

ADJUSTMENT OF HIGH SCHOOL ADOLESCENTS IN RELATION TO PARENT CHILD RELATIONSHIP

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Abstract

In this paper an attempt has been made to find the correlation between the adjustment and parent child relationship. For this, sample of 100 students were selected from the Government Schools of Chandigarh region namely Government Model Senior Secondary School, Sector 37-D Chandigarh and Government High School, Sector-24 A, Chandigarh. High School Adjustment Inventory by A.K. Singh and A. Sen Gupta (2011) and Parent Child Relationship Scale by Nalini Rao (2011) were used to measure the adjustment and characteristic behaviour of parents as experienced by their children respectively. Pearson correlation test was employed to interpret the data. The result indicates that there is no significant correlation between the adjustment and parent child relationship of high school adolescents.

Introduction

Parent-child relationships provide the foundation for children's learning. With parents' sensitive, responsive, and predictable care, young children develop the skills they need to succeed in life. Early parent-child relationships have powerful effects on children's emotional well-being (Dawson & Ashman, 2000), their basic coping and problem-solving abilities, and future capacity for relationships (Lerner & Castellino, 2002). Through these interactions, children learn skills they need to engage with others and to succeed in different environments. They learn how to manage their emotions and behaviors and establish healthy relationships with adults and peers. They also learn how to adjust to new situations and to resolve conflicts. When parents have warm, trusting, and reliable relationships with peers, family, community members, and service providers, they are more likely to have positive relationships with their children. The day-to-day interactions between infants and young children and their parents help drive their emotional, physical, and intellectual development. When parents are sensitive and responsive to children's cues, they contribute to the coordinated back and forth of communication between parent and child. These interactions help children develop a sense of self, and model various emotional expressions as well as emotional regulation skills (e.g. selfcalming and self-control skills). Families can engage in everyday learning activities, even with very young children, and help them to develop lifelong motivation, persistence, and a love of learning (Dunst, Bruder, Trivette & Hamby, 2006). For example, parents can participate with their children in early literacy activities such as pointing to and naming objects, storytelling, and reading. As school approaches, parents can promote successful transitions and persistence by engaging children in joint literacy activities such as reading together and sharing exciting conversations about educational topics.

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Emergence of Study

The roots of the growth of an individual lie in the family. The family refers to a group related to blood or marriage. The basic factor in child development is the social relationships, the relationship between parents and child is very crucial one. Especially at the adolescent stage of physical and psychological change, an individual strives to establish his or her own identity and to develop desirable social behaviour. But, in a family where emotional bonding and communication between youth and parent are adequate with clear behavioral standards, then youths can become emotionally competent, responsible, independent, confident and socially competent. Therefore investigator decided to find the relationship of parent child relationship and adjustment of high school adolescents.

Objective

To study the relationship between adjustment and parent child relationship of high school adolescents.

Hypothesis

There will be no significant correlation between adjustment and parent child relationship of high school adolescents.

Sample

In this study, a representative sample of 100 students of class IX were taken from two Government Schools namely Government Model Senior Secondary School, Sector 37- D Chandigarh and Government High School, Sector-24 A, Chandigarh which were picked up with the use random sampling.

Tools used

High School Adjustment Inventory by A.K. Singh and A. Sen Gupta (2011) were used to measure adjustment of High School Students. It consists of 150 items to analyze the five different aspects of adjustment namely home, health, social, emotional and school. Parent Child Relationship Scale by Nalini Rao (2011) was administered on subjects to measure characteristic behaviour of parents as experienced by their children. This scale is a rating scale, in which respondents offered a choice of 5 pre coded

responses.

Analysis and interpretation

Table 1: Showing inter-correlation among Adjustment with Parent Child Relationship of the students

Parent Child relationship	Pearson Correlation	Parent Child Relationship	Adjustment
		1	-.013
	N	100	100
Adjustment	Pearson Correlation	-.013	1
	N	100	100

The value of coefficient of correlation is -0.013 which is not statistically significant at level. This statistical analysis shows that Adjustment and Parent Child Relationship is slightly negatively correlated or we can say that there is no significant relationship among the two variables which are Adjustment and Parent Child Relationship. Thus our hypothesis of no significant correlation is retained. However the value of r found here is very low which shows negative and insignificant correlation of adjustment with Parent Child Relationship.

Conclusions

The present study has established that there exists no significant correlation between the parent child relationship and adjustment of the high school adolescents. This means that good relationship as well as bad relationship between parents and child has no impact on the adjustment of the child or high school adolescents in the school. Our conclusion is favoured by the study done by Kelly in 2000 which shows that the children of divorced parents as a group had more adjustment than children of never divorced parents.

Educational implications

This study can be implicated in the field of education to understand the reason of maladjustment of any student in the school. Good or bad relationship of parent with the child has no role in the adjustment of child, as according to our study both the variables are independent of each other.

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