duration for data collection was 2 months.

D.DATA ANALYSIS:-

Quantitative Analysis: - The data obtained by the use of PRQ was compiled, percentage of respondents falling in various categories were tabulated and calculated. Mean, standard deviation, Chi-square were calculated using SPSS software (20th version)

1. BACKGROUND INFORMATION

“Table 1.1 about here”

Table No.1.1 reveals that 45% of the sample adolescents were in the age of 16 years (47% of the boys and 43% of the girls), 30% of the adolescents were of 15 years of age (27% of the boys and 33% of the girls), 15% of the sample adolescents were in the age of 18 years (17% of the boys and 13% of the girls) and 10% of the sample adolescents were in the age of 17 years (10% of the boys and 10% of the girls).

Majority of the sample adolescents (58%) were from joint families (57% of the boys and 60% of the girls) and 42% of the adolescents were from nuclear families (43% of the boys and 40% of the girls).

“Table 1.2 about here”

Table No.1.2 shows the educational status of the parents' of the sample adolescents. The table reveals that 57% mothers and 50% fathers of boys were 12th passed whereas 20% mothers and 23% fathers of girls were 12th passed. 13% mothers and 33% fathers of boys were graduates whereas 63% mothers and 40% fathers of girls were graduates.

2. PARENTING RELATIONSHIP OF ADOLESCENTS

The parenting relationship of adolescents was assessed on the dimensions namely attachment which shows the closeness between the parents and adolescents, communication which is an important aspect of parent child relationship and refers to the quality of information exchanged between the parents and adolescents, discipline practices which reflects a general sense of the parent in the establishment of rules, involvement which shows the level of participation of parents and adolescents in variety of activities, parenting confidence meaning parents feeling of comfort, control and confidence when making parenting decisions, satisfaction with schools reflecting the satisfaction level of parents in school's job of meeting the child's educational and emotional needs and relational frustration which refers to the parent's level of stress or distress in relating to and controlling the behavior and affect of the child, along with the tendency to over react and become frustrated in common parenting situation.

1.1 ATTACHMENT LEVEL OF PARENTS AND CHILDREN

“Table 2.1 about here”

Table no. 2.1 reveals that 53% parents fall in the average level of attachment. 37% mothers of boys were more attached with their sons and 23% mothers of girls were more attached with their daughters whereas 18% fathers of boys fall in lower extreme of attachment level and 24% fathers of girls fall in significantly below average level.

Calculation of chi-square reveals insignificant difference in attachment pattern among parents of boys and girls.

2.2 COMMUNICATION AMONG PARENTS AND CHILDREN

“Table 2.2 about here”

Table no 2.2 reveals that 63% parents fall in the average level of communication and 20% significantly below average. 80% of boys parents (74% mothers and 91% fathers) fall on the average level where as equal number of parents (10%) fall in significantly below average. 47% of girls parents (41% mothers and 54% fathers) fall on the average level where as 30% parents (29% mothers and 31% fathers) fall significantly below average. 15% fathers of girls fall above average level. Only 18% mothers of girls fall on

lower extreme level. Mothers of girls show less communication with them.

Calculation of chi-square reveals insignificant difference in communication level of parents of boys and girls.

2.3 DISCIPLINARY PRACTICES USED BY PARENTS ON ADOLESCENTS

“Table 2.3 about here”

Table no. 2.3 shows that 55% parents use average level of disciplinary practices and 30% parents fall significantly below average. 80% of boys' parents (74% mothers and 91% fathers) fall on the average level. 70% mothers of the girls fall on the significantly below average level whereas 54% fathers fall on average level and 23% fall on significantly above average as well as below average.

The calculation of chi-square value shows significant difference among parents of girls and also among mothers of boys and girls.

2.4 PARENTS LEVEL OF INVOLVEMENT WITH CHILD

“Table 2.4 about here”

Table no. 2.4 demonstrates the level of involvement of parents with their child. 53% parents fall on an average level in involvement with the child. Equal number of parents (13%) falls on below and above average level. 21% each of boys mothers fall on significantly above average and on upper extreme where as 18% each of girls mothers fall on significantly above average and lower extreme.

Computation of chi-square indicates significant difference in the involvement among fathers of boys and girls.

2.5 PARENTING CONFIDENCE

“Table 2.5 about here”

Table no. 2.5 exhibit that majority of parents (60%) fall on an average level of confidence and 20% parents fall on the significantly below average level. 70% of boys parents (68% mothers and 73% fathers) fall on an average level where as 17% of boys parents (16% mothers and 18% fathers) fall on an average level, 23% of girls parents (18% mothers and 31% fathers) fall significantly below average. On an average level, 18% mothers and 15% fathers of girls falls on above average level.

Calculation of chi-square reveals insignificant difference among parents in communication level of boys and girls.

2.6 SATISFACTION WITH SCHOOLS

“Table 2.6 about here”

Table no. 2.6 demonstrates that 58% parents are on an average satisfied with the schools, 18% fall significant below average and 17% significantly above average. 77% parents of boys and only 40% parents of girls are on an average satisfied with schools, 20% parents of boys are satisfied significantly below average and only 13% parents of girls fall on above average.

Calculation of chi-square reveals significant difference among parents of girls and also among mothers of

boys and girls.

2.7 RELATIONAL FRUSTRATION

“Table 2.7 about here”

Table no. 2.7 presents that 42% parents showed average level relational frustration whereas 38% parents showed upper extreme level of relational frustration. 40% of boys parents (42% mothers and 36% fathers) showed upper extreme level of relational frustration. 50% of girls parents (53% mothers and 46% fathers) fall average level of relational frustration where as 37% of girls parents (35% mothers and 38% fathers) showed upper extreme level of relational frustration.

Computation of chi-square indicates insignificant difference in relational frustration among parents of boys and girls.

Overall analysis of parenting relationship of adolescents (as presented in the section 2.1 to 2.7) reveals that most parents shared average to significantly above average level attachment, average to significantly below average communication, disciplinary practices, average to significantly above average of boys parents where as average to below average of girls parents in involvement, average to below average parenting confidence, average to significantly below average satisfied with schools and average to upper extreme relational frustration.

CONCLUSION

Most of the parents, who formed the sample for the present study have adolescents of 16 years of age and live in joint families. Parent's of girls were better educated and were more technically qualified than parent's of boys.

In the present study, results for Parenting Relationship of these adolescents' shows an average level of attachment of parents with their adolescents. Findings of the study by Lieberman et.al (2003) highlight the importance of distinguishing between parental availability and reliance on parental help when measuring attachment developmentally. The present investigation also reveals an average level of communication, disciplinary practices, parent's involvement with their child, parenting confidence and their satisfaction with school. Significant differences among parents of girls and mothers of boys and girls were observed in disciplinary practices. The parents involvement with the child indicates significant differences among parents of girls and mothers of boys and girls on the aspect of satisfaction with schools.

TABLES

Table No. 1.1 Distribution of sample according to age and type of family

SEX AGE	BOYS (N=30)		GIRLS (N=30)		TOTAL (N=60)	
	f	%	F	%	F	%
15	8	26.7	10	33.3	18	30
16	14	46.7	13	43.3	27	45
17	3	10	3	10	6	10
18	5	16.7	4	13.4	9	15
TYPE OF FAMILY						
NUCLEAR	13	43.3	12	40	25	41.6
JOINT	17	56.7	18	60	35	58.4

Table No. 1.2 Educational Qualification of parents

EDUCATION	BOYS (N=60)						GIRLS (N=60)					
	MOTHER (N=30)		FATHER (N=30)		TOTAL (N=60)		MOTHER (N=30)		FATHER (N=30)		TOTAL (N=60)	
	f	%	f	%	f	%	f	%	f	%	f	%
PRIMARY	0	0	1	3.4	1	1.6	1	3.4	1	3.4	2	3.3
10 th	6	20	1	3.4	7	11.6	2	6.6	2	6.6	4	6.66
11 th	2	6.6	3	10	5	8.3	0	0	0	0	0	0
12 th	17	56.7	15	50	32	53.3	6	20	7	23.3	13	21.66
GRADUATE	4	13.3	10	33.3	14	23.3	19	63.3	12	40	31	51.66
POST-GRADUATE	1	3.4	0	0	1	1.6	1	3.4	7	23.3	8	13.3
ENGINEERING	0	0	0	0	0	0	1	3.4	1	3.4	2	3.3

Table No. 2.1 Attachment Level of respondents with their adolescents

ITEMS	BOYS(N=30)						GIRLS(N=30)						TOTAL (N=60)	
	MOTHER		FATHER		TOTAL		MOTHER		FATHER		TOTAL		f	%
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Lower Extreme	0	0	2	18.1	2	6.6	3	17.6	0	0	3	10	5	8.3
Significantly Below Average	0	0	1	9.09	1	3.3	2	11.7	3	23.07	5	16.6	6	10
Average	10	52.6	6	54.5	16	53.3	8	47.05	8	61.5	16	53.3	32	53.3
Significantly Above Average	7	36.8	1	9.09	8	26.6	4	23.5	1	7.6	5	16.6	13	21.6
Upper Extreme	2	10.5	1	9.09	3	10	0	0	1	7.6	1	3.3	4	6.6
χ^2	7.213 (NS)						5.56 (NS)							
χ^2 among Mothers of Boys and Girls	7.95 (NS)													
χ^2 among Fathers of Boys and Girls	3.141 (NS)													

NS indicates Non Significant Difference

Table No. 2.2 Level of Communication between respondents and their Adolescents

ITEMS	BOYS(N=30)						GIRLS(N=30)						TOTAL (N=60)	
	MOTHER		FATHER		TOTAL		MOTHER		FATHER		TOTAL		f	%
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Lower Extreme	0	0	0	0	0	0	3	17.6	0	0	3	10	3	5
Significantly Below Average	2	10.52	1	9.09	3	10	5	29.4	4	30.7	9	30	12	20
Average	14	73.68	10	90.9	24	80	7	41.17	7	53.8	14	46.6	38	63.3
Significantly Above Average	3	15.78	0	0	3	10	2	11.76	2	15.38	4	13.3	7	11.6
Upper Extreme	0	0	0	0	0	0	0	0	0	0	0	0	0	0
χ^2	2.01						2.624							
χ^2 among Mothers of Boys and Girls	6.729 (NS)													
χ^2 among Fathers of Boys and Girls	4.192 (NS)													

NS indicates Non Significant Difference

Table No. 2.3 Disciplinary Practices Used by Adolescents

ITEMS	BOYS(N=30)						GIRLS(N=30)						TOTAL (N=60)	
	MOTHER		FATHER		TOTAL		MOTHER		FATHER		TOTAL		f	%
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Lower Extreme	0	0	0	0	0	0	3	17.6	0	0	3	10	3	5
Significantly Below Average	2	10.52	1	9.09	3	10	12	80.5	3	23.07	15	50	18	30
Average	14	73.7	10	90.9	24	80	2	11.7	7	53.8	9	30	33	55
Significantly Above Average	3	15.7	0	0	3	10	0	0	3	23.07	3	10	6	10
Upper Extreme	0	0	0	0	0	0	0	0	0	0	0	0	0	0
χ^2	2.607 (NS)						13.891*							
χ^2 among Mothers of Boys and Girls	22.1**													
χ^2 among Fathers of Boys and Girls	4.393 (NS)													

*significant at 0.05% level **significant at 0.01% level. NS indicates Non Significant Difference

Table No. 2.4 Involvement of respondents with their adolescents

ITEMS	BOYS(N=30)						GIRLS(N=30)						TOTAL (N=60)	
	MOTHER		FATHER		TOTAL		MOTHER		FATHER		TOTAL		f	%
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Lower Extreme	0	0	0	0	0	0	3	17.6	3	23.07	6	20	6	10
Significantly Below Average	0	0	1	9.09	1	3.3	2	11.8	5	38.4	7	23.3	8	13.3
Average	11	57.9	9	81.81	20	66.6	7	41.2	5	38.4	12	40	32	53.4
Significantly Above Average	4	21.05	1	9.09	5	16.7	3	17.6	0	0	3	10	8	13.3
Upper Extreme	4	21.05	0	0	4	13.3	2	11.8	0	0	2	6.7	6	10
χ^2	5.239 (NS)						6.196 (NS)							
χ^2 among Mothers of Boys and Girls	6.608 (NS)													
χ^2 among Fathers of Boys and Girls	7.696*													

*significant at 0.05% level, NS indicates Non Significant Difference

Table No. 2.5 Level of Parenting Confidence of Respondents

ITEMS	BOYS(N=30)						GIRLS(N=30)						TOTAL (N=60)	
	MOTHER		FATHER		TOTAL		MOTHER		FATHER		TOTAL		f	%
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Lower Extreme	1	5.3	0	0	1	3.3	2	11.7	1	7.7	3	10	4	6.6
Significantly Below Average	3	15.8	2	18.2	5	16.7	3	17.6	4	30.7	7	23.3	12	20
Average	13	68.4	8	72.8	21	70	9	52.9	6	46.1	15	50	36	60
Significantly Above Average	2	10.5	1	9	3	10	3	17.6	2	15.3	5	16.6	8	13.4
Upper Extreme	0	0	0	0	0	0	0	0	0	0	0	0	0	0
χ^2	0.636 (NS)						0.756 (NS)							
χ^2 among Mothers of Boys and Girls	1.153 (NS)													
χ^2 among Fathers of Boys and Girls	2.134 (NS)													

NS indicates Non Significant Difference

Table No. 2.6 Parental Satisfaction with schools

ITEMS	BOYS(N=30)						GIRLS(N=30)						TOTAL (N=60)	
	MOTHER		FATHER		TOTAL		MOTHER		FATHER		TOTAL		f	%
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Lower Extreme	0	0	0	0	0	0	4	23.5	0	0	4	13.4	4	6.7
Significantly Below Average	1	5.2	0	0	1	3.3	10	58.8	0	0	10	33.3	11	18.3
Average	14	73.7	9	81.9	23	76.6	3	17.6	9	69.2	12	40	35	58.3
Significantly Above Average	4	21.05	2	18.1	6	20	0	0	4	30.7	4	13.3	10	16.6
Upper Extreme	0	0	0	0	0	0	0	0	0	0	0	0	0	0
χ^2	0.668 (NS)						20.837**							
χ^2 among Mothers of Boys and Girls	22.43**													
χ^2 among Fathers of Boys and Girls	0.503 (NS)													

**significant at 0.01% level, NS indicates Non Significant Difference

Table No. 2.7 Relational Frustration Among parents

ITEMS	BOYS(N=30)						GIRLS(N=30)						TOTAL (N=60)	
	MOTHER		FATHER		TOTAL		MOTHER		FATHER		TOTAL		f	%
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Lower Extreme	0	0	1	9	1	3.3	0	0	0	0	0	0	1	1.7
Significantly Below Average	2	10.5	0	0	2	6.6	1	5.9	0	0	1	3.3	3	5
Average	5	26.31	5	45.6	10	33.3	9	52.9	6	46.1	15	50	25	41.6
Significantly Above Average	4	21.05	1	9	5	16.7	1	5.9	2	15.38	3	10	8	13.3
Upper Extreme	8	42.1	4	36.4	12	40	6	35.3	5	38.4	11	36.7	23	38.4
χ^2	4.306 (NS)						1.518 (NS)							
χ^2 among Mothers of Boys and Girls	3.461 (NS)													
χ^2 among Fathers of Boys and Girls	1.378 (NS)													

NS indicates Non Significant Difference

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