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PARENT-CHILD RELATIONSHIP AND ADJUSTMENT OF HIGH SCHOOL STUDENTS

P. Sozharajan¹ and Dr. M. Govinda Raju²

¹Ph.D. Scholar, Bharathiyar University, Coimbatore, Tamil Nadu.

²Principal, Sri Muthukumaran College of Education, Chennai, Tamil Nadu.

ABSTRACT:

Today's youth, unlike generations before them are presented with arduous challenges in life, such as, the family fabric loosening; the parent-child relationships increasingly and seemingly impinged upon due to work demands of the parents; lesser and lesser time spent with family; and subcultures which will bring disharmony to the relationship between them. At the same time, parents of adolescents usually are working on their own midlife marital and career issues while they are trying to understand and meet the adolescent needs for the better adjustment of the adolescent. Therefore, the investigators had chosen this research to reflect upon how the gender and type of the family influence the parent-child relationship and adjustment of them. It is a survey research. 214 high school students studying 9th standard in Thiruvallur district had been chosen through stratified sampling technique. Data was analysed by t-test. Result revealed that the female high school students are having better parent-child relationship than males. Joint family students are having better parent-child relationship and adjustment than the students belonging to nuclear family. Parent-child relationship and adjustment are correlating with high significant.

KEYWORD: Parent-Child Relationship, Adjustment.

INTRODUCTION

Family has an important role in the development of a child. A child starts learning everything from family and keeps his parents as a role model. Role models play an important role during the process of growth and identity formation of different types of parent-child relationship impact the development of adolescent differently. Parent-child relationship is a great source to determine the

personality and psychosocial development of children. Parent-child relationship refers to the frequency and intensity of communication patterns between young people and their parents. Different kinds of parenting style impact the development differently on the child. It is necessary for the parents to provide best possible environment at home, to create a conducive, fostering and supportive experiences for smooth transition from childhood into adulthood. The parent-child relationship



consists of a combination of behaviours, feelings, and expectations that are unique to a particular parent and a particular child. The relationship involves the full extent of a child's development. Of the many different relationships people form over the course of the life span, the relationship between parent and child is the most important. The quality of the parent-child relationship is affected by the parent's age, experience, and self-confidence, the stability of the parents' marriage, and the unique characteristics of the child compared with those of the parent.

Adjustment is a continuous life-long process. It is adaptation, achievement as well as process. It is a compromise between needs and circumstances. To live a happy and satisfied life adjustment is essential. It is harmonious relationship between the individual himself and the environment. During adolescence stage, many physical, psychological, behavioural, cognitive, emotional changes take place. Adolescents' shows strong feelings and intense emotions at different times. Emotion is the current of energy that are within us. Emotion may be defined as the stirring up of an organism involving internal and external changes in the body. Our emotions control our behaviour. Emotion is a dynamic inner adjustment in the organism that operates for the satisfaction and welfare of the individual. Mood fluctuation appears during this stage. These emotional ups and downs can lead to increased conflict and adjustment problems among adolescents'. It becomes very difficult for the adolescents to cope up with these changes. There is a need to understand these problems faced by adolescents otherwise it would lead to mal-adjustment. Parent and teachers are more responsible for the emotional adjustment of the child. Therefore, education of the adolescents must be planned in such a way enabling them to adjust personally, socially, emotionally and educationally to the various environments. The important areas of adjustment can be classified as Home, Health, Social, Emotional and School Adjustment. Significance of the Study

Parent-child relationship is a major determining factor in the development of personality and psychosocial development of children. Parent-adolescent relationship refers to the frequency and intensity of communication and interaction patterns between adolescent and their parents. The parent-child relationship consists of a combination of behaviours, feelings and expectations that are unique to a particular parent and a particular child. The quality of the parent-child relationship is affected by the parent's age, marital status and experience.

It is evidenced that parents are responsible for the development of favourable attitude towards school and society. With the passage of time and with the advancement of science and technology the social and economic pattern of the family life too has undergone a change. Due to lack of time parents pay less attention towards their child. It may affect the bond of love and affection. As their relationship becomes weak it ultimately affects the adjustment and development of the child. Taking this into consideration, the researcher is keenly interested to know whether the parent-child relationship influences the adjustment of secondary school students, hence the researcher has chosen the problem related to "parent-child relationship". The study has several practical implications. It may prove helpful in diagnosing school Adjustment and many other problems related to the students. The educator psychologist and social workers in the society may also derive advantage from the present study.

Hence relationship with parents can influence the adjustment of the child. The present study was done with the objective to study the relationship between adjustment and parent-child relationship of the high school students. The hypothesis of the present study was that adjustment would be related with parent-child relationship.

OBJECTIVES

- To study the parent-child relationship of high school students with respect to gender.
- To study the parent-child relationship of high school students with respect to type of family.
- To study the adjustment of high school students with respect to gender.
- To study the adjustment of high school students with respect to type of family.
- To study the relationship between parent-child relationship and adjustment of high school students.

HYPOTHESES

1. There is no significant difference in parent-child relationship of high school students in terms of gender.
2. There is no significant difference in parent-child relationship of high school students in terms of type of family.
3. There is no significant difference in adjustment of high school students in terms of gender.
4. There is no significant difference in parent-child relationship adjustment of high school students in terms of type of family.
5. There is no significant relationship between parent-child relationship and adjustment of high school students.

DESIGN AND RESEARCH METHOD

Descriptive survey research method was applied to assess the parent-child relationship and adjustment of high school children. Thiruvallur district was chosen for data collection which is close to Chennai and has a diversified student population settled here from various places of Tamil Nadu. In that 3 schools located in Mogappair, Ambatur and Puzhal has been chosen since it is semi urban area where the students belong to SES level. A sample of 1109th standard students was selected through stratified random sampling technique.

TOOL

- Parent-child Relationship Scale (PCRS) devised by Nalini Rao (1989)
- Adjustment Scale developed by A.K.P Sinha and R.P. Singh.

ANALYSIS OF DATA

Table 1: Gender wise N, M, SD, df and t-value of Parent-child relationship

Gender	N	Mean	SD	df	t- value	Level of Significance
Male	96	629.06	159.60	241	2.168	Significant at 0.05 level
Female	147	671.19	140.06			

From Table-1, it is evident that the t-value 2.168 is significant at 0.05 level. It reflects that the mean parent-child relationship scores of male and female high school students differ significantly. Hence, the null hypothesis-1 is rejected. Further female students possess higher parent-child relationship mean score than male students. It may be concluded that the female high school students are having significantly higher parent-child relationship than male students.

Table 2: Type of Family wise N, M, SD, df and t-value of Parent-child relationship

Type of Family	N	Mean	SD	df	t- value	Level of Significance
Nuclear	110	625.93	162.61	241	2.755	Significant at 0.01 level
Joint	133	678.21	133.15			

From Table-2, it is evident that the t-value 2.755 is significant at 0.01 level. It reflects that the mean parent-child relationship scores of high school students belonging to nuclear and joint family are differing significantly. Hence, the hypothesis-2 is rejected. Further high school students belonging to joint family possess higher parent-child relationship mean score than high school students belonging to nuclear family. It may be concluded that the high school students belonging to joint family have significantly higher parent-child relationship than high school students belonging to nuclear family.

Table 3: Gender wise N, M, SD, df and t-value of Adjustment

Gender	N	Mean	SD	df	t- value	Level of Significance
Male	96	18.97	6.73	241	0.553	Not Significant
Female	147	18.49	6.59			

From Table-3, it is evident that the t-value 0.553 is not significant at 0.05 level. It reflects that the mean adjustment scores of male and female school students are not differing significantly. Hence, the hypothesis-3 is accepted. It may be concluded that the male and female high school students are not differing significantly in their adjustment.

Table 4: Type of Family wise N, M, SD, df and t-value of Parent-child relationship

Type of Family	N	Mean	SD	df	t- value	Level of Significance
Nuclear	110	15.37	5.30	241	7.932	Significant at 0.01 level
Joint	133	21.42	6.39			

From Table-4, it is evident that the t-value 7.932 is significant at 0.01 level. It reflects that the mean adjustment scores of high school students belonging to nuclear and joint family are differing significantly. Hence, the hypothesis-4 is rejected. Further, high school students belonging to joint family possess higher adjustment mean score than high school students belonging to nuclear family. It may be concluded that the high school students belonging to joint family are having significantly higher adjustment than high school students belonging to nuclear family.

Table 5: Correlation Matrix

Variable	Parent-child Relationship	Adjustment
Parent-child Relationship	-	0.576
Adjustment	0.576	-

From Table-5, it is clear that the correlation coefficient is differing significantly. In this context, the above said null hypothesis is rejected. Therefore, it may be concluded that parent-child relationship and adjustment of high school students are positively correlated with high significant.

CONCLUSION

Parent-child relationship is very important for the adjustment of a child and growth and development of child. Here, the female high school students are having better relationship parents and well-adjusted than the male students. But gender is not playing major role on adjustment of high school students. The students are living in joint family are having better relationship parents and well-adjusted than the students belonging to nuclear family. Parent-child relationship and adjustment of high school students are positively correlated with high significant.

EDUCATIONAL IMPLICATIONS

The quality of parent-child relationship often provides the foundation for the child's development, which begins in infancy. In order for a child to develop normally, they need a healthy parent-child relationship. Children develop attachments to those who pay attention to them and meet their needs. Therefore, when a child forms a healthy attachment to their primary caregiver, it suggests that the child's needs are all being met, which then creates an environment that nurtures the child's physical, cognitive, emotional, and social development.

Healthy relationships and interpersonal interactions in a person's life help to regulate chemicals in the brain and brain function which also has a direct impact on child development and also better adjustment.

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