

PARENT – ADOLESCENT RELATIONSHIP

Dissertation submitted to

ST.TERESA’S COLLEGE (Autonomous)

ERNAKULAM



Affiliated to

MAHATMA GANDHI UNIVERSITY

In partial fulfillment of the requirement for the
**AWARD OF THE DEGREE OF MASTERS OF SCIENCE IN
HOME SCIENCE (BRANCH A) CHILD DEVELOPMENT**

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DECLARATION

This dissertation , “ Parent - Adolescent Relationship “, is a legitimate record of the research I conducted under Smt. Nimmi Jacob ‘s direction and supervision , and it was not previously submitted by me for consideration for a degree, diploma ,or other type of recognition .

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ACKNOWLEDGEMENT

I take this opportunity to thank God Almighty without whose blessings and guidance this work would not have been completed.

I would like to express my sincere gratitude to Rev. Sr. Dr. Vintha , Provisional superior and manager, and

Dr Alphonsa Vijaya Joseph, Principal, St. Teresa's College, Ernakulam for providing me the facilities for the smooth conduct of the study.

I would like to Thank Dr. Susan cherian , Head of the department of Home science, St. Teresa's college, Ernakulam who had been a source of support.

I owe a deep sense of gratitude to my guide, Smt. Nimmi jacob , for her timely advice, patience and guidance that had enabled me to complete my thesis. I would also like to thank all the teachers in the department of Home Science.

I would like to express my indebted gratitude to all the respondents and experts who cooperated with the study.

I extent my heartfelt gratitude to Ms. Megha Mary Michael Assistant professor and Head of the department of Management Studies, St. Teresa' s College for the valuable advice in statistical analysis.

I would like to thank my classmates for their help and support during the course of study. Finally, I extend my credit to my family who has always been my pillar of strength and support.

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INTRODUCTION

CHAPTER 1

Introduction

Teenagers strive for freedom and independence; As a result, it is necessary to improve communication with their parents. At this point in their lives, it is of the utmost importance to establish strong, healthy relationships in order to assist them in coping with the changes and difficulties they are facing.

The transitional period of physical and mental development known as adolescence typically throughout the duration from puberty to maturity (typically corresponding to the age of majority). Adolescence is typically related with the teenage years, but its physical, psychological or cultural expressions may also start earlier and end later. Puberty now usually starts at some stage in pre adolescence, especially in females. Physical growth, particularly in men, and cognitive development can last well into adulthood.. Age gives solely a hard marker of adolescence, and pupils have now not agreed upon a specific definition. A few definitions start as soon as 10 and surrender as late as 25 or 26. The World Wellbeing Association definition officially assigns a juvenile as any person between some time of 10 and 19.

The parent-juvenile relationship is quite possibly of the main relationship in the existence of a young adult. The parent-adolescent relationship undergoes numerous transformations during this period. Adolescents' and their parents' disagreements may occasionally be exacerbated by divergent points of view. While adolescents feel controlled, parents want to protect their children. In addition to an increase in conflict, adolescents in the early to middle stages of adolescence find less support from their parents (Mastrotheodoros et al.). The Journal of Youth and Adolescence in General. 2020). Watchmen also leisurely acquiescence power and order all through the range of youthfulness. For the same reasons as adults, adolescents frequently misuse and use substances.

primarily to relieve stress and have fun; However, there may be additional reasons for adolescents, such as the desire to take risks, demonstrate independence, and need for friends' approval; peer pressure; curiosity; demonstration to adults that they can make their own decisions; and response to parenting styles (Bares CB et al.) al . Addiction and rehabilitation. 2011). Regarding the latter, parenting styles have been linked to substance abuse among adolescents (Steinberg L., Journal of Adolescent Research). 2001). Brewer and Bailee R.'s study, -How parenting style relates to adolescent substance abuse in an at-risk male population, confirms this. Southern Mississippi State University; According to [2017], inconsistent discipline influences parenting behaviors like parental involvement, child monitoring, and adolescent substance use. In the journey to recognize the two nurturing styles, (Bares et al 2011).

Numerous specialists have called puberty as the time of tempest and stress, for example a period among youth and adulthood which is trailed by natural, mental and social changes. The relationship between adolescents and their parents is important, according to the current research. According to Greenfield and Suzuki (1998), the Parent-Adolescent Relationship (PAR) is an essential component of the socialization process for children. It serves as a link between the parent and the adolescent, facilitates the transfer of intergenerational value, and prepares the adolescent for social life. The Parent-Adolescent Relationship (PAR) undergoes change during adolescence, and the adolescent's adjustment and the quality of this relationship are strongly correlated. A healthy environment for the development of the child's abilities in a variety of ways is provided by a loving, accepting relationship with the parents (Borkowski et al. 2002; Hair et al. 2003).

It appears that the incidence of psychosomatic complaints among children and adolescents is rising. At the same time, Western nations are seeing an increase in the number of families with joint physical custody.

The parent-adolescent relationship is one of an adolescent's most important relationships. The parent-adolescent relationship undergoes numerous transformations during this period. Adolescents' and their parents' disagreements may occasionally be exacerbated by divergent

Point of view. While adolescents feel controlled, parents want to protect their children. In addition to an increase in conflict, adolescents in their early to middle adolescence find less support.

Conflict between parents and children gets worse as kids get older. Despite the fact that this trend is not unavoidable, it is prevalent and can be quite distressing for adolescents and parents. Both may be perplexed as to what happened to family harmony in the past. Teenagers may believe that their parents have become irrational, controlling, and harsh. It's possible that parents are perplexed as to why their once-cooperative and responsible children now appear hostile and destructive.

The Global School-Based Health Survey (GSHS) collected data from 52 nations from 2009 to 2015 for 120 858 adolescents (53.9% girls) between the ages of 12 and 15. Through a meta-analysis with random effects, they estimated the prevalence of suicidal behaviors (such as suicidal ideation, suicide planning, and suicide attempt) and parents-adolescent relationships (such as understanding problems, monitoring academic and leisure activities, and respecting privacy). Calculated relapses with staggered blended impact were used to examine their connections.

Overall, both boys and girls reported that their parents understood their problems (35.8% vs. 36.8%), kept an eye on their schoolwork (41.8% vs. 41.1%), and respected their privacy (69.6% vs. 69.7%). However, girls (44.9% vs. 40.0%) reported that their parents closely watched their leisure activities. While adolescents in the Western Pacific region reported the highest levels of parental comprehension of issues and activity monitoring, those in South-East Asia and the Western Pacific reported the least respect for their privacy. Young ladies had higher generally speaking commonness of any self-destructive way of behaving than young men did (26.2% versus 23.0%). If their parents were aware of their problems, adolescents were less likely to take their own lives (odds ratio, 95% confidence intervals: 0.70, 0.68–0.73), observed their academic (0.81, 0.78–0.84) and leisure (0.73, 0.71–0.75) pursuits (0.83, 0.80–0.86) pursuits, and respected their privacy (0.83, 0.80–0.86) pursuits. Sexed and geographical location demonstrated heterogeneity in that relationship

estimates that suicide accounts for 67,000 adolescent deaths annually and is the second leading cause of death among adolescents aged 10 to 24. There are different phases of self-destructive way of behaving: attempting suicide, contemplating suicide, and planning to kill oneself. According to recent studies, nearly one in six adolescents between the ages of 12 and 15 worldwide had reported that they had either considered committing suicide, planned to commit suicide, or attempted suicide within the previous year. While suicidal thoughts and actions can lead to traumatic experiences and other mental health issues, they are also predictors of future suicide attempts. Adolescents who engage in suicidal behavior are more likely to be affected by a variety of psychological, social, and environmental factors, as well as their intricate interactions with one another.

The relationship between parents and their children is a broad concept because it can include emotional support, monitoring, supervision, conflict, and privacy. Adolescents' social, emotional, and mental development, including the adoption of effective coping mechanisms for stress and adverse life events, can be significantly influenced by parents' roles in each of these dimensions. Adolescents who either report low levels of perceived parental support or are exposed to family conflicts (such as parental divorce or separation) are more likely to engage in suicidal thoughts and actions. Positive parent-adolescent relationships, on the other hand, have been shown to lower the risk of depression and anxiety, which are frequently signs of suicidal ideation, in adolescents. Additionally, the underlying sociocultural practices and norms can have a different impact on the mental health status of adolescents in relation to various aspects of the parent-adolescent relationship. As a result, it is necessary to separate the effects of various aspects of the relationship between parents and adolescents on the likelihood of suicidal behavior among adolescents living in a variety of settings.

A significant number of the progressions that characterize puberty can prompt clash in parent-juvenile connections. Adolescents, according to Maccoby (1984), increase their capacity for logical reasoning, leading them to demand explanations for things they had previously accepted without question and the chance to debate opposing viewpoints. As they get older, their ability to think critically makes them less likely to follow their parents' wishes like they did when they were younger. They may be compelled to point out logical flaws and inconsistencies in the

Positions and actions taken by parents as a result of their growing sense of idealism and cognitive sophistication. Teenagers no longer consider their parents to be unquestionable authorities. They are learning how to form and articulate their own opinions and are recognizing the value of other points of view. Adolescents may also be extremely sensitive to a parent's casual comment due to their tendency toward egocentrism.

It may be difficult for parents to rely on their children's pre-adolescent behavior to predict future behavior due to the significant changes that occur during puberty and adolescence. Adolescent children, for instance, who have previously been cooperative, may become less willing to cooperate if they do not receive an explanation that they believe is satisfactory. Parents may interpret their adolescent children's behavior as resistance and oppositional if they accurately perceive that their children are acting differently from when they were younger. They could then answer this apparent trouble by feeling increasingly more strain to consent from now on, which youths see as a decrease in their autonomy just as they are ready for more.

Relevance of the topic

Numerous health and behavioral outcomes for adolescents have been linked to the quality of their relationships with residential parents; these outcomes and family processes, as well as relationship quality and family processes, have also been found to be strongly correlated. Speculations with respect to the impact of the parent-young adult relationship on ensuing juvenile mental prosperity and wrongdoing, as intervened by family processes

The competence and self-assurance with which young people navigate the significant transition from childhood to adulthood that we call adolescence is significantly influenced by the quality of family relationships. The extent to which young people engage in the problem behaviors typically associated with this stage of life, as well as their capacity to establish meaningful, long-lasting close relationships, are all affected by the quality of their relationships with their families. The amount of encouragement adolescents receive regarding autonomy and independence, the degree of parental control desired, the amount of family conflict, the closeness of family ties, and the amount of love and support offered to adolescents appear to

be particularly important aspects of the family. According to Cooper, Grotevant, & Condon (1984), the most crucial aspect of adolescent family life may be the balance between closeness and control. Adolescents seem to be better able to deal with the transition to adulthood when their families encourage autonomy and independence while also providing close, supportive environments.

Operational definition

Parents and their children relate, or interact, on a number of different levels: As friends, as teachers and students, as healers and patients, as disciplinarians and criminals, and as playmates. A variety of positive outcomes have consistently been linked to interactions between parents and their children that are characterized by warmth, consistency, reciprocity, support, and openness.

Aim

Prior to reaching adulthood, people can find their life's purpose or direction with the help of their parents, who frequently serve as scaffolds. However, research is lacking with respect to understanding whether purposeful emerging adolescents have more positive relationships with their parents. Difficulties within this relationship can have far-reaching consequences for both parents and adolescents. The current studies provide initial insights into whether the adolescents - parent relationship have a healthier or an unhealthy way.

Objectives of the Study

[1] To find out parent- adolescent relationship of school students

[2] To identify which subscales (positive parenting, involvement, poor monitoring, inconsistent discipline, and corporal punishment) are followed the most in the parent-adolescents relationship.

REVIEW OF LITRETURE

CHAPTER 2

Review of literature

The review of literature pertaining to the present study entitled "Parent - adolescent relationship" is reviewed and presented under the following heads.

2.1 Parent adolescent relationship

2.2 Key components of good parenting

2.2.1 Connection

2.2.2 Autonomy

2.2.3 Regulation

2.3 Most common teenager problems with parents

2.4 Attachment to parents during adolescence

2.4.1 Patterns of attachment

2.4.1.1 Secure attachment

2.4.1.2 Insecure attachment

2.4.2 Adolescents – parent relationship

2.5 Its impact on their psychological and social adjustment

2.1 Parent - adolescent relationship

According to almost all schools of psychology, a child's family has a significant impact on their overall development because it is the institution in which the child is born (Kumar & Lal, 2014). The family is a social foundation which is firmly associated by obligations of connection, care, backing, control and discipline (Sharma, 2014). In the family, a child learns to use their mental

faculties (Kalapriya, 2016). The child's attitude, interest, and level of achievement are all affected by variations in the family's structure and functioning (Mishra & Veena, 2012). A child's proper development and success in a variety of areas are aided by a positive family environment, which includes parental support, parental control, and cooperation, among other things. On the other hand, it was claimed that the child's achievement and other related factors can be hindered by a variety of family structure factors, such as poverty and crowding (Halawah, 2006). Fowler (1981) looked at the cohesion, conflict, organization, and control dimensions of the family environment, which measure the family's activities and relationships. He found that these dimensions are linked to a child's cognitive development. According to a study by Forman and Forman, family structure and functioning have a significant impact on child behavior, and child behavior varies depending on the family's structure and functioning. A study looked at parenting behaviors like warmth, hostility, monitoring, and parental involvement. It also looked at aspects of the family environment like the quality of the parent-child relationship, positive family values, maternal and paternal depression, and so on. The results showed that different aspects of the family environment help children develop their self-esteem (Krauss, Orth, & Robins, 2020). According to a study; the family environment of two distinct children differs from one another because two distinct children are raised in two distinct ways even within the same family (Daniels, Dunn, Furstenberg, & Plomin, 1985). According to Barnes & Farrell (1992), a child's behavior is influenced by a number of factors, the most important of which are age, gender, family structure, and the environment in which the child grows up. According to Deckard, Fulker, and Plomin (2008), the child's family environment is influenced positively by a shared and cooperative family environment and negatively by a non-shared family environment. According to a 2010 study by Palos and Drobot, the family structure, parental care, values, and attitudes have an impact on a child's growth and success in a variety of areas (Palos & Drobot, 2010). Family environment is a factor in individual personality differences. A review featured two negative family type i.e. mental over control and social taken care of effect adversely in the youngster's outer and inside development (Barber, 1992).

Another study by Aluja, Barrio, and Garcia (2005) found that children who came from families that were aggressive, overprotective, and less welcoming experienced rejection, whereas children who came from families that were responsible, sensitive, and supportive experienced success in life (Aluja, Barrio, & Garcia, 2005). That's what one more review proposed different elements of family climate like monetary capital, family collaboration, family jobs and family structure adds to youngster's prosperity, scholastic yearning, self-adequacy and assumption (Bryant, Zvonkovic, and Reynolds, 2006). A concentrate by Shek (2010) uncovers that adolescent psychological prosperity and positive emotional well-being relies upon the nurturing style, family working and family climate. According to Kumar & Lal (2014), family environment is a significant factor in a child's success in a variety of life areas. According to a study by Gibson, Donna, Jefferson, and Rennee (2006), parental involvement, parenting care, and support had an impact on adolescents' self-concept. Another study by Vahadi and Nikdel (2011) found that parental involvement is a strong predictor of a child's success. According to Jean and Buehler (1991), one significant indicator of a potential risk factor for problematic behavior among youth is poor parenting. Support, control, and conflict are the three elements of the family environment that have a significant impact on the child's overall development, both positively and negatively, according to Kronenberg & Thompson (2010). A child's development is aided by a higher supportive factor, whereas a higher conflict factor leads to problematic behavior (Kronenberg & Thompson, 2010). Adolescents who come from families with problems are more likely to engage in risky social behavior and drug and alcohol abuse (Kim, Min, Min, Jin, & Yoo, 2018). According to Partridge and Kotler (2007), adolescents from dysfunctional families perform worse than those from intact families in a variety of life activities. According to Hudson, Dodd, and Bovopoulos (2011), a variety of family environment factors, including maternal anxiety, parenting, and attachment, are linked to children's behavioral inhibition. Additionally, it states that children's behavior is negatively impacted by their family environment. According to Dubois, Eitel, and Felner (1994), there is a significant connection between adjustment, parent-child relationships, and family organization.

2.2 Key Components of Good Parenting

Parents still have a significant impact on their children's behavior, even as the relationships between adolescents and their parents are changing. Connection, appropriate autonomy, and parental regulation have been identified as fundamental components of good parenting behaviors by research into which parenting behaviors tend to be critical. (Barber, 1997).

2.2.1 Connection

It is common for parents to become less involved in their children's lives as they reach the middle grades. However, it is essential for children to maintain a positive relationship with their parents. Parents maintain strong relationships with their teens by showing them love and positivity, listening to and empathizing with them, establishing trust, demonstrating acceptance, and receiving their approval. A healthy relationship with caring adults is one of the best safeguards an adolescent can have as they grow and develop.

Important qualities for built adolescent relationship

- Show love. Adolescents need adults who can connect with them, talk to them, spend time with them, and show a genuine interest in them. Through this attention, they learn to love and care for others.
- Listen. To listen is to give careful consideration and to refrain from interfering. Places that are quiet and free of other distractions are ideal for listening. It is difficult for the parent to listen intently if they are simultaneously attempting to prepare dinner or watch television. Conversing with kids about an issue or issue can frequently assist with explaining things. Teens may occasionally request more parental guidance if they receive less. Likewise, listening can be the most effective way to track down a more difficult issue that should be tended to.
- Offer help. Adolescents need help because they struggle with issues that may seem insignificant to their parents and families. At the point when they have given their all, they should be commended. In order to develop their interests and individual traits, they require encouragement.
- Be respectful. Teens can be difficult, obstinate, outrageous, and even mean. Youngsters, then again, require regard. Even though parents may not always love their child's behavior, they always love their child. Respectful behavior teaches adolescents

appropriate behavior and reinforces unconditional love. Parents can demonstrate respect by treating their teen as an individual and recognizing and appreciating their differences. Respect also requires compassion and empathy. Take into consideration their needs and emotions and try to see things through their eyes.

- Talk over contrasts. Some parents have trouble communicating with one another when it comes to resolving disagreements with their children. At the point when we perceive that these conflicts can give significant open doors to us to reevaluate our positions and arrange, an important expertise for teenagers to create, overseeing disagreements is more straightforward. To help their youngster in grasping the thinking behind conflicts, guardians ought to convey worries in a quiet and firm way and make sense of their situation. Going overboard can bring about shouting and shouts along with an end to the discussion. When adolescents expose themselves to their parents, they make them vulnerable at a time when they are already self-critical. We are aware that the best way to encourage a behavior is to reward it. When parents are critical of them, teens learn that being honest is punished rather than rewarded.
- Be an example. Teens need strong people to look up to. Adults should uphold the morals and behavior they hope their children will emulate. When the parent sets high standards for themselves and treats others with kindness and respect, the child has a better chance of following in their parents' footsteps. Youths shift focus over to their folks, peers, celebrities, and others to figure out who they could become as they think about their choices

2.2.2 Autonomy

A psychological separation from one's caregivers is emotional autonomy. Individualization, parental de-idealization, and seeing one's parents as people are all part of it. It also includes a gradual reduction in their dependence on caregivers. (Steinberg & Silberberg, 1986). This is not intended to be the "storm and stress" of adolescent separation from family, contrary to preconceived notions; instead, it's a peaceful method for developing yourself. Teens are not separating themselves from their caregivers; rather, they are altering the perceptions they had when they were

younger and becoming more dependent on them. Adolescents will see their parents less as objects and more as individuals.

While the most common way of creating close to home independence is an ordinary one that generally versatile over the long haul, it tends to be troubling at that point. Teenagers may be grieving as they lose these childhood ideas of their parents. (Hill & Holmbeck, 1986). But in the end, this emotional distance will make it possible for adolescents to become more self-reliant and independent.

The capacity to make decisions regarding one's behavior, also known as decisional autonomy (Bosma et al., 1996). There is a strong correlation between emotional autonomy and behavioral autonomy. Teens want more control over their own lives as they gain emotional independence. With development comes expanded close to home and conduct independence. However, poor adjustment in young adolescents has been linked to excessive behavioral autonomy at an early age. It has been found that early adolescent behavioral autonomy increases the likelihood of deviance and poor academic performance. (Beyers & Goossens, 1999). Parents frequently wonder at what age and how much autonomy to give their teen.

2.2.3 Regulation

Through supervision, appropriate limits, and discipline, effective parents control their children's behavior. Guideline shows kids restraint and regard for the standards. The way parent's parent affects how regulation looks.

2.3 Most common teenager problems with parents

Teenage is a complicated time in a person's life with a lot of physical, emotional, and intellectual changes. The teen may be adapting to different issues at this age. Because they want to assert their independence and take charge of their lives, they might be in

Recurring disagreements with their parents. Teenagers frequently have issues with their parents, such as

- Lack of proper communication: During this time, the most pressing issue is a lack of communication. Teens are often moody, rude, and disagreeable, according to many parents. Guardians frequently will more often than not interrupt their teen's protection. Such conduct frequently causes teens to become more rebellious and causes them to become upset.
- Contradicting their parents' beliefs: Because they have their own ideas about how things ought to be, teenagers enjoy going against their parents' beliefs. Teenagers' parents frequently fail to persuade them of their beliefs. In this setting, teens frequently argue with their parents.
- Giving unnecessary advice: Teenagers frequently dislike receiving unnecessary guidance from their parents. When the teen's parents offer advice, they accidentally convey the message that their children cannot solve their own problems. In turn, this can lower morale.
- Setting expectations high: Be reasonable with your child's expectations as a parent. They face a lot, including peer pressure, societal pressure, and hormonal changes. Don't set them too high of a bar for themselves.
- Exerting more control over their teens: Teenagers detest being controlled. They want to have as much control over their lives as they can. They may become more rebellious if you micromanage their lives. Going against the norm, an excess of opportunity can likewise have an adverse consequence. Teenagers should be aware of their limits and strike a balance between the two.
- Constant criticism: They may believe they are failing as a result of constant criticism. Teens have a fragile sense of self that can be easily shattered by harsh criticism or words.
- Unnecessary comparison: Teenage children should never be compared to their siblings or peers. They may become hostile, suffer emotional harm, and become rebellious as a result.

- Complaining about them: A toxic environment can be created by constantly complaining, bemoaning, and martyring teenage children to friends and family. Kids may likewise begin whining about their folks. It might start a vicious circle.(Divya Jacob, Pharm. D ;2021)

2.4 Attachment to parents during adolescence

According to Bowlby (1982), humans are born with the attachment behavioral system, an innate psychobiological system which motivates them to seek out attachment figures—other people who can support them—in times of need. This framework, which arose throughout advancement, achieves fundamental administrative capabilities (security from dangers and lightening of misery) and improves the probability of endurance of human newborn children, who are brought into the world with youthful capacities with regards to velocity, taking care of, and protection.(Bus, A. G., & Van Ijzendoorn, M. H. 1988)

2.4.1 Patterns of attachment

There are two primary types of attachment: attachments that are both safe and not safe. There are three distinct types of insecure attachment: unreliable avoidant, unreliable undecided and uncertain disordered.

2.4.1.1 Secure attachment

In the context of a parent-child relationship, future earthly relationships the development of a fundamental level of trust in the world the acceptance of emotional regulation and the expression of feelings, in addition to the underlying physiological patterning. It is likely that the child will have a satisfying attachment relationship with their caregiver when these two objectives are met successfully. Through this investigation of the climate, the youngster gains more noteworthy ability, securing more noteworthy autonomy in ongoing encounters.(Bowlby, J. 1982)

2.4.1.2 Insecure attachment

There is a correlation between having an insecure attachment as an adolescent and fewer mental health issues, such as lower levels of depression, anxiety, and feelings of personal inadequacy. Adolescents with insecure attachments are more likely to engage in risky sexual behavior, substance abuse, and antisocial and aggressive behavior. Adolescents who are insecurely attached also miss-manage the transition to high school and have more negative family relationships. They express concern regarding social rejection and loneliness.(Bowlby, J. 1988)

2.4.2 Adolescents – parent relationship

Relationships between parents and adolescents Adolescence is marked by significant neurological, cognitive, and socio-psychological growth. The amount of time spent with parents increases as adolescence progresses. However, parents continue to have a significant impact on their children's growth. If there is more conflict between parents and children, teens may engage in risky behavior and may perceive their parents as harsh, controlling, and irrational. Both parties may be confused about what happened to the good old days of family harmony.

2.5 Its impact on their psychological and social adjustment

Self – esteem

The way you feel about yourself is your self-esteem. A healthy sense of self-worth and a positive self-image are crucial for making the transition from childhood to adulthood. If the jumping with guardians is low so improvement during this age is regulation confidence. They engage in risky behavior and are very isolated from society.(Coleman, P. K. 2003)

Peer pressures

Children begin to spend more time with their friends and less time with their parents as they get older. Subsequently, companions can impact a youngster's reasoning and conduct. Peer

pressure is essentially based on this. Peer pressure can be a positive influence when it motivates your child to do well in school or get involved in sports or other activities, for example, if the relationship between parents and children is stronger. Peer pressure, on the other hand, can have a negative impact on your child if it encourages them to try drugs, smoking, drinking, unsafe sex, or other risky behaviors. (Kerns, K., Klepac, L., & Cole, A. 1996).

Adduction of tobacco ,drugs and alcohol

Adduction of tobacco, medications and liquor illicit drug use is a difficult issue that can prompt serious, even deadly, results. Nearly 25% of adolescents (ages 12 to 17) have used drugs, with drinking and drug use peaking between 16 and 18 years old, according to research. Teens who have regular conversations with their parents about the dangers of drugs are less likely to use tobacco, alcohol, or other drugs. Teens who have weak conversations with their parents are more likely to use drugs and tobacco. (Henry, J. P. 1993).

Teens and sex

Adolescents and sex Chatting with your teen is critical to assist that person with creating solid mentalities toward sex and to learn mindful sexual way of behaving. Straight forwardly talking about sex with your high schooler additionally empowers you to give precise data. After all, sex will be taught to teens somewhere. However, what they learn may not be accurate and may not reflect the moral and personal values you want your children to uphold. Likewise, youngsters need to comprehend the potential outcomes of being physically dynamic including pregnancy and physically sent illnesses, as well as being sincerely stung (Jacobsen, T., & Hofmann, V. 1997).

Depression and suicide

Suicide and depression are common feelings among adolescents. Notwithstanding, then, at that point, the individual might be experiencing gloom. Teenagers are unhappy for a variety of reasons. Depression can occur in enviroments with a lot of stress. Youngsters can foster sensations of uselessness and insufficiency over school execution, social communication, sexual direction or everyday life. There is a good chance that the adolescent has depression if

friends, family, or activities that the adolescent normally enjoys do not alleviate his or her feelings of sadness or isolation. Frequently, discouraged teenagers will show a striking change in their reasoning and conduct, lose their inspiration or become removed. (Kagan, J. 1981)

Because they want their children to be perfect on every level—education, sports and games, music, schools, peer group, etc.—more parents sometimes exhibit inappropriate behavior toward their children. These expectations from parents are extremely unhealthy and harmful to adolescents, as they are: expecting the most obviously awful, Perusing to additional nurturing books, An excess of discipline in home, similar review to other youngsters', Invested less energy with kids', Any time bust to office work, less correspondence with teenagers on their issues. All of this has an effect on the development of adolescents, who may engage in more harmful behaviours. Trouble sleeping or having nightmares, inability to concentrate, declining grades or other functioning, issues with eating or toileting, or unusual emotionality or volatility Isolation from family activities or peer relationships, stomach-aches, unexplained fears or increased anxiety, regression to earlier developmental levels, and drug or alcohol use. (Levy, T. M., & Orlans, M. 2000).

The developmental transition between childhood and adulthood is called adolescence. Personality development, physical, intellectual, and social development are all involved.

Teens are confronted with numerous issues and choices during this transitional period. The issues that can have an effect on a teen's psychological and social development are discussed in the following sections. (Lieberman, M., Doyle, A. B., & Markiewicz, D. 1999).

- Right to hold a different point of view.
- .Give your teens permission to experiment on their own. Try not to anticipate that the individual in question should do precisely as you express constantly.
- Play with them to get a better understanding of them.
- Teens whose parents regularly talk to them about the dangers of drugs have a lower risk of using drugs, alcohol, or tobacco.
- Every day, encourage your child.
- Career guidance Teach your child how to choose friends who don't drink, smoke, or use drugs and how to avoid situations where others might be drinking, smoking, or using drugs.

- Try not to direct your child's actions; Instead, pay close attention and you might learn more about the factors that influence your child's behavior
- Take care of your child's financial needs
- Encourage him or her to participate in extracurricular activities at school, a church youth group, or other programs that allow teens to socialize in a fun and secure setting.
- Aide in the development of their self-esteem and confidence.
- Be sure to emphasize your child's successes as well as their failures.
- Is positive about this age and the changes that are happening at this time.
- Make it a habit to praise your child when he or she makes a good choice and teach him or her how to make decisions.
- By highlighting each and every one of your child's talents and abilities, you can teach them to focus on their strengths.
- Positive reinforcement for good behavior should take the place of shame and punishment when you discipline your child. An adolescent's sense of worthlessness and inadequacy can be exacerbated by shame and punishment.
- Encourage open and honest communication with your child and cultivate a close relationship with them. Children who are close to their parents are more likely to ask them for help with decisions or problems.
- Educate your child about the concept of peer pressure. The child will have an easier time resisting. negative influences if they know why things are going on.

Our children, the young people of today, are part of the most promising generation in human history. They are at the top of all time. Additionally, they are situated at the junction of two major roads. The first is the more extensive, well-traveled route that ultimately leads to mediocrity in character and mind as well as social decline. The challenge of parenting an adolescent sometimes brings out the best in parents and makes them better people. However, the parents also experience a lot of stress during this time. When adolescents are handled improperly, they can develop mental scars that can have a negative impact on the parent-child relationship for the rest of their lives and lead to unhealthy behaviors on both sides. Thus, guardians must take all essential positive developments. (Matas, L., Arend, R. A., Sroufe, L. A. 1978)

METHODOLOGY

CHAPTER 3

Methodology

Research strategy basically alludes to the down to earth –how of some random piece of exploration. More specifically, it concerns the method by which a researcher systematically designs a study to guarantee valid, dependable, and in line with the research goals and objectives results.

For instance, how did the researcher come to the conclusion:

- What data to collect and what to ignore, who to collect it from
- How to collect it (referred to as –data collection methods in research)
- How to analyse it (referred to as –data analysis methods).

The methodology to the present study entitled — Parent – adolescent relationship is discussed under the following heads.

3.1 Selection of area

3.2 Sampling procedure

3.3 Selection of sample

3.4 Selection of tool and techniques

3.4.1 Alabama Parenting Questionnaire (APQ)

3.5 Collection of data

3.6 Analysis of data

3.1 Selection of area

The urban (Ernakulam Town) and rural (Vypin) area of Ernakulam district were selected for the study . Schools from Vypin was chosen as the rural area and schools from Ernakulam town were selected as urban area. The investigator distributed standardised questionnaire to the adolescents (13 -18 years) and their parents.

3.2 Sampling procedure

The sample of the study using purposive sampling techniques where the focus was on adolescent (13- 18 year) and their parents . Purposive examining alludes to a gathering of non-likelihood testing procedures in which units are chosen since they have qualities that you really want in your example. In other words, units in purposive sampling are chosen "on purpose."(Kassiani Nikolopoulou 2022). The method selected for the study was survey method. The investigator use purposive method to select appropriate samples and collect data from each of the samples. This will help the researcher to identify the relationship between parent and adolescent in detail

3.3 Selection of sample

140 adolescent (13 - 18 years) and their parents (140 numbers) were taken as the samples for the study . So the total samples selected for the study was 280.

3.4 Selection of tool and techniques

The selection of an appropriate tool is one of the main components of research. The tool used for the present study is:

3.4.1 Alabama Parenting Questionnaire (APQ)

The Alabama Parenting Questionnaire (APQ) used to check the relationship between the parent and the adolescent .Alabama Parenting Questionnaire (APQ) developed by Frick, P. J in 1991. The APQ measures five dimensions of parenting that are relevant to the etiology and treatment of child externalizing problems: positive involvement with children, supervision and monitoring, use of positive discipline techniques, consistency in the use of such discipline and the use of physical harm. There are two separate questionnaire developed both for parents and

adolescents , the APQ questionnaire consisted of 42 questions .Each questions were valued a using 5 point rating scale (Never, Almost Never, Often, Always, Sometimes).

3.5 Collection of data

The investigator distributed the standardized questionnaire (APQ) to the selected samples and collected the data using survey method .

3.6 Analysis of data

Result on the survey of parent adolescent relationship were tabulated analysed and interpreted through the statistical software , IBM SPSS statistical and percentage analyses. The data analysed and interpreted through correlation test.

RESEARCH DESIGN

Selection of area

The urban (Ernakulam Town) and rural (Vypin) area of Ernakulam district

Selection of sample

140 adolescent (13 - 18 years) and their parents (140 numbers)

Sampling procedure

Purposive sampling

Selection of tool and techniques

Alabama Parenting Questionnaire (APQ)

Data analysis

Correlation test and percentage analysis

RESULT AND DISCUSSION

CHAPTER 4

Result and discussion

The results obtained after the analysis of data and its discussion is described in this chapter. For the ease of understanding and convenience as well, the results and discussion is discussed under the following sub headings:

4.1. Demographic details of selected samples

4.1.1. Demographic details of adolescents

4.1.2. Demographic details of parents

4.2 Opinion of adolescents and parents on parenting

4. 2.1 Opinion of adolescents on parenting

4.2.2 Opinion of adolescents on parenting

4.3 Comparison between the adolescents and parents response

4.3.1 Adolescent and parent report

4.3.2 Comparison of involvement in adolescents and parents response

4.3.1.1 Involvement of father based on adolescents opinion

4.3.1.2 Involvement of mother based on adolescents opinion

4.3.3 Comparison of inconsistent discipline in adolescents and parents Response

4.3.4 Comparison of poor monitoring in adolescents and parents response

4.3.5 Comparison of positive parenting in adolescents and parents response

4.3.6 Comparison of corporal punishment in adolescents and parents response

4.1. Demographic details of selected samples

The general information about the parent and child who were chosen for the study is provided in the table below.

4.1.1 Demographic details of adolescents

Table - 1 Demographic characteristics of adolescents

SL.NO	PARTICULAR		RESPONDENT	
			FREQUENC YN=140	PERCENTAGE
1	GENDER	Female	78	55.7
		Male	62	44.3
2	AGE	12	5	3.6
		13	30	21.4
		14	40	28.6
		15	25	17.9
		16	19	13.6
		17	10	7.1
		18	11	7.9
3	LEVEL OF EDUCATION	10	28	20.0
		7	5	3.6
		8	45	32.1
		9	34	24.3
		Plus one	14	10.0
		Plus two	14	10.0

. The number of response get from adolescents is 140 most of the samples are belong to female category. 55.7% belong to female category and rest of the 44.3% belongs to male category

The adolescents age range between 12-18. The lowest age range is 12, highest is 18. Their class level between 8th to 12th.

4.1.2.Demographic details of parents

Table – 2 Demographic characteristics of parents

SL.NO	PARTICULAR		RESPONDENT	
			FREQUENC YN=140	PERCENTAGE
1	GENDER	Female	78	55.7
		Male	62	44.3
2	AGE	31.0	1	.7
		33.0	1	.7
		36.0	2	1.4
		37.0	8	5.7
		38.0	10	7.1
		39.0	7	5.0
		40.0	10	7.1
		41.0	6	4.3
		42.0	8	5.7
		43.0	6	4.3
		44.0	2	1.4

	45.0	9	6.4
	46.0	8	5.7
	47.0	5	3.6
	48.0	10	7.1
	49.0	14	10.0
	50.0	16	11.4
	51.0	3	2.1
	52.0	4	2.9
	53.0	3	2.1
	54.0	4	2.9
	55.0	2	1.4
	56.0	1	.7

The number of response get from parents is 140 most samples are belong to female category. 55.7% belong to female category and rest of the 44.3% belongs to male category. The parent's age range between 31-56. The lowest age range in this study is 31, highest is 56.

4.2 Opinion of adolescents and parents on parenting

4.2.1 Opinion of adolescents on parenting

Opinion of adolescent on related to varies aspect of parenting presented , discussed under the following tables.

Table 3 Positive parenting

ITEM	RESPONDENT				
	N =140				
	ALWAYS	OFTEN	SOMETIMES	ALMOST	NEVER

	(%)	(%)	(%)	NEVER (%)	(%)
1. Your parents tell you that you are doing a good job	37.1	30.7	29.3	.7	2.1
2. Your parents reward or give something extra to you for behaving well.	17.9	27.9	40.7	5.0	8.6
3. Your parents compliment you when you have done something well.	45.7	22.9	27.1	1.4	2.9
4. Your parents praise you for behaving well.	42.9	22.1	30.0	2.9	2.1
5. Your parents hug or kiss you when you have done something well.	33.6	18.6	33.6	6.4	7.9
6. Your parents tell you that they like it when you help around the house.	40.7	18.6	32.1	3.6	5.0

- From the above table it was found that 37.1% of the parent always told that adolescents doing a good job . 30.7% respondent often for the same . 2.1% of the samples responded that never tell them anything even if they do good job.
- Found that 17.9% of the adolescents told that their parents always give them reward for their

good behaving . 8.6 of adolescents disagree the statement.

- Found that 45.7% of the adolescent told that their parents compliment them always .2.9% disagree it.
- Found that 42.9% of the adolescents told that their parents always praise them for they behave well.2.1% disagree it.
- Found that 33.6% of adolescents told that their parents kiss or hug them if they do something well.7.9% disagree it
- Found that 40.7% of adolescents told that their parents tell that they like he/she help around house.5.0% disagree it.

Table 4 Statistical table for positive parenting

ITEM	RESPONDENT		
	N =140		
	MEAN	SD	ALPHA
1. Your parents tell you that you are doing a good job	22.99	4.441	.772
2. Your parents reward or give something extra to you for behaving well.			
3. Your parents compliment you when you have done something well.			
4. Your parents praise you for behaving well.			

5. Your parents hug or kiss you when you have done something well.			
6. Your parents tell you that they like it when you help around the house.			

Result shown in the table describe that , for subscale positive parenting mean value is 22.99, SD is4.441,alpha value is 0.772.

Table 5 Poor monitoring

ITEM	RESPONDENT N =140				
	ALWAYS (%)	OFTEN (%)	SOMETIMES (%)	ALMOST NEVER (%)	NEVER (%)
1. You fail to leave a note or let your parents know where you are going.	8.6	11.4	22.7	17.1	40.7
2 You stay out in the evening past the time you are supposed to be home.	5.0	9.3	20.7	19.3	45.7
3. Your parents do not know the friends you are with.	15.7	4.3	10.0	20.0	50.0
4. You go out without a set time to be home.	8.6	2.9	17.1	20.4	45.6
5. You go out after dark without an adult with you.	.7	3.6	13.6	21.4	60.7
	3.6	2.1	21.4	21.4	51.4

6. Your parents get so busy that they forget where you are and what you are doing.					
7. You stay out later than you are supposed to and your parents don't know it.	2.1	5.0	11.4	25.0	56.4
8. Your parents leave the house and don't tell you where they are going.	2.9	2.9	12.1	27.9	54.3
9. You come home from school more than an hour past the time your parents expect you to be home.	6.4	2.1	18.6	26.4	46.4
10. You are at home without an adult being with you.	4.3	7.1	30.7	19.3	38.6

- From the above table it was found that 8.6 % of the adolescent always fail to leave a note know where they are going. . 40.7 % respondent never for the same .
- Found that 5.0 % of the adolescents told that they always spent outside in the late nights . 45.7%of adolescents disagree the statement.
- Found that 15.7% of the adolescent told that their parents do not know their friends .50.0% disagree it.
- Found that 0.7 % of the adolescents told that they go out after dark without adult supervision.60.7% disagree it.
- Found that 3.6% of adolescents told that their parents forget what their adolescents

doing if they busy .51.4% disagree it

- Found that 2.9 % of adolescents told that they did not inform parents that if they spent outside.56.4% disagree it.
- Found that 2.9% of adolescents told that their parents did not tell them where they are. 54.3% disagree it.
- Found that 6.4% of adolescents told that they come late from school than their parents expect.46.4% disagree it.
- Found that 4.3 % spent time in house without adult supervision .38.6% disagree it.

Table 6 Statistical table for poor monitoring

ITEM	RESPONDENT N =140		
	MEAN	SD	ALPHA
1.You fail to leave a note or let your parents know where you are going. 10. You stay out in the evening past the time you are supposed to be home.	19.64	6.198	.720
2 You stay out in the evening past the time you are supposed to be home.			
3. Your parents do not know the friends you are with.			
4. You go out without a set time to be home.			

5. You go out after dark without an adult with you.			
6. Your parents get so busy that they forget where you are and what you are doing.			
7. You stay out later than you are supposed to and your parents don't know it.			
8. Your parents leave the house and don't tell you where they are going.			
9. You come home from school more than an hour past the time your parents expect you to be home.			
10. You are at home without an adult being with you.			

Result shown that for subscale poor monitoring mean value is 19.64, SD is 6.198, alpha value is 0.720

Table 7 Corporal punishment

ITEM	RESPONDENT				
	N =140				
	ALWAYS (%)	OFTEN (%)	SOMETIMES (%)	ALMOST NEVER (%)	NEVER (%)
1. Your parents spank you with their hand when you have done something wrong.	6.4	7.1	32.1	26.4	27.9
2. Your parents slap you when you have done something wrong.	7.9	7.1	26.4	19.3	39.3
3. Your parents yell or scream at you when you have done something wrong.	7.1	10.0	42.1	17.9	22.9

- Result shown that 6.4% of adolescents told that their parents spank them if they do something wrong. 27.9% disagree it.
- Found that 7.9% of adolescents told that their parent slap them if they do something wrong. 39.3% disagree it
- Found that 7.1% of adolescents told that their parents scream or yell if they do something wrong .22.3% disagree it

Table 8 Statistical table for corporal punishment

ITEM	RESPONDENT N =140		
	MEAN	SD	ALPHA
1. Your parents spank you with their hand when you have done something wrong.	7.24	2.627	.573
2. Your parents slap you when you have done something wrong.			
3. Your parents yell or scream at you when you have done something wrong.			

Result shown that for subscale corporal punishment mean value is 7.24, SD is 2.627, alpha value is 0.573

Table 9 Inconsistent discipline

ITEM	RESPONDENT N =140				
	ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER	NEVER
1. You threatened to punish your child and then do not actually punish him/her.	10.0	22.9	46.4	5.0	15.7
2. Your child talks you out of being punished after he/she has done something wrong.	36.7	12.1	43.6	3.6	10.0
3. You feel that getting your child to obey you is more trouble than it's worth.	7.1	14.3	37.1	9.3	3.1
4. You let your child out of a punishment early (e.g., lift restrictions earlier than you originally said).	7.9	7.9	52.9	9.3	22.1
5. Your child is not punished when he/she has done something wrong.	7.9	13.6	27.1	20.7	30.7
6. The punishment you give your child depends on your mood	7.9	11.4	35.0	17.9	27.9

- From the above table it was found that 11.4% of the parent always told that adolescents doing a good job 21.4% respondend often for the same 15.7% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 25% of the parent always told that adolescents doing a good job 9.3% respondend often for the same 14.3% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 6.4% of the parent always told that adolescents doing a good job 12.9% respondend often for the same 35% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 7.1% of the parent always told that adolescents doing a good job 7.1% respondend often for the same 20% of the sample responded that never tell them anything even if they do good job.

- From the above table it was found that 7.1% of the parent always told that adolescents doing a good job 9.3% respondend often for the same 2.1% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 10.7% of the parent always told that adolescents doing a good job 7.9% respondend often for the same 30.6% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 7.1% of the parent always told that adolescents do

Table 10 Statistical table for inconsistent discipline

ITEM	RESPONDENT N =140		
	MEAN	SD	ALPHA
1. You threatened to punish your child and then do not actually punish him/her.	16.82	3.514	.335
2. Your child talks you out of being punished after he/she has done something wrong.			
3. You feel that getting your child to obey you is more trouble than it's worth.			
4. You let your child out of a punishment early (e.g., lift restrictions earlier than you originally said).			
5. Your child is not punished when he/she has done something wrong.			
6. The punishment you give your child depends on your mood give your child depends on your mood			

Result found that For subscale inconsistent discipline mean value is 16.29 , SD is 3.336 , alpha value is 0.221

Table 11 Mother involvement

ITEM	RESPONDENT N =140				
	ALWAYS	OFTEN	SOMETIMES	ALMOST NEVER	NEVER
1. You have a friendly talk with your mom	22.9	22.9	47.9	4.3	2.1
2. Your mom helps with some of your special activities (such as sports, boy/girls scouts, church youth groups)	36.4	24.3	32.1	2.1	5.0
3. You play games or do other fun things with your mom	31.4	17.4	42.1	5.7	2.9
4. Your mom asks you about your day in school	38.6	21.4	32.1	2.1	5.7
5. Your mom helps you with your homework	15.0	13.6	38.6	21.4	11.4
6. Your mom asks you what your plans are for the coming day	32.9	25.7	29.3	5.0	7.1
7. Your mom drives you to a special activity	35.0	27.9	27.1	2.1	7.9
8. Your mom talks to you about your friends	27.1	18.6	42.1	7.9	4.3
9. Your mom goes to a meeting at school, like a PTA meeting or parent/teacher conference	47.9	16.4	27.1	2.9	5.7

- From the above table it was found that 22.9% of the parent always told that adolescents doing a good job 22.9% respondend often for the same 2.1% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 36.4% of the parent always told that adolescents doing a good job 24.3% respondend often for the same 5% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 31.4% of the parent always told that adolescents doing a good job 17.4% respondend often for the same 2.9% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 38.6% of the parent always told that adolescents doing a good job 21.4% respondend often for the same 5.7% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 15% of the parent always told that adolescents doing a good job 13.6% respondend often for the same 11.4% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 32.9% of the parent always told that adolescents doing a good job 25.7% respondend often for the same 7.1% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 35% of the parent always told that adolescents doing a good job 27.9% respondend often for the same 7.9% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 27.1% of the parent always told that adolescents doing a good job 18.6% respondend often for the same 4.3% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 47.9% of the parent always told that adolescents doing a good job 16.4% respondend often for the same 5.7% of the sample responded that never tell them anything even if they do good job.

Table 12 Statistical table for mother involvement

ITEM	RESPONDENT		
	N =140		
	MEAN	SD	ALPHA
1.You have a friendly talk with your mom	33.05	6.180	0.791
2.Your mom helps with some of your special activities (such as sports, boy/girls scouts, church youth groups)			
3.You play games or do other fun things with your mom			
4. Your mom asks you about your day in school			
5. Your mom helps you with your homework			
6. Your mom asks you what your plans are for the coming day			
7. Your mom drives you to a special activity			
8. Your mom talks to you about your friends			
9. Your mom goes to a meeting at school, like a PTA meeting or parent/teacher conference			

Result shown in the table describe that In mother involvement mean value is 33.05 ,SD is 6.180,alpha value is 0.791

Table 13 Father involvement

ITEM	RESPONDENT N =140				
	ALWAYS (%)	OFTEN (%)	SOMETIMES (%)	ALMOST NEVER (%)	NEVER (%)
1.How about your dad?	15.0	18.6	25.0	1.4	0
2.How about your dad?	18.6	20.0	42.1	7.1	12.1
3.How about your dad?	24.3	14.3	40.0	7.1	14.3
4.How about your dad?	24.3	22.9	37.1	8.6	7.1
5.How about your dad?	14.3	15.0	36.4	9.3	25.0
6.How about your dad?	16.4	16.4	42.1	8.6	16.4
7.How about your dad?	12.9	17.1	44.3	14.3	11.4
8. How about your dad?	18.6	14.3	34.3	11.1	15.7
9. How about your dad?	19.3	9.3	42.1	13.6	15.7

- From the above table it was found that 15% of the parent always told that adolescents doing a good job 18.6% respondend often for the same 0% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 18.6% of the parent always told that adolescents doing a good job 20% respondend often for the same 12.1% of the sample responded that never tell them anything even if they do good job.

- From the above table it was found that 24.3% of the parent always told that adolescents doing a good job 14.3% respondend often for the same 14.3% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 24.3% of the parent always told that adolescents doing a good job 22.9% respondend often for the same 7.1% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 14.3% of the parent always told that adolescents doing a good job 15% respondend often for the same 25% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 16.4% of the parent always told that adolescents doing a good job 16.4% respondend often for the same 16.4% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 12.9% of the parent always told that adolescents doing a good job 17.1% respondend often for the same 11.4% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 18.6% of the parent always told that adolescents doing a good job 14.3% respondend often for the same 15.7% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 19.3% of the parent always told that adolescents doing a good job 9.3% respondend often for the same 15.7% of the sample responded that never tell them anything even if they do good job

Table 14 Statistical table for father involvement

ITEM	RESPONDENT		
	N =140		
	MEAN	SD	ALPHA
1. How about your dad?	29.31	3.363	-.222
2. How about your dad?			
3. How about your dad?			
4. How about your dad?			
5. How about your dad?			
6. How about your dad?			
7. How about your dad?			
8. How about your dad?			
9. How about your dad?			

The table shown in the table describe that, in father involvement mean value is 29.31, SD is 3.363, alpha value is -0.222

4.2.2 Opinion on parents about parenting

Table 15 Poor monitoring

ITEM	RESPONDENT N =140				
	ALWAYS (%)	OFTEN (%)	SOMETIMES (%)	ALMOST NEVER	NEVER
1. Your child fails to leave a note or to let you know where he/she is going	7.9	9.3	20.0	21.4	41.4
2 Your child stays out in the evening past the time he/she is supposed to be home.	7.1	6.9	22.1	22.1	42.1
3 Your child is out with friends you do not know.	4.3	5.7	6.4	23.6	55.0
4. Your child goes out without a set time to be home.	4.3	4.3	20.0	25.0	46.4
5. Your child is out after dark without an adult with him/her.	1.4	1.4	15.0	22.9	59.1
6. You get so busy that you forget where your child is and what he/she is doing.	4.3	2.1	22.9	19.3	51.4
7. You don't check that your	7.9	5.0	7.9	24.3	55.0

child comes home from school when he/she is supposed to.					
8. You don't tell your child where you are going.	3.6	3.6	15.7	25.0	52.1
9. Your child comes home from school more than an hour past the time you expect him/her.	6.4	.7	15.0	25.0	2.9
10. Your child is at home without adult supervision.	4.3	7.9	27.1	19.3	41.4

- From the above table it was found that 7.9% of the parent always told that adolescents doing a good job 9.3% respond often for the same 41.4% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 7.1% of the parent always told that adolescents doing a good job 6.9% respond often for the same 42.1% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 4.3% of the parent always told that adolescents doing a good job 5.7% respond often for the same 55% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 4.3% of the parent always told that adolescents doing a good job 4.3% respond often for the same 46.4% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 1.4% of the parent always told that adolescents doing a good job 1.4% respond often for the same 59.1% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 4.3% of the parent always told that adolescents doing a good job 2.1% respond often for the same 51.4% of the sample responded that never tell them anything even if they do good job.

- From the above table it was found that 7.9% of the parent always told that adolescents doing a good job 5% respondend often for the same 55% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 3.6% of the parent always told that adolescents doing a good job 3.6% respondend often for the same 52.1% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 6.4% of the parent always told that adolescents doing a good job 0.7% respondend often for the same 2.9% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 4.3% of the parent always told that adolescents doing a good job 7.9% respondend often for the same 41.4% of the sample responded that never tell them anything even if they do good job.

Table 16 Statistical table for poor monitoring

ITEM	RESPONDENT N =140		
	MEAN	SD	ALPHA
1. Your child fails to leave a note or to let you know where he/she is going	19.37	6.274	
2. Your child stays out in the evening past the time he/she is supposed to be home.			
3. Your child is out with friends you do not know.			
4. Your child goes out without a set time to be home.			
5. Your child is out after dark without an adult with him/her.			
6. You get so busy that you forget where your child is and what he/she is doing.			
7. You don't check that your child comes home from school when he/she is supposed to.			
8.. You don't tell your child where you are going.			

9. Your child comes home from school more than an hour past the time you expect him/her.			.733
10. Your child is at home without adult supervision.			

The table shown that mean value is 19.37 and SD is 6.274, alpha value is 0.733

Table 17 Positive parenting

ITEM	RESPONDENT N =140				
	ALWAYS (%)	OFTEN (%)	SOMETIMES (%)	ALMOST NEVER (%)	NEVER (%)
1. You let your child know when he/she is doing a good job with something.	44.3	27.1	26.4	.7	1.4
2. You reward or give something extra to your child for obeying you or behaving well.	22.9	24.3	43.6	3.6	5.7
3. You compliment your child when he/she does something well.	50.0	20.0	26.4	.7	2.4
4. You praise your child if he/she	49.3	14.3	28.6	.7	2.1

behaves well.					
5. You hug or kiss your child when he/she has done something well.	45.0	12.1	28.6	9.3	5.0
6. You tell your child that you like it when he/she helps around the house.	42.1	19.3	35.0	.7	2.9

- From the above table it was found that 44.3% of the parent always told that adolescents doing a good job 27.1% respond often for the same 1.4% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 22.9% of the parent always told that adolescents doing a good job 24.3% respond often for the same 5.7% of the sample responded that never tell them anything even if they do good job.
- .From the above table it was found that 50% of the parent always told that adolescents doing a good job 20% respond often for the same 2.4% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 49.3% of the parent always told that adolescents doing a good job 14.3% respond often for the same 2.1% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 45% of the parent always told that adolescents doing a good job 12.1% respond often for the same 5% of the sample responded that never tell them anything even if they do good job.
- .From the above table it was found that 42.1% of the parent always told that adolescents doing a good job 19.3% respond often for the same 2.9% of the sample responded that never tell them anything even if they do good job.

Table 18 Statistical table for positive parenting

ITEM	RESPONDENT		
	N =140		
	MEAN	SD	ALPHA
1. You let your child know when he/she is doing a good job with something.	23.74	4.156	.741
2. You reward or give something extra to your child for obeying you or behaving well.			
3. You compliment your child when he/she does something well.			
4. You praise your child if he/she behaves well.			
5. You hug or kiss your child when he/she has done something well.			
6. You tell your child that you like it when he/she helps around the house.			

The table shown that mean value is 23.74 , SD is 4.156 , alpha value is 0.741

Table 19 Corporal punishment

ITEM	RESPONDENT				
	N =140				
	ALWAYS (%)	OFTEN (%)	SOMETIMES (%)	ALMOST NEVER (%)	NEVER (%)
1. You spank your child with your hand when he/she has done something wrong.	5.0	5.7	32.9	24.3	32.1
2. You slap your child when he/she has done something wrong.	6.4	4.3	25.0	21.4	42.9
3. You yell or scream at your child when he/she has done something wrong.	7.1	8.6	38.6	21.4	24.3

- From the above table it was found that 5% of the parent always told that adolescents doing a good job 5.7% respondend often for the same 32.1% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 6.4% of the parent always told that adolescents doing a good job 4.3% respondend often for the same 42.9% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 7.1% of the parent always told that adolescents doing a good job 8.6% respondend often for the same 24.3% of the sample responded that never tell them anything even if they do good job.

Table 20 Statistical table for corporal punishment

ITEM	RESPONDENT N =140		
	MEAN	SD	ALPHA
1. You spank your child with your hand when he/she has done something wrong.	6.90	2.604	.607
2. You slap your child when he/she has done something wrong.			
3. You yell or scream at your child when he/she has done something wrong.			

The table shown that mean value is 6.90 , SD is 2.604 , alpha value is 0.607

Table 21 Inconsistent discipline

ITEM	RESPONDENT N =140				
	ALWAYS (%)	OFTEN (%)	SOMETIMES (%)	ALMOST NEVER (%)	NEVER (%)
1. You threatened to punish your child and then do not actually punish him/her.	10.0	22.9	46.4	5.0	15.7

2. Your child talks you out of being punished after he/she has done something wrong.	36.7	12.1	43.6	3.6	10.0
3. You feel that getting your child to obey you is more trouble than it's worth.	7.1	14.3	37.1	9.3	3.1
4. You let your child out of a punishment early (e.g., lift restrictions earlier than you originally said).	7.9	7.9	52.9	9.3	22.1
5. Your child is not punished when he/she has done something wrong.	7.9	13.6	27.1	20.7	30.7
6. The punishment you give your child depends on your mood	7.9	11.4	35.0	17.9	27.9

- From the above table it was found that 10% of the parent always told that adolescents doing a good job 22.9% respond often for the same 15.7% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 36.7% of the parent always told that adolescents doing a good job 12.1% respond often for the same 10% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 7.1% of the parent always told that adolescents doing a good job 14.3% respond often for the same 3.1% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 7.9% of the parent always told that adolescents doing a good job 7.9% respond often for the same 22.1% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 7.9% of the parent always told that adolescents doing a good job 13.6% respond often for the same 30.7% of the sample responded that never tell them anything even if they do good job.

- From the above table it was found that 7.9% of the parent always told that adolescents doing a good job 11.4% respondend often for the same 27.9% of the sample responded that never tell them anything even if they do good job.

Table 22 Statistical table for inconsistent discipline

ITEM	RESPONDENT		
	N =140		
	MEAN	SD	ALPHA
1.You threatened to punish your child and then do not actually punish him/her.	16.82	3.514	.335
2.Your child talks you out of being punished after he/she has done something wrong.			
3. You feel that getting your child to obey you is more trouble than it's worth.			
4. You let your child out of a punishment early (e.g., lift restrictions earlier than you originally said).			
5. Your child is not punished when he/she has done something wrong.			
6. The punishment you give your child depends on your mood give your child depends on your mood			

The table shown that mean value is 16.82 , SD is 3.514 , alpha value is 0.335

Table 23 Positive involvement

ITEM	RESPONDENT N =140				
	ALWAYS (%)	OFTEN (%)	SOMETIMES (%)	ALMOST NEVER (%)	NEVER (%)
1. You have a friendly talk with your child.	56.4	12.6	28.6	2.1	0
2. You volunteer to help with special activities that your child is involved in (e.g., sports, Boy/Girl Scouts, church youth groups).	40.0	23.6	30.0	3.6	2.9
3. You play games or do other fun things with your child.	32.1	21.4	42.1	2.1	2.1
4. You ask your child about his/her day in school.	50.0	12.9	35.6	2.1	0
5. You help your child with his/her homework.	16.4	16.4	40.0	17.9	9.3
6. You ask your child what his/her plans are for the coming day.	34.3	26.4	32.1	4.3	2.9
7. You drive your child to a special activity.	34.3	29.3	29.3	2.1	5.0
8. You talk to your child about his/her friends.	35.0	21.4	38.6	4.3	.7
9. Your child helps plan family	25.7	22.9	44.3	5.0	2.1

activities.					
10. You attend PTA meetings, parent/teacher conferences, or other meetings at your child's school.	55.0	15.0	24.3	2.9	2.9

- From the above table it was found that 56.4% of the parent always told that adolescents doing a good job 12.6% respond often for the same 0% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 40% of the parent always told that adolescents doing a good job 23.6% respond often for the same 2.9% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 32.1% of the parent always told that adolescents doing a good job 21.4% respond often for the same 2.1% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 50% of the parent always told that adolescents doing a good job 12.9% respond often for the same 0% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 16.4% of the parent always told that adolescents doing a good job 16.4% respond often for the same 9.3% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 34.3% of the parent always told that adolescents doing a good job 26.4% respond often for the same 2.9% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 34.3% of the parent always told that adolescents doing a good job 29.3% respond often for the same 5% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 35% of the parent always told that adolescents doing a good job 21.4% respond often for the same 0.7% of the sample responded that never tell them anything even if they do good job.

- From the above table it was found that 25.7% of the parent always told that adolescents doing a good job 22.9% respondend often for the same 2.1% of the sample responded that never tell them anything even if they do good job.
- From the above table it was found that 55% of the parent always told that adolescents doing a good job 15% respondend often for the same 2.9% of the sample responded that never tell them anything even if they do good job.

Table 24 Statistical table for positive involvement

ITEM	RESPONDENT N =140		
	MEAN	SD	ALPHA
1. You volunteer to help with special activities that your child is involved in (e.g., sports, Boy/Girl Scouts, church youth groups).	38.59	6.399	.824
2. You play games or do other fun things with your child.			
3 You ask your child about his/her day in school.			
4. You help your child with his/her homework.			
6. You ask your child what his/her plans are for the coming day.			
7. You drive your child to a special activity.			
8. You talk to your child about his/her friends.			
9. Your child helps plan family activities.			

10. You attend PTA meetings, parent/teacher conferences, or other meetings at your child's school.			
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The table shown that mean value is 38.59, SD is 6.399, alpha value is 0.824

Alabama parenting scale alpha scores

The internal consistency of the scores, measured by Cronbach's alpha are listed below for the full sample (Shelton et al., 1996).

Table 25 Alpha value

ITEM	ALPHA
Positive involvement	0.80
Inconsistent discipline	0.67
Corporal punishment	0.46
Positive parenting	0.80
Poor monitoring	0.67

4.3 Comparison between the adolescents and parents response

The questionnaire contain 5 category of subtopics, in both parents and adolescents. It includes – involvement, poor parenting, positive parenting, corporal punishment, inconsistent discipline. Correlation test are help to compare parent and adolescents response, it identify the correlation between the parent and adolescents response

4.3.1 Comparison of involvement in adolescents and parents

In involvement has 2 divisions ,there are mother involvement and also father involvement in the adolescent report .The mother and father involvement based on the adolescents opinion about mother and father approaches towards his /her.

4.3.2.1 Involvement of father based on adolescents opinion

Correlations

Table -26 Correlation of father involvement based on adolescents opinion and parents involvement

		POSITIVE INVOLMENT OF FATHER (BASED ON ADOLESCENCE OPINION)	POSITIVE INVOLVEMENT OF PARENT
POSITIVE INVOLMENT OF FATHER (BASED ON ADOLESCENCE OPINION)	Pearson Correlation	-.014	1
	Sig. (2-tailed)		.867
	N	140	140
POSITIVE INVOLVEMENT OF PARENT	Pearson Correlation	-.014	1
	Sig. (2-tailed)	.867	
	N	140	140

** . Correlation is significant at the 0.01 level (2-tailed).

The table include the correlation between father involvement (based on adolescent opinion)and parent involvement. In involvement has 2 divisions ,there are mother involvement and also father involvement in the adolescent form .The mother and father involvement based on the adolescents opinion about mother and father approaches towards his /her. Correlation test is used tocompare father (based on adolesent opinion) and parent involvement .Correlation of father (based on adolescent opinion) and parent involvement pearson correlation (0.867) at 1% level of significance that means it has no significant, father involvement and parent involvement has not correlated. So that we reject the null Hypothesis, that means the father involvement (based adolescent opinion) not influence the parent involvement that means it notdepend on each one, like if father involvement (based on adolescent opinion) increase parent involvement not increase.

4.3.2.2 Involvement of mother based on adolescent opinion

Correlations

Table -27 Correlation of mother involvement based on adolescents opinion and parents involvement

		POSITIVE INVOLVEMENT OF MOTHER (BASED ON ADOLESCENCE OPINION)	POSITIVE INVOLVEMENT OF PARENT
POSITIVE INVOLVEMENT OF MOTHER (BASED ON ADOLESCENCE OPINION)	Pearson Correlation	1	.463**
	Sig. (2-tailed)		.000
	N	140	140
POSITIVE INVOLVEMENT OF PARENT	Pearson Correlation	.463**	1
	Sig. (2-tailed)	.000	
	N	140	140

** . Correlation is significant at the 0.01 level (2-tailed).

The table include the correlation between mother involvement (based on adolescent opinion)and parent involvement. In involvement has 2 divisions ,there are mother involvement and also father involvement in the adolescents report .The mother and father involvement based on the adolescents opinion about mother and father approaches towards his /her. Correlation test is used to compare mother (based on adolesent opinion) and parent involvement .Correlation of father (based on adolescent opinion) and parent involvement pearson correlation (0.000) at 1% level of significance that means it has high significant, mother involvement and parent involvement has highly correlated. So that we accept the null Hypothesis, that means the mother involvement (based adolescent opinion) influence the parent involvement that means it depend on each one, like if father involvement (based on adolescent opinion) increase parent involvement also increase.

4.3.2 Comparison of inconsistent discipline in adolescents and parents

Correlations

Table -28 Correlation of parents and adolescents inconsistent discipline

		INCONSISTENT DISCIPLINE(BASED ON ADOLESCENCE OPINION)	INCONSISTENT DISCIPLINE (BASED ON PARENT OPINION)
INCONSISTENT DISCIPLINE (BASED ON ADOLESCENCE OPINION)	Pearson Correlation	1	.461**
	Sig. (2-tailed)		.000
	N	140	140
INCONSISTENT DISCIPLINE(BASED ON PARENT OPINION)	Pearson Correlation	.461**	1
	Sig. (2-tailed)	.000	
	N	140	140

** . Correlation is significant at the 0.01 level (2-tailed).

The table include the correlation between parent and adolescent inconsistent discipline. Correlation test was used to compare parent and adolescent inconsistent discipline Pearson correlation (0.000) at 1% level of significance that means it has high significant, parent inconsistent discipline and adolescent inconsistent discipline has correlated. So that we accept the null Hypothesis, that means the adolescent inconsistent discipline influence the parent inconsistent discipline that means it depend on each one, like if adolescent inconsistent discipline increase parent inconsistent discipline also increase.

4.3.3 Comparison of corporal punishment in adolescents and parents

Correlations

Table – 29 Correlation of parents and adolescents corporal punishment

		CORPORAL PUNISHMENT (BASED ON ADOLESCENCE OPINION)	CORPORAL PUNISHMENT (BASED ON PARENT OPINION)
CORPORAL PUNISHMENT (BASED ON ADOLESCENCE OPINION)	Pearson Correlation	1	.585**
	Sig. (2-tailed)		.000
	N	140	140
CORPORAL PUNISHMENT (BASED ON PARENT OPINION)	Pearson Correlation	.585**	1
	Sig. (2-tailed)	.000	
	N	140	140

** . Correlation is significant at the 0.01 level (2-tailed).

The table include the correlation between parent and adolescent corporal punishment . Correlation test was used to compare parent and adolescent corporal punishment Pearson correlation (0.000) at 1% level of significance that means it has high significant, parent corporal punishment and adolescent corporal punishment has correlated. So that we accept the null Hypothesis, that means the adolescent corporal punishment influence the parent corporal punishment that means it depend on each one, like if adolescent corporal punishment increase parent corporal punishment also increase

4.3.4 Comparison of positive parenting in adolescents and parents response

Correlations

Table – 30 Correlation of parents and adolescents positive parenting

		POSITIVE PARENTING (BASED ON ADOLESCENCE OPINION)	POSITIVE PARENTING (BASED ON PARENT OPINION)
POSITIVE PARENTING (BASED ON ADOLESCENCE)	Pearson Correlation	1	.442**
	Sig. (2-tailed)		.000
	N	140	140
POSITIVE PARENTING (BASED ON PARENT OPINION)	Pearson Correlation	.442**	1
	Sig. (2-tailed)	.000	
	N	140	140

** . Correlation is significant at the 0.01 level (2-tailed).

The table include the correlation between parent and adolescent positive parenting. Correlation test was used to compare parent and adolescent positive parenting. Pearson correlation (0.000) at 1% level of significance that means it has high significant, parent positive parenting and adolescent positive parenting has correlated. So that we accept the null Hypothesis, that means the adolescent inconsistent discipline influence the parent positive parenting that means it depend on each one, like if adolescent positive parenting increase parent positive parenting also increase

4.3.5 Comparison of poor monitoring in adolescents and parents

Correlations

Table – 31 Correlation of parents and adolescents poor monitoring

		POOR MONITORING (BASED ON ADOLESCENCE OPINION)	POOR MONITORING (BASED ON PARENT OPINION)
POOR MONITORING (BASED ON ADOLESCENCE OPINION)	Pearson Correlation	1	.569**
	Sig. (2-tailed)		.000
	N	140	140
POOR MONITORING (BASED ON PARENT OPINION)	Pearson Correlation	.569**	1
	Sig. (2-tailed)	.000	
	N	140	140

** . Correlation is significant at the 0.01 level (2-tailed).

The table include the correlation between parent poor monitoring and adolescent poor monitoring. Correlation test was used to compare parent and adolescent poor monitoring. Pearson correlation (0.000) at 1% level of significance that means it has high significant, parent poor monitoring and adolescent poor monitoring has correlated. So that we accept the null Hypothesis, that means the adolescent poor monitoring influence the parent poor monitoring that means it depend on each one, like if adolescent poor monitoring increase parent poor monitoring also increase.

SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

The study undertaken by the researcher was on —parent-adolescent relationships." In the present study, discussed the parent-adolescent relationship and also found out about different types of subtopics that were included in the questionnaire, like poor monitoring, positive parenting, involvement, corporal punishment, and inconsistent discipline. These subtopics help to find out more about the parent-adolescent relationship. The area selected for the study included rural areas of Vying and urban areas, including Menaka, Market Road in Ernakulam district selected for this study. The sample for the present study consisted of 140 adolescent and 140 parents. The method of sampling adopted was purposeful sampling. The tools used for the research included a standardized questionnaire to find out the relationship between parent and adolescent using the subtopic in the questionnaire. Data was collected, consolidated, and analysed using the correlation test.

4.1 . Demographic details of selected samples

The general information about the parent and adolescents were discussed through theses ubtopics.

4.1.1 Demographic details of adolescents

- The number of adolescents respond to study is 140
- The adolescence age range between 12- 18
- Lowest age range is 12
- Highest age range is 18 The number of response get from adolescents is 140
- Most samples are belong to female category
- 55.7% belong to female category
- 44.3% belong to male category

4.1.2 Demographic details of parents

- The number of response get from parent is 140
- Most samples are belong to female category
- 55.7% belong to female category
- 44.3% belong to male category The number of parent respond to study is 140
- The parents age range between 31-56
- Lowest age range is 31
- Highest age range is 56

4.2 Opinion of adolescent and parent on parenting

4.2.1 Statistical table for adolescents

- Result shown in the table describe that , for subscale positive parenting mean value is 22.99, SD is 4.441, alpha value is 0.772.
- For subscale involvement as two divisions are father and mother involvement. In mother involvement mean value is 33.05 ,SD is 6.180 ,alpha value is 0.791.in father involvement mean value is 29.31 , SD is 3.363 ,alpha value is -0.222
- For subscale poor monitoring mean value is 19.64, SD is 6.198, alpha value is 0.720
- For subscale inconsistent discipline mean value is 16.29 , SD is 3.336 , alpha value is 0.221
- For subscale corporal punishment mean value is 7.24, SD is 2.627, alpha value is 0.573

The result shown that highest mean coefficient alpha value for the involvement subscale (mother involvement)

4.2.2 Statistical table for parents

- Result shown in the table describe that , for subscale positive parenting mean value is 23.74 , SD is 4.156, alpha value is 0.741
- For subscale involvement mean value is 38.59, SD is 6.399, alpha value is 0.824
- For subscale poor monitoring mean value is 19.37, SD is 6.274 ,alpha value is 0.733
- For subscale inconsistent discipline mean value is 16.82 ,SD is 3.514 ,alpha

value is 0.335

- For subscale corporal punishment mean value is 6.90, SD is 2.604, alpha value is 0.607

The result shown that highest mean coefficient alpha value for the involvement subscale

4.3 Comparison between the adolescents and parents response

It contain 5 category subtopics that included in both parents and adolescents questionnaire like; involvement, poor monitoring, positive parenting, corporal punishment, inconsistent discipline.

4.3.1 Comparison of involvement in adolescents and parents response

In involvement has 2 divisions ,there are mother involvement and also father involvement in the adolescents report .The mother and father involvement based on the adolescents opinion about mother and father approaches towards his /her.

4.3.2.1 Involvement of father based adolescents opinion

- ❖ Involvement of father in adolescents response In involvement has 2 divisions ,thereare mother involvement and also father involvement in the adolescents form
- ❖ The mother and father involvement based on the child opinion about mother and father approaches towards his/her.
- ❖ Correlation test is used to compare father (based on adolescent opinion) and parent involvement.
- ❖ Correlation of father and adolescents involvement has low or no significant value
- ❖ With significant value of 0.867

4.3.2.1 Involvement of mother based on adolescents opinion

- ❖ In involvement has 2 divisions ,there are mother involvement and also father involvement in the adolescent report.
- ❖ The mother and father involvement based on the adolescents opinion about mother and father approaches towards his /her.
- ❖ Correlation test is used to compare mother (based on adolescents opinion) and parents involvement.
- ❖ Correlation of mother and adolescents involvement has high significant value
- ❖ With significant value of 0.000

4.3.2 Comparison of inconsistent discipline in adolescents and parent

Response

- ❖ Correlation test is used to compare adolescents and parents inconsistent discipline
- ❖ Correlation of parents and adolescents inconsistent discipline has high significant value
- ❖ With significant value of 0.000

4.3.3 Comparison of poor monitoring in adolescents and parents response

- ❖ Correlation test is used to compare adolescents and parents poor monitoring
- ❖ Correlation of parent and adolescents poor monitoring has high significant value
- ❖ With significant value of 0.000

4.3.4 Comparison of positive parenting in adolescents and parents response

- ❖ Correlation test is used to compare adolescents and parents positive parenting
- ❖ Correlation of parents and adolescents positive parenting has high significant value
- ❖ With significant value of 0.000

4.3.5 Comparison of corporal punishment in adolescents and parents response

- ❖ Correlation test is used to compare adolescents and parents corporal punishment
- ❖ Correlation of parents and adolescents corporal punishment has high significant value
- ❖ With significant value of 0.000

Conclusion

The topic of this study is "parent-adolescent relationships." Alabama parenting questionnaire is help to find out parent – adolescent relationship. It has five subtopics— poor monitoring, positive parenting, inconsistent discipline, corporal punishment, and involvement—it analyses the interaction between parents and their adolescent children. The study comes to the conclusion that although there is a general worry about parent- adolescent relationships, they are crucial because they have an impact on the development of their teenagers in the future. Correlation testing was used to discover it.

Limitation

Collecting data is a time consuming process

Recommendation

- There is a need to provide awareness about parents - adolescent relationship is important because it's affect adolescent future development.
- Need to provide strategies to overcome parent – adolescent conflict to parent and their adolescent

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APPENDICS

APPENDICS

QUESTIONNAIRE TO CHECK THE PARENT – ADOLESCENT RELATIONSHIP

Demographic data -Parent

Name:

Age:

Gender:

School name:

Class :

Phone number :

Questionnaire attempted by : mother ,father

Occupation of the parent:

Area :

Demographic data –Adolescent

Name:

Age:

Gender:

Questionnaire attempted by : mother ,father

Education qualification :

Child name:

Occupation :

Area :

Table 32 Parents form

ITEM	Never	Almos tNever	Somet imes	Often	Always
1.You have a friendly talk with your child					
2.You let your child know when he / she is doing a good job with something					
3.You threaten to punish your child and then do not actually punish him / her.					
4.You volunteer to help with special activities that your child is involved in (such as sports, boy / girl scouts,church youth groups).					
5.You reward or give something extra to your child for obeying you or behaving well.					
6.Your child fails to leave a note or to let you know where she / he is going.					
7.You play games or do other fun things with your child					
8.Your child talks you out of being					

punished after he / she has done something wrong					
9. You ask your child about his/her day in school.					
10. Your child stays out in the evening past the time he/she is supposed to be home.					
11. You help your child with his/her homework.					
12. You feel that getting your child to obey you is more trouble than it's worth.					
13. You compliment your child when he/she does something well.					
14. You ask your child what his/her plans are for the coming day.					
15. You drive your child to a special activity.					
16. You praise your child if he/she behaves well.					
17. Your child is out with friends you do not know.					
18. You hug or kiss your child when he/she has done something well.					

19. Your child goes out without a set time to be home.					
20. You talk to your child about his/her friends.					
21. Your child is out after dark without an adult with him/her.					
22. You let your child out of a punishment early (e.g., lift restrictions earlier than you originally said).					
23. Your child helps plan family activities.					
24. You get so busy that you forget where your child is and what he/she is doing.					
25. Your child is not punished when he/she has done something wrong.					
26. You attend PTA meetings, parent/teacher conferences, or other meetings at your child's school.					
27. You tell your child that you like it when he/she helps around the house.					
28. You don't check that your child comes home from school when					

he/she is supposed to.					
29. You don't tell your child where you are going.					
30. Your child comes home from school more than an hour past the time you expect him/her					
31. The punishment you give your child depends on your mood.					
32. Your child is at home without adult supervision.					
33. You spank your child with your hand when he/she has done something wrong.					
34. You ignore your child when he/she is misbehaving.					
35. You slap your child when he/she has done something wrong.					
36. You take away privileges or money from your child as punishment.					
37. You send your child to his/her room as punishment.					
38. You hit your child with a belt, switch, or other object when he/she has done something wrong.					

39. You yell or scream at your child when he/she has done something wrong.					
40. You calmly explain to your child why his/her behavior was wrong when he/she misbehaves.					
41. You use time out (make him/her sit or stand in corner) as a punishment.					
42. You give your child extra chores as a punishment					

Table 33 Adolescents form

ITEM	Never	Almos tNever	Sometimes	Often	Always
1. You have a friendly talk with your mom. • How about your dad?					
2. Your parents tell you that you are doing a good job.					
3. Your parents threaten to punish you					

and then do not do it.					
4. Your mom helps with some of your special activities (such as sports, boy/girls scouts, church youth groups).					
	• How about your dad?				
5. Your parents reward or give something extra to you for behaving well.					
6. You fail to leave a note or let your parents know where you are going.					
7. You play games or do other fun things with your mom.					
	• How about your dad?				
8. You talk your parents out of punishing you after you have done something wrong.					
9. Your mom asks you about your day in school.					
	• How about your dad?				
10. You stay out in the evening past the time you are supposed to be home.					
11. Your mom helps you with your					

homework. • How about your dad?					
12. Your parents give up trying to get you to obey them because it's too much trouble.					
13. Your parents compliment you when you have done something well.					
14. Your mom asks you what your plans are for the coming day. • How about your dad?					
15. Your mom drives you to a special activity. • How about your dad?					
16. Your parents praise you for behaving well.					
17. Your parents do not know the friends you are with.					
18. Your parents hug or kiss you when you have done something well.					
19. You go out without a set time to be home.					
20. Your mom talks to you about your					

friends. • How about your dad?					
21. You go out after dark without an adult with you.					
22. Your parents let you out of a punishment early (like lift restrictions earlier than they originally said).					
23. You help plan family activities.					
24. Your parents get so busy that they forget where you are and what you are doing.					
25. Your parents do not punish you when you have done something wrong.					
26. Your mom goes to a meeting at school, like a PTA meeting or parent/teacher conference. • How about your dad?					
27. Your parents tell you that they like it when you help around the house.					
28. You stay out later than you are supposed to and your parents don't know it.					

29. Your parents leave the house and don't tell you where they are going.					
30. You come home from school more than an hour past the time your parents expect you to be home					
31. The punishment your parents give depends on their mood.					
32. You are at home without an adult being with you.					
33. Your parents spank you with their hand when you have done something wrong.					
34. Your parents ignore you when you are misbehaving.					
35. Your parents slap you when you have done something wrong.					
36. Your parents take away a privilege or money from you as a punishment.					
37. Your parents send you to your room as a punishment					
38. Your parents hit you with a belt, switch, or other object when you have done something wrong					
39. Your parents yell or scream at you when you have done something					

wrong.					
40. Your parents calmly explain to you why your behavior was wrong when you misbehave					
41. Your parents use time out (make you sit or stand in a corner) as a punishment.					
42. Your parents give you extra chores as a punishment					

Table 34 Scoring method

Scale	Value
Always	5
Often	4
Sometimes	3
Almost Never	2
Never	1