

# IMPACT OF PARENT-CHILD RELATIONSHIP ON SELF-CONCEPT DEVELOPMENT OF THE SCHOOL-GOING ADOLESCENTS

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**Abstract :** The major objectives of the present study were (i) to separately assess the parent-child relationship (PCR) and Self-concept of the school-going adolescents and also (ii) to find out the impact of PCR on the development of their self-concept. For this purpose a sample of 100 [i.e., 50 each of boys and girls], was selected randomly from class IX of the two schools – Kalyani University Experimental High School & Kalyani Shikshayatan, under Kalyani Municipality in the District Nadia of the state West Bengal in India. The tools used were adapted and modified (in Bengali) forms of (i) Dr Nalini Rao's Parent Child Relationship Scale and (ii) Dr Saraswat's Self-concept Scale. The t-test and coefficient of correlation (r) were used for data analysis. The findings indicated that more loving and more demanding behaviour of parents facilitate the self-concept development of the children whereas, more neglecting and indifferent the parents are, more the children lack in development of a sound self-concept.

**Keywords :** Parent-child relationship, self-concept, school-going adolescent, Parent Child Relationship Scale, Self-concept Scale.

## I. INTRODUCTION

*'There are only two lasting bequests we can hope to give our children. One of these is roots, the other, wings.'*

- Goethe

Parents, truly, have a difficult mission ! They must offer support to their children while encouraging them to find their own path. Happy children need to have both roots - that assure them that they have a place in this world, and wings to conceptualise that they can become whatever they want to be.

The passage from childhood to adulthood is marked by a long transitional period known as 'adolescence'. It is characterised by a number of changes in different spheres of life. The relationship of individuals with their parents, their peers, opposite sex members undergo drastic changes as they approach adolescence. Adolescence is typically considered a time when children distance themselves from parents, and peers take an increasing importance. Nonetheless, research indicates that a parent-child relationship remains an important factor in adolescent's well-being further into adulthood (Baharudin, 2009)<sup>1</sup>.

Adolescents face various types of challenges viz. physical, cognitive, social and emotional changes that are triggered by puberty during their transition to adulthood. Their capability to adjust and adapt to their problems play key roles in determining their developmental outcomes. Multiple factors are deemed to influence adolescent's outcomes - either socially or emotionally. Researchers have been frequently highlighting the roles of family and the parent-child relationship in determining the adolescent's self-concept (Adedoken & Balschweid, 2008)<sup>2</sup>.

With a developing mind and body, a young adolescents must confront the central issue of constructing own identity that will provide a firm basis for ensuing adulthood. An individual develops a sense of 'self' since infancy, but adolescence marks the initiation when a conscious effort is made to answer the pressing question : "Who am I?". The conflict defining this stage is identity versus role confusion. Here, identity refers to the organization of an individual's drives, abilities, beliefs and history into a consistent image of the self (Woolfolk, 2014)<sup>3</sup>. Here lies the mystery of the parent-child relationship that can afford to answer the above question and help to address the central issues of developing such an identity. For this purpose, parents should equip themselves with all the requirements necessary and make a congenial family environment for the fullest development of self-concept of their loving child.

The most wonderful gift to the parents are their children, for the reason, the only relationship between heaven and earth which is considered to be eternal is the relationship between parents and their child. It is universally true and natural through the ages. Also, it is very pure. That's why parents, through their proper guidance, can easily mould the life of their children. A child grows and matures in the family where parents are the best architects. The babbling of the baby up to reaching the adulthood – this total journey lies within the cover of parenting in the family.

As a fish lives in water and its life rotates in and around the water so is the life of the child in the realm of parenting of a family. The child enriches vocabulary, concepts, thinking and imagination etc. formally and informally from their parents. So it may be said that parent-child relationship and self-concept go hand in hand. The sound parents can make their child sound with respect to

their personality formation where self-concept is its corner-stone.

'Like parents like a child' – goes the proverb. To some extent, the proverb has left a mark in the mind of the present authors and also motivated them to undertake the present research for testing its validity in school-going adolescents' life. It has been expected that a healthy bonding of parent-child relationship may have a positive and significant influence on self-concept development of the children.

### 1.1 Objectives of the Study :

The main objectives of the present study had been the followings :

1. To assess the parent-child relationship of the adolescent-students.
2. To assess the adolescent-students' perception by levels of their parental relationship.
3. To compare the adolescent-students' perception of their mothers' and fathers' relationship with them.
4. To compare the adolescent-students' perception of their parental relationship by their gender.
5. To assess the self-concept of the adolescent-students.
6. To compare the adolescent-students' self-concept by their gender.
7. To find out the impact of parent-child relationship on self-concept development of the adolescent-students.

### 1.2 Hypotheses :

The following four null hypotheses had been considered for the study :

<sup>0</sup>H<sub>1</sub>: There is no significant difference between adolescent-students' perception of their mothers' and fathers' relationship with them.

<sup>0</sup>H<sub>2</sub>: There is no significant difference between students perception of their parental relationship by their gender.

<sup>0</sup>H<sub>3</sub>: There is no significant difference in self-concept of the adolescent students depending on their genders.

<sup>0</sup>H<sub>4</sub>: There is no significant correlation between parent-child relationship and self-concept of the adolescent-students.

### 1.3 Parent-child Relationship :

For the present study, the parent-child relationship refers to the unique and enduring bond between a caregiver and his / her child. The term parent-child relationship has been defined by so many eminent scholars, a few of which may be mentioned as follows :

1. Fine and Schwebel (1983)<sup>4</sup> defined child relationship as the psychological closeness, trust and communication between parents and children.
2. Vigil (2000)<sup>5</sup> describes the parent-child relationship as interactive and communicative behaviour pattern that exists between the parents and the child which eventually bears on the child's behaviour.

It refers to the four dimensions such as, demanding, indifferent, loving and neglecting out of 10 dimensions of Parent-Child Relationship Scale (PCRS) of Dr Nalini Rao (1989) which are given as follows:

DEMANDING	Expression of authority and claim with imperious command over the child, executed in the exercise of overall control.
INDIFFERENT	Expression of unconcerned, apathetic, passive behaviour and functioning without either importance or interests in the child.
LOVING	Expression of fondness, devoted attachment and amiableness shown to the child.
NEGLECTING	A careless slighting treatment indicated in accustomed omission and deliberate disregard towards the child which might leave the child to devalue himself.

### 1.4 Self Concept :

Self-concept is the cognitive aspect of the self and generally refers to the totality of a complex, organised and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his / her personal existence (Purkey, 1988)<sup>6</sup>.

However, the term 'self-concept' may also be defined following Sood (2008)<sup>7</sup> :

Self-concept is the sum total of a person's perception of his / her physical, social, temperamental and academic competence. It covers beliefs, convictions and values the person holds. It also includes attitudes of himself or herself as a person his / her worth, his / her might to have his / her own feelings and thoughts and making his / her own decisions.

For the present study only two dimensions - such as the physical and intellectual dimensions of Saraswat's Self Concept Questionnaire, have been considered which are given as follows:

PHYSICAL	Individuals' view of their body, health, physical appearance and strength.
INTELLECTUAL	Individuals' awareness of their intelligence and capacity for problem solving and judgements.

### 1.5 Significance of the Study :

The literature on psychological assessment is flooded with studies on self-concept. But the impact of parent-child relationship on

self-concept development of adolescent students had been an unexplored area, especially in West Bengal. Therefore, it is hoped that this research would be beneficial to the parents of the school-going adolescents if they are eager for creating a conducive environment in the family.

Secondly, this study would make the parents realize the importance of positive interaction with their school-going adolescent children even within their very busy and hectic life-style! This may, in future, encourage parents to increase their interaction with the children in general and also to improve their parenting skills in educating them.

Thirdly, this study would also be beneficial to teachers as it would increase their understanding of the effects of parental involvement in the development of self-concept of their adolescent-students.

Fourthly, it would also serve as a guide for counsellors in schools to plan a suitable programme to help the adolescent-students in particular, and students in general.

## II. REVIEW OF RELATED LITERATURE

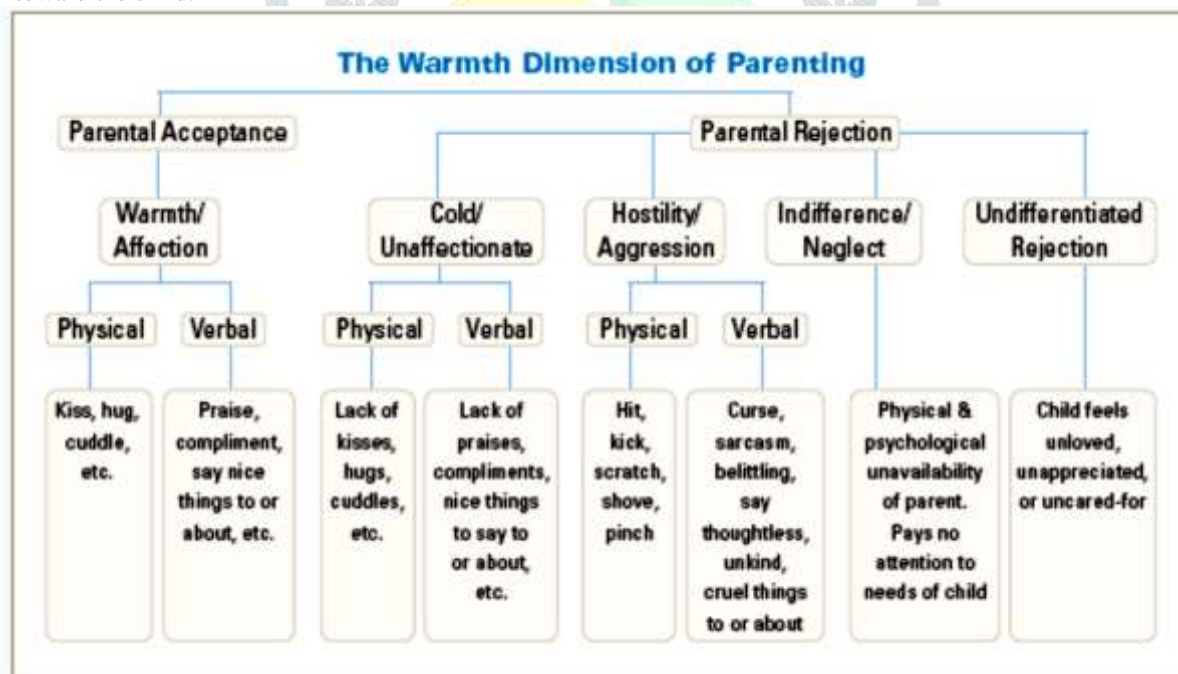
Parent-child relationship has been studied extensively as it is closely related to many social issues (Bernado, 2010)<sup>8</sup>. Academic studies generally found that parenting styles affect the quality of the relationship between parent and child. For example, the results of Bernado (2010) indicate children's decision making skill is still very much influenced by parental believes, despite the degree of influence may vary across cultures. Hence, this implies that the negotiation of legitimate areas of parental control is an important element of the developmental transitions from childhood to adolescents.

Fine and Schwebel (1983) defined the parent-child relationship as the psychological closeness, trust and communication between parents and children. They further explained that the children's understanding of their parents' role, their perceptions, feelings and respect towards their parents are equally important in influencing the child's life.

In the present study, the parent-child relationship is defined as not only the biological relationship between the parents and their children but also the psychological and social relationship between them.

### 2.1 Parental Acceptance-Rejection Theory (PAR Theory) :

In the social and developmental science literature, parent-child relationship has acquired a prominent place, primarily because of its influence on the child across cultures and social strata (Chao, 1994, 2001<sup>9</sup>; Jackson-Newsom, Buchanan, & McDonald, 2008<sup>10</sup>; Lim & Lim, 2003<sup>11</sup>). Parental warmth, as reflected through concern for the child and parent-child harmony, is a predominant factor in the development of the child. It has to do with the quality of the affectional bond between parents and their children. In the Fig. 1 below, as Rohner & Khaleque (2005)<sup>12</sup> suggest - parental warmth varies along a continuum on which all humans can be placed. One end of the continuum is marked by parental acceptance, which refers to the warmth, affection, care, comfort, concern, nurturance, and support from the parents for their children. On the other end of the continuum, there is parental rejection, which is expressed in (i) cold and unaffectionate, (ii) hostile and aggressive; (iii) indifferent and neglect; and (iv) undifferentiated rejecting behaviour toward the child.



**Fig. 1 : The Warmth Dimension of Parenting**  
[as adopted from R. Rohner and A. Khaleque (2005)]

Parental acceptance-rejection theory (PAR Theory) is an evidence-based theory of socialization which suggests that children all over the world need to be loved by parents and other significant caregivers. Probably, this need is biologically based. Parents, according to the PAR Theory, are thus uniquely important to children because their emotional, as well as psychological adjustment, are dependent on the quality of relationship with their parents.

While talking on the effects of parental acceptance-rejection or parenting styles, it must be kept in mind that the determining factor is not the parental love or care itself; rather it is important to consider the extent to which the child satisfies her needs to be loved or cared.

## 2.2 Factors influencing Parent-Child Relationship :

### 2.2.1 Age and Parent-child Relationship :

Palit and Neogi (2015)<sup>13</sup> studied the impact of parent-child relationship on career maturity of the adolescents of Kolkata taking 200 subjects belonging to the age group of 16 – 18 years. The findings revealed that the different dimensions of a parent-child relationship like parents love and protection had a significant contribution towards the career maturity of the adolescents.

Arora and Kaur (2014)<sup>14</sup> carried out a study on emotional stability among adolescents in relation to the parent-child relationship. The sample consisted of 200 adolescents. The result indicated that no significant relationship was found between emotional stability and the parent-child relationship of the adolescents.

### 2.2.2 Gender Difference and Parent-Child Relationship :

Bhagat (2016)<sup>15</sup> studied on emotional adjustment of secondary school students in relation to gender, academic achievement on the parent-child relationship. Adjustment inventory and parent-child relationship scale of Rao were used to collect data. The results indicated that female students were more adjusted as compared to male students. The high parent-child relationship students were emotionally more adjusted as compared to low parent-child relationship students.

Tripathy and Ray (2015)<sup>16</sup> carried out a study on gender difference in the parent-child relationship and academic achievement among school students. Results revealed that boys and girls differ significantly on different dimensions of parent-child relationship scale.

Shaban and Matto (2012)<sup>17</sup> studied on the adolescent-parent relationship between boys and girls in a rural setting in Kashmir Valley. The result revealed that a highly significant difference was observed between the use of symbolic punishment, rejecting, loving dimension and gender of the child while no significant difference was found when protecting dimension was compared to the gender of the adolescents.

## 2.3 Factors influencing Self-concept :

### 2.3.1 Age and Self-concept :

Igbo and Eze (2014)<sup>18</sup> studied the socio-economic background on self-concept and academic achievement of adolescents in Nigeria. The result showed that socio-economic status (SES) significantly influenced self-concept of the adolescent students.

### 2.3.3 Gender Difference and Self-concept :

Gupta and Dhara (2015)<sup>19</sup> studied the nature of the self-concept and academic achievement of school children. The result revealed that gender difference was found in physical, educational, intellectual and total self-concept.

Kamble (2009)<sup>20</sup> studied the influence of parental relationship and self-concept. The result revealed that boys and girls differed significantly in educational and total self-concept and girls had higher self-concept than boys.

## III. RESEARCH METHODOLOGY

### 3.1 Population and Sample :

For the present study, the population consisted of IX<sup>th</sup> grade adolescent students (both boys and girls) of Kalyani Municipality, Kalyani sub-division, Nadia, West Bengal - selected purposively. For the collection of sample-elements, two Bengali medium co-ed schools were chosen randomly using the lottery method. From each school, 50 students consisting of 25 boys and 25 girls were selected by stratified random sampling technique. The final sample constituted 100 students out of which 50 were boys and 50 were girls. The selected schools were (A) Kalyani University Experimental High School (H. S.) and (B) Kalyani Sikshayatan. The distribution of the sample has been represented in the Table – 1 below :

Table – 1: Sampling Frame

School Gender	Kalyani University Experimental School	Kalyani Sikshayatan	Total
Boys	25	25	50
Girls	25	25	50
Total	50	50	N = 100

### 3.2 Research Design :

The purpose of the present study was to know the impact of parent-child relationship on self-concept development of school-going adolescents, so correlation design was employed for this particular study.

### 3.3 Variables :

In this study the independent variable has been Parent-Child Relationship while the dependent variable has been Self-concept of the school-going adolescents.

### 3.4 Tools used for the Study :

Following tools were administered to the sampled students for collecting data in terms of variables involved in this study:

### 3.4.1 Parent-Child Relationship Scale (PCRS) :

Adapted and modified Bengali version of Dr Nalini Rao's Parent-Child Relationship Scale (1989) was used for the present work. The four dimensions of the adapted and modified PCRS can be represented as depicted in the next page :

Dimensions	Item Number in the Questionnaire
Demanding	1 – 10
Indifferent	11 – 20
Loving	21 – 30
Neglecting	31 – 40

### 3.4.2 Self-Concept Questionnaire :

Adapted and modified Bengali version of Dr. Rajkumar Saraswat's Self-Concept Questionnaire (1984) was used for the present work. Only two of the dimensions of Saraswat's original questionnaire were used in the final version of this modified questionnaire which can be represented as under:

Dimension	Item No. in the Questionnaire
Physical	1 – 8
Intellectual	9 – 16

The summated score of all the 16 items provided the self-concept score of an individual school-going adolescent student studied.

### 3.5 Statistical Techniques Used :

In the present study, the collected data have been analysed using the following statistical tests:

Frequency and Percentages have been calculated to interpret the demographic characteristics, parental relationship and self-concept of the students. A t-test has been used to test the difference between the mother and father relationship with their children. Karl Pearson's Correlation Co-efficient 'r' has been calculated to assess the degree and direction of the relationship between the parental relationship and self-concept.

## IV. RESULTS

For the present study, results are presented on the basis of analysis of the collected field-data and their interpretations have been discussed under the following headings :

### 4.1 Students' Perception of Parental Relationship :

#### 4.1.1 Distribution of the Students by Levels of Parent-Child Relationship :

Based on their scores, the respondents can be grouped into three categories as shown in a tabular form below :

Table – 2 : Showing Distribution of Students' scores by levels of Parent-Child Relationship

Sl. No.	Parental Relationship Dimension	Mother			Father			Combined		
		Low	Moderate	High	Low	Moderate	High	Low	Moderate	High
1.	<b>Demanding</b>	16-24	25-33	34-40	13-24	25-36	37-48	30-49	50-69	70-88
2.	<b>Indifferent</b>	10-17	18-25	26-33	10-14	15-19	20-24	20-31	32-43	44-54
3.	<b>Loving</b>	19-28	29-38	39-48	20-29	30-39	40-48	39-58	59-78	79-96
4.	<b>Neglecting</b>	10-14	15-19	20-24	10-15	16-21	22-26	21-30	31-40	41-50

#### 4.1.2 Students' Perception by Levels of Parental Relationship :

Based on the scores, the respondents can be grouped into two categories as shown in a tabular form below :

Table – 3: Showing Distribution of Students' Perception by Levels of Parental Relationship

Sl. No.	Dimension	Mother			Father		
		Low	Moderate	High	Low	Moderate	High
1.	<b>Demanding</b>	15	<b>63</b>	22	10	<b>55</b>	35
2.	<b>Indifferent</b>	96	3	<b>1</b>	74	25	<b>1</b>
3.	<b>Loving</b>	14	41	<b>45</b>	17	<b>60</b>	23
4.	<b>Neglecting</b>	76	23	<b>1</b>	70	26	<b>4</b>

**4.1.2.1 Interpretation of the Results :**

It is evident from Table–3 that majority (63%) of the students expressed that their mothers were moderately demanding. It has been followed by high (22%) and low/less (15%) perceptions of their demanding behaviour by those students. A similar trend was observed in the case of fathers’ demanding behaviour as 55% of the studied students perceived them as moderate while 35% perceived them as high and 10% perceived them as low/less demanding. So, on demanding dimension mothers’ and fathers’ relationship significantly associated with their children.

Further, the Table–3 reveals that very few (1%) adolescent students expressed that their mothers were highly indifferent, 3% expressed their mothers as moderate- and 96% of them expressed their mothers as less indifferent in behaviour. Interestingly, again with respect to fathers’ relations - 1% of students expressed them as high-, 74% expressed them as low- and 25% expressed them as moderate on indifferent behaviour. Hence, on the indifferent dimension of the used scale – perceptions of mothers’ and fathers’ relationship with their adolescent school-going children have been found to be significantly associated.

With regard to the loving behaviour, 45% students felt that their mothers were high, 41% moderate and only 14 % of them were low loving ; whereas 60 % of students felt that their fathers were moderately loving, 23% highly- and 17% of them less loving. So, on the loving dimension also of the used scale – perceptions of mothers’ and fathers’ relationship with their adolescent school-going children have been found to be significantly associated.

Further, it has become obvious from the Table–3, that very few (i.e., only 1%) students perceived high neglecting behaviour from mothers followed by moderate (23%) and less (76%) neglecting behaviours. With regard to fathers’ neglecting behaviour, higher proportion (76%) of the studied adolescent school-going children perceived less neglecting behaviour from their father followed by moderate (26%) and high (4%) neglecting treatment. Hence, also on neglecting dimension of the used scale – perceptions of mothers’ and fathers’ relationship with their adolescent school-going children have been found to be significantly similar.

Thus, on the overall, on student perceptions - it has been found that there are associations between mothers’ and fathers’ relationship with their children on demanding, indifferent and loving behaviours.

**4.1.3 Comparison of perceptions of adolescent students on Mothers’ and Fathers’ Relationships :**

<sup>0</sup>H<sub>1</sub>: There is no significant difference between students perception of their mothers’ and fathers’ relationship with them.

Table – 4: Showing Comparison of Students’ Perception on Mother’s and Father’s Relationship with their Children

Sl. No.	Dimensions	Mother (N = 100)		Father (N = 100)		t-value
		Mean	SD	Mean	SD	
1.	Demanding	28.44	6.22	33.98	8.18	5.39**
2.	Indifferent	13.66	3.41	13.06	2.67	1.38 <sup>NS</sup>
3.	Loving	36.50	7.77	35.06	6.46	1.42 <sup>NS</sup>
4.	Neglecting	13.93	3.08	14.37	3.77	0.90 <sup>NS</sup>

N. B. i) \*\* – Significant at 0.01 level

ii) NS – Non Significant.

**4.1.3.1 Interpretation of Results :**

From Table 4, it is found that the t-value for demanding behaviour only is significant at 0.01 level and t-values for the rest of the dimensions of the parent-child relationship are found to be non-significant. So, the null hypothesis for demanding behaviour is being rejected but for the other three, the null hypotheses are accepted. It means that the adolescent students significantly felt that their fathers (Mean value = 33.98) have been more demanding than their mothers (Mean value = 28.44). But for the Indifferent-, Loving- and Neglecting behaviours, the null hypothesis may be retained as there seems no difference in perceptions of the adolescent students with respect to mothers’ and fathers’ relationship with them.

Hence, it may be concluded that fathers are perceived by the adolescent students to exhibit significantly more demanding behavior as compared to mothers.

**4.1.4 Comparison of Students’ Perception of Parental Relationship by their Gender**

<sup>0</sup>H<sub>2</sub>: There is no significant difference between students perception of their parental relationship by their gender.

Table – 5 : Showing Comparison of Students’ Perception of Parental Relationship by their Gender

Sl. No.	Dimensions	Descriptonal statistics	Mother			Father			Combined		
			Girls	Boys	t-value	Girls	Boys	t-value	Girls	Boys	t-value
1.	Demanding	Mean	28.40	28.48	0.06	33.62	34.34	0.44	62.46	63.10	0.22
		SD	5.85	6.64		7.90	8.50		13.79	14.74	
2.	Indifferent	Mean	13.60	13.72	0.17	12.96	13.16	0.37	26.30	26.90	0.58
		SD	3.24	3.61		2.60	2.75		4.50	5.72	

3.	Loving	<b>Mean</b>	36.22	36.78	0.36	34.70	35.42	0.53	70.92	71.96	0.38
		<b>SD</b>	7.35	8.22		6.15	6.80		12.88	14.49	
4.	Neglecting	<b>Mean</b>	13.80	14.06	0.42	14.28	14.46	0.24	28.16	28.56	0.32
		<b>SD</b>	2.95	3.23		3.71	3.87		5.95	6.44	

N. B.: No t-value has been found to be significant

**4.1.4.1 Interpretation of Results :**

From Table 5, it is found that all the t-values are non-significant. Thus, the null hypothesis is accepted / retained. It means there is no significant difference in students’ perception of their parental relationship depending on the adolescent student’s gender. To be more specific, boys and girls do not differ in their perceptions of parent-child relationship.

**4.2 Self-Concept of the adolescent students :**

**4.2.1 The Classification and Interpretation of Self-concept Scores :**

As per the used modified Saraswat’s scale, the interpretation and classification of the total self-concept scores may be given as follows :

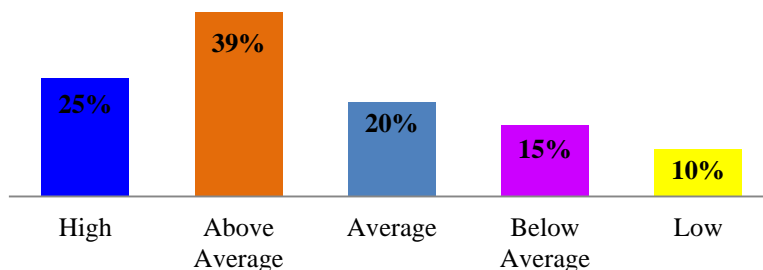
Table – 6 : Showing interpretations of the Self-concept scores as per the modified Saraswat’s Scale

Self-Concept raw scores	Interpretations
65 – 80	High Self-concept
49 – 64	Above average Self-concept
33 – 48	Average Self-concept
17 – 32	Below Average Self-concept
1 – 16	Low Self-concept

**4.2.2 Distribution of Students by Levels of Self-Concept Scores :**

Table – 7: Showing Distribution of Students by Levels of Self Concept

Variable	Levels				
	High	Above Average	Average	Below Average	Low
Self-concept (N = 100)	25	39	20	15	1



**Fig. 2 : Distribution of adolescent students by their levels of Self-concept**  
[colours used in the bars are for differentiation purpose only]

**4.2.2.1 Interpretation of Results :**

From Table 7 and Fig. 2, it is clear that the majority (39%) of the students have above average self-concept followed by having high- (25%), average- (20%), below average- (15%) and low (1%) self-concepts.

**4.2.3 Comparison of the adolescent students’ Self-concept by their Genders :**

<sup>0</sup>H<sub>3</sub>: There is no significant difference in self-concept of the adolescent students depending on their genders.

Table – 8 : Showing Comparison of Students’ Self-concept by their genders

Variable	Gender		t-value
	Girls	Boys	

	Mean	SD	Mean	SD	
Self-Concept	51.0	16.1	50.2	16.1	0.25 <sup>NS</sup>

N. B.: NS – Not-significant.

#### 4.2.3.1 Interpretation of Results :

From Table 8, it has been found that the t-value is non-significant. Thus, the null hypothesis is retained. It indicates that boys and girls do not differ in their self-concept developments.

#### 4.2.4 Correlation between Parent-child Relationship and Self-concept of adolescent students:

<sup>0</sup>H<sub>4</sub>: There is no significant correlation between parent-child relationship and self-concept of the adolescent-students.

Table – 9: Showing Correlation between Parent-child Relationship and Self-concept of Students

Sl. No.	PCR Dimensions	Mother	Father	Combined
1.	Demanding	0.927**	0.836**	0.889**
2.	Indifferent	-0.497**	-0.734**	-0.671**
3.	Loving	0.867**	0.911**	0.929**
4.	Neglecting	-0.683**	-0.711**	-0.775**

N. B. \*\* Significant at 0.01 level

#### 4.2.4.1 Interpretation of Results :

From Table 9, it can easily be seen that all the correlations between parent-child relationship dimensions and self-concept of students are found to be significant at 0.01 level. Thus, the null hypothesis is rejected. It indicates that there is a significant correlation between parent-child relationship and self-concept of the adolescent students.

Now, all the above results may be presented caption wise as below:

##### a) Mothers Relationship Dimensions and Self-concept :

It is clear from Table 9 that mother-child relationship has been found to be significantly related with the self-concept of the adolescent students. It is also worthy to mention here that the mother-child relationship dimensions like demanding (0.927) and loving (0.867) were significantly and positively related with the self-concept of the adolescent students, whereas the rest two of the mother-child relationship dimensions like indifferent (-0.497) and neglecting (-0.683) were significantly but negatively related with the self-concept of the children.

##### b) Fathers' Relationship Dimensions and Self-concept :

A similar trend has been found for the father-child relationship (dimensions) like that of the mother-child relationship (dimensions) with respect to the correlations with the adolescent students' self-concept. For fathers relationship dimensions, significant and positive correlations are found for demanding (0.836) and loving (0.911) behaviours with the self-concept of the adolescent students. On the other hand, for the fathers' dimensions, indifferent (-0.734) and neglecting (-0.711) behaviours are significant but negative correlations have been found.

Thus, the association of father and mother relationship with their adolescent school-going children goes hand to hand for all the four dimensions of the parent-child relationship.

##### c) Parental Relationship Dimension and Self-Concept (Combined) :

From the same Table 9, it has been found that the parent-child relationship dimensions like (0.889) and loving (0.929) are significantly and positively related with the self-concept of the children while the other two dimensions indifferent (-0.671) and neglecting (-0.775) are significantly but negatively related with the self-concept of the children. Thus, a cursory glance on the results indicates that there is a significant relationship between parent-child relationship and the self-concept of the adolescent students. The results may thus be interpreted as – demanding and loving behaviours of parent-child relationship are significantly and positively related with self-concept of children, whereas indifferent and neglecting behaviours of parent-child relationship are significantly but negatively related with the self-concept of the children.

Finally, from the findings, it is obvious that the parent-child relationship has the impact on self-concept development of the children. More specifically, demanding and loving behaviours of parents help and facilitate in the self-concept development of the children. On the contrary, indifferent and neglecting behaviours impede or hinder the self-concept development of the children. In a nutshell, the more demanding and more loving the parents are, the adolescent students are able to develop a sound self-concept, whereas the more indifferent and more neglecting the parents are, more the adolescent students lack sound self-concept.

## V. DISCUSSION

The results from the present investigation have been discussed and interpreted under the following headings :

### 5.1 Students' Perception of Parental Relationship :

#### 5.1.1 Students' Perception by Levels of Parental Relationship :

##### a) Mother and their Children :



It can be observed from the result (Table 3) that about two-thirds of the students felt that their mothers are moderately demanding in nature. Majority of them perceived less indifferent and neglecting behaviour whereas, about half of the students expressed that their mothers were very loving.

#### **b) Father and their Children :**

When fathers' relationship has been taken into consideration, it is found that more than half of the students described their father as moderately demanding and loving behaviour. More than two-thirds of the students felt less neglecting behaviour and the majority of the students expressed that their fathers exhibited low indifferent behaviour. The findings on the perception of students on PCR (Parent-Child Relationship) revealed that majority of the students perceived good parenting. It might be because during adolescence parents begin to realise that their children are no longer children. So they give them more privileges, expect more in the way of work and assumption responsibilities (Hurlock, 2000)<sup>21</sup> i.e., parents provide an opportunity to take a decision and try to understand their children better.

#### **5.1.2 Comparison of Father and Mother Relationship :**

In the present study, it has been observed that fathers' and mothers' relationship with their children differed significantly (Table 4) on demanding behaviour. Children expressed that their fathers exhibited more demanding behaviour than their mothers. These findings reflected the universal pattern of parental role differentiation in which mothers generally assume the traditional role as the nurturing parent. This might be due to the fact that mothers in our culture are more attached to their children than fathers - in part because of the necessity of physical care of the adolescent students. Despite modernisation, mothers are still the primary caregiver and are more involved in the day to day lives of their children. They also develop an intimate relationship with their children and their expressive nature, interpersonal skills make their adolescent children feel comfortable. On the other hand, in many families, the authority and demanding figures of fathers is still in existence. Father as a bread-earner has more financial responsibilities. So they devote most of their time towards their occupation and relatively less time to their children, which affects effective communication between the father and the children (Kamble, 2009)<sup>20</sup>. This may be the reason behind the related findings from this study.

The present findings are substantiated with studies of Larson and Richards (1994)<sup>22</sup> who reported that mother and father had a unique and different relationship with their children. In other studies Singh (1983)<sup>23</sup> found that mothers were less demanding and less neglecting than the fathers. According to Badiger (1995)<sup>24</sup>, children felt that their mothers were more loving while fathers were more demanding and neglecting towards them. The present research findings also showed that fathers' and mothers' relationship with their children do not differ for the rest three dimensions, i.e. loving, indifferent and neglecting behaviours towards their adolescent school-going children. This might be due to the fact that nowadays most of the fathers like mothers indulge themselves in child rearing and actively participate in the welfare of the child (Shaban, Mattoo, 2012)<sup>25</sup>. So the children of the present era have begun to feel equally for both the parents in these respects.

#### **5.1.3 Comparison of Parental Relationship by Gender :**

##### **a) Gender and Mother :**

From Table 5, it is very worthy to mention that there no significant difference has been found in the perception of boys and girls regarding maternal relations. There might not be any discrimination in treatment or encouragement, guidance and support by their mothers.

##### **b) Gender and Father :**

From Table 5, with regard to father also, there has been no significant differences in the perception of boys and girls.

##### **c) Gender and Parent (Combined) :**

Table 5 gives almost a similar trend in case of a combined parental relationship. It means boys and girls do not differ in their parental relationship as per their perceptions are concerned. This might be due to a change in the outlook of the society. Parents, nowadays, do not treat their child on the basis of their gender, i.e. whether a daughter or a son. So, the present findings justify the changing concept of the society. This study is in line with the study conducted by Steinberg (2002)<sup>26</sup> which stated the great majority of parents have a positive and nurturing relationship with their children.

#### **5.2 Self Concept of the Students :**

##### **5.2.1 Comparison of Students Self-concept by their Gender :**

From Table 8, no significant difference has been found between boys and girls with respect to their self-concept. With respect to the present findings in this regard, it may be said that in the present context boys and girls receive equal exposure in the society as well as in the family. They have the same system of learned beliefs, attitudes and opinions to their personal existence – irrespective of their genders. As a result of it, there is no gender difference in the formation of one's self-image. Here lies the significance of the present findings and which is in line with the study of Bester (2007)<sup>27</sup> where it was also found that there was no gender difference in boys' and girls' self-concept.

#### **5.3 Impact of Parent-Child Relationship (PCR) on Self-concept development of adolescent students :**

##### **a) On the Mothers' Part :**

Table 9 revealed that mothers' demanding and loving behaviours positively and significantly influenced the self-concept of the school going adolescents. On the contrary, indifferent and neglecting behaviours on the mothers' part have been significantly but negatively correlated with the self-concept development of the school going adolescents. It means, demanding and loving dimensions of mother-child relationship help to develop a higher self-concept among the adolescent students whereas, the indifferent and neglecting dimensions impede the self-concept development of them. So, Mother-child relationship and self-concept development of the adolescent students are significantly associated with each other.

**b) On the Fathers' Part :**

Here, a similar trend in results has been found. It implies that demanding and loving dimensions of the father-child relationship are directly related with the self-concept development of the students while the other two dimensions - i.e., indifferent and neglecting are inversely related.

**c) On the Parents' Part (Combined) :**

With respect to this combined part - i.e., parent part, the above results have been repeated as expected. So, it can be said that there is a significant impact of parent-child relationship on self-concept development of school going adolescents. This means that based on the correlation analysis carried out, findings showed that relationship between the parent and child have an influence on school-going adolescents' self-concept development. This finding is in line with the Parental Acceptance-Rejection Theory (PAR Theory) of Rohner and Khaleque (2005)<sup>12</sup>. According to them, the more acceptance (warmth, affection, care, comfort, concern, nurturance, support or simply love) children receive from their parents or caregivers, the more positive influence will be on children's development and the more rejection (absence or significant withdrawal of warmth, affection, care and presence of physically and psychologically hurtful behaviours and effects), the more negative influence will be on children's development.

So, it can be said that during the adolescence, expression of fondness, devoted attachment, care and concern which are the constituent elements of loving dimensions of parent-child relationship might build confidence, increase security, acceptance and induce children to grow a positive world-view. As a consequence, it tends to develop an enhanced self-concept in them. On the contrary - parental expression of unconcerned apathetic, passive behaviour and deliberate disregard towards the children which are the facets of indifferent and neglecting dimensions of parent-child relationship develop the feeling of insecurity, unwantedness and unworthy of being loved. It might leave the child to devalue himself and tend to develop feelings of impaired self-concept.

The present research findings also showed that demanding expression of parents leads to the development of higher self-concept among the school going adolescents. Actually, demanding behaviour of the parents indicate the expression of authority (Rao, 2001)<sup>28</sup> executed in the exercise of overall control of the children. Authoritative parents are high in responsiveness and exhibit more supportive than harsh behaviours. Authoritative parents encourage verbal give and take; convey the reasoning behind rules, and use reasons, power, and shaping to reinforce objectives. It is associated with the fostering of adolescent's positive well-being which is a well-established fact (Gonzalez, 2002<sup>29</sup>; Steinberg, 2002<sup>30</sup>). So the children with authoritative parents may show healthy signs of social development and a higher degree of emotional self-control (Dash and Patra, 2014<sup>31</sup>). This positivity and higher emotional self-control help the students to develop the higher degree of self-concept. So the parent-child relationship is found to be very much related to the self-concept development of the adolescents. The self-concept depends upon how others react towards the child. The other constitute parent, friends and teachers (Tyagi and Kaur, 2001<sup>32</sup>). Therefore, it can be said with a firm belief that, a good parent-child relationship might have a pivotal role in the development of adequate self-concept among the adolescent student in particular and adolescent children in general.

The present findings may be supported by the study of Razil and Razil (2013)<sup>33</sup> in which it was found that a relationship existed between parent-child communication and self-concept among Malays adolescents. Children tended to use communication to get their views and support from their parents which helped them to form their views on the whole self.

Hence, the major finding of the present study that a strong association between parental relationship and self-concept development of the children is very much significant in the modern-day pressing environment for the school-going adolescents may reveal the new avenues to the field of education.

**5.4 Educational Implications :**

Every research bears some educational implications. The present research study, applied in nature, has some important educational implications which are as follows :

- From the findings of different researches, it is inferred that self-concept is a crucial element of the confidence and motivation need in order to engage in and achieve educational pursuits. The present study has revealed the significant interrelation between the parent-child relationship and self-concept development of the children. So, this study should be considered as a unique area for the future educationists.
- Self-concept has been considered to be the foundation of both social and educational development and as the present study indicates the contribution of parents in this regard is very much essential, so they should be aware to foster the positive well being of the adolescents and that provides a long-term effect in the field of education.
- The findings of the present study may help to bridge the gap in the curriculum framework for the benefit of the total education system.
- Research has linked the self-concept to a wide range of accomplishments – from performance in competitive scares to job satisfaction to pride, enjoyment and achievement in school. The self-concept about particular academic subjects can be life-changing influences. So, the findings of the present study which highlights the role of parental relationship in the development of the self-concept of adolescents might open a new direction for the educational thinkers in future.

**5.5 Suggestions for Further Study :**

The present study carried out as the dissertation work of M. Ed. course of the first author was confined to so many limitations like time constraints, selection of the sample, incorporation of other desired variables, lack of scope for using sophisticated statistical techniques like stepwise regression and so on. Therefore, the authors believe that it would be appropriate to make the study a full-fledged one and to generalise the findings of this particular study for which the following steps may be taken :

- i) The sample to be collected from a wider range of the population.

- ii) Involvement of different strata of the greater society like urban vs. rural etc.
- iii) Self-made / standardised tests appropriate for the sample to be administered for the collection of data.
- iv) For such a study, the socio-economic status of the parents to be incorporated.
- v) Use of sophisticated statistical techniques like step-wise regression etc. be also needed.
- vi) Above all, to depict a lively view of the study, a pilot project may be taken with a spirited heart full of enthusiasm and that might lead to the *summum bonum*.

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