

Parent Child Relationship of Indian Students and Suggestive Techniques

Sanjana Shah^{1*}, Preeti Nakhat²

ABSTRACT

The parent child relationship is critical when the child is going through physical changes in collaboration with the emotional ups and downs and thus the child needs dependence and security from the family. Focusing on the impulsive age between 16-18, the paper examines the nature of the parent child bond. The hypotheses of the study is H1= Parent and child share highly cordial relationship. To review students from different traditions, cultures and levels of the society. The Parent Child Relationship Scale (PCRS) by Lt. Nalini Rao was used for research purpose. For data collection, 200 students and more are planned to be reached; a fair number of schools have been approached for the same purpose. After the data collection the analysis was done using Microsoft excel and z –score.

Keywords: *Parent Child Relationship, Indian Students, Suggestive Techniques*

Human a child trusts; in spite of a person being involved into many relations all through his lifetime the parent child relation is majorly crucial. The parent child relationship is very much responsible in the development of a child. Parenting is a process of being thoroughly involved into the emotional and physical upbringing of the child. The first learning of the child is from what the parents are doing around, the child is a keen observer and while parents unknowingly do wrong actions or speak aloud the wrong words in front of the child, the child immediately gets the hang of it and is sure to repeat it during that time or at a later stage.

Parents unwantingly teach a lot of things to their child and later on complain for the same. The paper is an insight to how the parent child relationship is right now and what factors are affecting the relationship negatively. The paper aims to give suggestive techniques regarding to the betterment of the relation.

¹ Research Student, Pandit Deendayal Petroleum University, Raisan, Gandhinagar, Gujarat, India

² Ph.D Research Scholar, Pandit Deendayal Petroleum University, Raisan, Gandhinagar, Gujarat, India

*Responding Author

Received: May 10, 2018; Revision Received: June 14, 2018; Accepted: June 29, 2018

LITERATURE REVIEW

A paper titled: Parental involvement, family structure, and adolescent sexual decision making had been written by Pearson Jennifer Muller Chandra, Frisco Michelle in the year 2006.

The main aim of the paper was to determine what aspects of parental involvement are related to sexual initiation, whether parental involvement explains the association between family structure and sexual debut, and whether these relationships differ among boys and girls.

National Longitudinal Study of Adolescent Health had been used to find the study's result.

This research was based on data from Add Health, a nationally representative, school-based study that surveyed 20,745 students in grades 7 through 12, collecting data on adolescents' health-related behaviors.

Results indicated that among white adolescents, four aspects of parental involvement shared dinnertime, participation in shared activities, relationship quality, and communication pendently related to sexual initiation.

When these young people had positive relationships with their parents, shared mealtimes, and participated in shared activities, they were less likely to initiate sex.

Findings also suggested that parental involvement did not mediate the association between family structure and sexual debut; rather, these aspects of adolescents' family lives were independently related to adolescent sexual initiation.

Crook Thomas, Raskin Allen and Eliot John in the year 1981 in Maryland wrote a research paper titled: Parent-Child Relationship and Adult Depression.

The present paper reported a comparison of depressed and non-depressed subjects undertaken to identify aspects of the early parent- child relationship that may be associated with the development of depressive illness in adult life.

Reports of early parental behavior provided by 714 hospitalized depressed patients were compared with those provided by 387 normal adults. The 2 groups were also compared on ratings of parental behavior along the acceptance- rejection and autonomy-control dimensions, based on reports of other informants. The analysis of the study showed differences between the groups suggest that depression in adult life may be related to parental rejection and control through techniques such as derision, negative evaluation, and withdrawal of affection during childhood.

The paper titled : "Family systems and social support: A test of the effects of cohesion and adaptability on the functioning of parents and adolescents" was written by Farrell Michael and Barnes Grace in the year 1993. The objective of the paper was to test hypothesis derived from family systems theory and social support theory taking into account methodological problems. Hypotheses were derived about the effects of cohesion and adaptability on family members' psychological functioning, behavior and perceptions of family relationships. The dependent variables were depression, anxiety, identity diffusion, individuation, self-esteem, deviance, school misconduct, grades, marital agreement and parent child communication. A sample of 699 families was obtained from a large northeastern city.

Parent Child Relationship of Indian Students and Suggestive Techniques

The results obtained by Farrell Michael and Barnes Grace suggested that cohesion has a direct linear relationship to positive outcomes, a finding consistent with social support theory. It was also marked that the more the adaptability the better the outcomes for girls, but not for other family members.

Sharma Hema wrote a paper titled, "The effect of parental anxiety on the self-esteem of high school underachiever differing in test anxiety." The basic aim of the paper was to understand the effect of parental anxiety on the self-esteem of high school underachiever boys and girls differing in levels of test anxiety.

The underachievers (who fell below the regression line drawn on the basis of intelligence raw score and academic achievement score), equal number of both (high and low anxious boys and girls) with four categories of parents (1- both parents highly anxious, 2- both parents low anxious, 3- only father anxious, 4- only mother anxious) were selected and were tested on dependent variables of the present study.

Thus to study the interactive effects a $2 \times 2 \times 4$ factorial design was used and post hoc comparison was made by t-test. The results revealed that parental lifetime and current anxiety diagnoses were significantly associated with the child anxiety diagnoses.

A research paper was written by Guy Doron, Danny Derby, Ohad Szepeswol titled: "I can't stop thinking about my child's flaw: An investigation of parental preoccupation with their children perceived flaws." in the year 2014 in Israel.

The basic aim of the paper was to find out if the parent-child OC symptom is a prevalent source of unique distress for the parents or not.

In this study, a self-reported scale for assessing parent-child ROCD symptoms (the PROCSI-PC) was created on the basis of an existing partner focused ROCD- scale. Confirmatory factor analysis conducted on a sample of 350 parents supported a five factor solution of the PROCSI-PC corresponding to five perceived flaw domains: appearance, intelligence, competence, morality and sociability stability.

The PROCSI-PC total score was associated with parental OCD and mood symptoms and with parental stress. The results indicated the parent-child OC symptoms may be a prevalent source of unique distress that is especially challenging for parents.

RESEARCH METHODOLOGY

The populations were students of higher secondary school of Ahmedabad. Two hundred students between the ages of 16-18 were sampled regardless of their class, sex and socio-economic status.

All the teenagers sampled were informed consents.

Parent Child Relationship of Indian Students and Suggestive Techniques

Instruments

The instrument used to collect data was Parent- child relationship scale constructed by Lt.Nalini Rao. The questionnaire consisted of 100 questions. The respondents were required to indicate their perception by grading their answers between 1-5 which indicated very rarely, rarely, sometimes, many times and always. The negative areas included were symbolic punishment, object punishment, rejecting, demanding and neglecting.

Statement of the Problem

The problem of how a parent-child relationship should ideally be has generated a lot of questions amongst researchers and doctors. The problem is very crucial and delicate and is supposed to be dealt with caution. There is no ultimate way to solve the problems that happen in a parent child relationship as every individual is unique and is expected to deal with differently. As a person keeps on changing so does a relation like these if/if not taken care of.

Objectives of the Study

The purpose of the study

- [1] To find out parent-child relationship of higher secondary school students
- [2] To analyze what factors are leading to decline in parent child relationship
- [3] To give suggestive measures to parents to have a healthier relationship with their child.

Major Assumptions

- [1] Parent child relationship is very unstable during the teen years.
- [2] While answering the survey questionnaire, students have given honest answers.
- [3] The child is more at fault than the parent.
- [4] Teenagers are mentally affected by their relations with their parents.

Significance Of The Study

- [1] The study promotes parents and children to have a better relationship.
- [2] The study favors a healthy and happy lifestyle for the entire family.
- [3] The study helps in showing various alternatives for the scope of an improved parent child relationship.

DATA ANALYSES

H₁ : Parent and child share highly cordial relationship. To test the above hypothesis, instructions from the manual 'Parent-child relationship scale by Nalini Rao' were used. All the scores of each student were calculated individually for the sub scale 'Demanding' and 'Symbolic punishment'. After that 'Raw score' were calculated and later converted into z-score using the table below:

Norms for interpretation of level of parent-child relationship. (For mother and father)

SN	Range of z-score	Grade	Level of parent-child relationship
1	+2.01 and above	A	Extremely cordial relationship
2	+1.26 to +2.00	B	Very cordial relationship
3	+0.51 to 1.25	C	Above average relationship

Parent Child Relationship of Indian Students and Suggestive Techniques

SN	Range of z-score	Grade	Level of parent-child relationship
4	-0.50 to 0.50	D	Moderate relationship
5	-0.51 to -1.25	E	Below average relationship
6	-1.26 to -2.00	F	Unfavorable relationship
7	-2.01 and below	G	Extremely unfavorable relationship

The analysis shows an 'A' graded relationship with their parents which meant that they shared an extremely cordial relationship with their parents. An extremely cordial relationship according to the researcher means that there is a healthy communication between the parents and the child, that the kid is given enough quality time, the parents are involved in the upbringing of the their child , the child is attached with the parents, sheltered and given a shield of protection for situations assumed to be hostile and oppressing and a relationship where the child is given space and freedom to have an individualist opinion and follow his/her own principles and ethics. The majority students surveyed fall into this category which signifies an extremely positive parent child relationship.

In spite of having an extremely cordial relationship with their parents, the answers the children had given do show a high incline in the negative factors like symbolic punishment, rejecting, object punishment, demanding and neglecting.

(i) Demanding

Quite ironically 79 out of 129 children feel that the parental demand is extreme and that the stress to fulfill the parental demand will surely lead to a decline in the relationship the parent child had prior.

The demanding parent might feel that the authority and command is essential for the child; sometimes they fail to understand their child's capacity.

Imposing their unfulfilled dreams on their child and wanting him/her to excel in every activity and academics is not righteous majority of the times. As this affects negatively on the child. Parents who are over controlling for their children are probably causing them lifelong psychological damage, proves a study of a group of people born in the 1940s.

A few illustrations of psychologically demanding behaviors which were found in the study included hindering into the child's privacy and a strong disapproval to let the child make his/her own decisions, and fostering dependence upon the parent.

As an individual they possess different traits, thinking, ideology and personality, thus forcing the child to follow a lot of rules and regulations results into the child being completely ignorant towards anything and everything. Under pressure he/she gets frustrated and does whatever he/she feels like.

Child may not agree to the parents point of view. The parents in order to maintain their socio economic status burden their child with a lot of activities. 10th-12th boards are surely of great importance. The parents create tension amongst the family, and burden their child with expectations and conditions. Questioning their kids about studies, other conversations don't

Parent Child Relationship of Indian Students and Suggestive Techniques

happen and thus the child remains in the tense state of mind throughout. The hype of board exams and the fear of the society questioning the parents about their child's result play the major impact.

(ii) Symbolic punishment

One of the two major factors falling into the category of highly negative factor was found to be symbolic punishment. 46 out of 129 students having an A graded relationship with their parents' feel they are being symbolically punished by their parents in an extreme manner.

According to the researcher symbolic punishment can be defined as Punishing the child psychologically by either neglecting, disapproving interaction, making the child feel unwanted etc and not with any physical action like slapping while their child has done something wrong.

Symbolic punishment is worse as compared to a physical punishment, as the symbolic punishment is of a longer term. Punishing kids provokes misbehavior. A punished kid is likely to be more angry and violent. It stimulates adrenalin and other fight, flight or freeze hormones, and lowers the reasoning, cooperative impulses. The child takes less time to forget the behavior which led him to the punishment, but it takes way longer for the kid to process the emotional aftermath of the punishment. One learning that happens is they learn to lie and try their best not to get caught .Punishment leads to a disconnection between the parent and child. It negatively influences IQ, as the child who does not feel completely safe and feels insecure aren't open to learning. Simply put, punishment is never an better alternative to raise a mature, attentive, happy child.

As the parent symbolically punishes the child for small wrongs the child feels embarrassed and guilty about his/her doing. The parent fails to understand that at what intensity the child would be affected by their neglecting behavior.

A child initially confesses about his/her wrong doings; but slowly gains the maturity that when he does something wrong he is neglected and disapproved of, while he strongly dislikes such a behavior by his/her parents the child starts lying about his/her doing.

It is sensible to talk and communicate as to why the parent felt he/she is wrong and why should it not be done any further in an appropriate manner. Furthermore they have to understand why did the child do something like that and communicate what they want to in a way that the child accepts their view point and is convinced not to make the mistake again.

Symbolic punishment in several cases is even found affecting the child so negatively that he/she feels separated, lonely and abandoned , it strikes such chords in his/her brain that that one incident can impact him/her for a lifetime.

The parents at times refrain from understanding that at what level the child needs symbolic punishment, irritation and annoyance by the smallest mistakes the child does and giving him/her symbolic punishment cannot justify.

Parent Child Relationship of Indian Students and Suggestive Techniques

Such symbolic punishment makes the child come in contact with the feeling of guilt. The guilt becomes heavy on them and while they are being punished symbolically for both small and big mistakes they get confused about 'What was so wrong in not listening to the mothers call for the first time' that she is treating me like she doesn't love me anymore. At times parents think its not a big deal to do so but in a lot of cases it adversely affects the child. It leads to a shocking decline in the parent child relationship.

The benefit of communicating with the child is that if he/she knows that their parent won't neglect them so they will come and share everything and lie very rarely because they know that they will always be treated with love and given proper guidance. The parent needs to sit and listen to the child and find out what lies in the crust and come across the reason about why the child decide to make such a mistake.

RESULTS AND FINDINGS

The results obtained were surprising, in spite of 129 students having an 'A' graded relationship with their parents the results concluded that even the 'A' graded relationship had many flaws and could lead to degradation in the bond. Amongst the 129 students 79 students felt their parents are extremely demanding and 46 felt that they are being symbolically punished. That means that even while the parents tried to maintain and put in their efforts to be fairly positive in the areas like protecting, indifferent, loving, symbolic reward and object reward and very calm in , object punishment, rejecting, and neglecting, they unfortunately failed when it came to symbolic punishment and demanding and ignorantly degraded their fair graded relationship.

Scope and Delimitation of the Study

It would have been ideal to stretch the scope of this study to cover more areas, but for the minimum resources available and time factor, the area of the study of this research is delimited to just the developed areas of the city of Ahmedabad.

The results might have been different if some other locality or area was surveyed and researched.

Suggestive Measures for Parents

The Stress Perspective Stress is a common factor in a parent child relationship, and it usually happens when the parents and their children fail to understand each other. Stress in a limited form will always be present in every individual life, the paper is just an effort to minimize the stress between a parent and a child to promote a healthy and happy family environment .The paper tries to give suggestive techniques to the parents, as the researcher feels that either one of the two needs to change, and as parents being the mature amongst the two should take the first step.

(i) Communication

A parent child relationship will get better if there is communication from a very initial level. The benefit of having a healthy communication between parent child is that both will be able to understand each other's expectations and have a common understanding of the same.

(ii) Dynamic

A parent child relationship is ever changing; as the human mind and emotions. As they keep on changing the parent child relationship seems like a rollercoaster ride, at times fun but most of the times scary. The parent should take this into consideration and stay patient with the child.

(iii) Being on the same page

The parent child relationship will be better if the parent tries and is on the same page as the child is. The parent can do so by reading the same books they read, watching the same movie, crushing over the same celebrity, playing card games and board games, going to the restaurants they go to and binge watching the same TV series as they do. This helps the parent know their child and his/her interests better. This won't only create a beautiful bond between them but also gives them plenty of more common topics of discussion. This will also make the parent understand their child better.

(iv) Dining together

For a good parent child relationship all the members of the family should sit together at the dinner table and should be aware of the whereabouts of each other. Discussions about the best and worst memories of the day should be initiated.

(v) Being involved into the child's academics and extra curricular

The child loves attention, and while he scores good in a test or wins at a match in a sport he expects the parent to praise him and celebrate the victory. A parent should try and be a part of all the matches their kids play, positively a part of all the parent teacher meetings that happen and should try to pick and drop off their kids at schools, classes and games. This is when the child is very enthusiastic to share what has happened in the classroom and at the football ground, the parent should try and becomes the first person to know everything about the child and in a way shows positive listening so that the child is sure of knowing that he is well attended to.

(vi) Joke around

Children are happy when there is a light environment in the house, the parents should joke around and pull their child's leg once a while for better relations with their child, while the parents play cool the child learns that he/she can joke around and tell them about the things he/she does at their age and if appropriate even the parents should share about their childhood memories so that the child feels that the parents approve of a lot of things they never thought about. While there is a light atmosphere the child would like to be home and go on drives with the parents.

(vii) Keeping it open

The child likes when there are open discussion and acceptance. The parent child relationship will get better when the parent is also open talking about bold topics like relationships, sex, alcohol, drugs, smoking etc. The parents when such discussions happen should make the child understand about the pros and cons of everything. When there are open discussions

Parent Child Relationship of Indian Students and Suggestive Techniques

happening in the house the child is less likely do take wrong steps as he/she is already well informed by a trusted and reliable parent point of view.

(viii) Keeping the office stress at work

Parents should keep their professional and personal life separate. If not done so the office stress might lead to unnecessary arguments and tense environment in the house. When the parents come carrying their work stress at home there is a noticeable change in their behavior and the child finds it difficult to communicate major as well as minor things as they know the response wont be in their favor. The parents should stay calm and maintain a stress free environment around their child.

(ix) Difference of opinion

Parent and the child should consider arguments as healthy conversation. Arguing and understanding each others point can lead to constructive decision. All such small actions make the parent child relationship bloom. Parenting is surely a tough job but if done it the right way, it is not that difficult be become a successful parent.

REFERENCE

- Charlie, C. (2015, September Thursday). *Overly controlling parents cause their children life long psychological damage, says study*. Retrieved September Tuesday, 2017, from Independent.co.uk: www.independent.co.uk/
- Crook T, Raskin A, Eliot J. (1981). Parent Child Relationships and Adult Depression. *Child Development*, 52 (3), 950-957.
- Doron G, Derby D, Szepeswol O. (2017). I can't stop thinking about mu child's flaws: An investigation to parental preoccupation with their children's perceived flaws. *Journal of Obsessive-Compulsive and Related Disorders*, 14, 106-111.
- Farrell M, Barnes G. (1993). Family systems and social support: A test of the effects of cohesion and adaptability on the functioning of parents and adolescents. *Journal of Marriage and Family*, 55 (1), 119-132.
- Hema, S. (2016). The effect of parental anxiety on the self-esteem of high school underachievers differing in test anxiety. *International research journal on management sociology and humanities*, 7 (8), 142-160.
- Markham, L. (2014, April 29th). Psychology Today. Retrieved September 19th, 2017, from psychologytoday.com:<https://www.psychologytoday.com/blog/peaceful-parents-happy-kids/201404/10-ways-guide-children-without-punishment>
- Pearson J, Muller C, Frisco M. (2006). Parental involvement, family structure and adolescent sexual decision making. *Sociological Perspectives*, 49 (1), 67-90.

Acknowledgements

The authors profoundly appreciate all the people who have successfully contributed in ensuring this paper is in place. Their contributions are acknowledged however their names cannot be able to be mentioned.

Conflict of Interest

The authors colorfully declare this paper to bear not conflict of interests

How to cite this article: Shah, S & Nakhat, P (2018). Parent Child Relationship of Indian Students and Suggestive Techniques. *International Journal of Indian Psychology*, 6(2), 12-20. DIP:18.01.102/20180602, DOI:10.25215/0602.102