

Parent-Child Relation on Personality Development

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Introduction :-

How good or poor family relationships will depend largely upon the type or relationship that exists between the child and his parents. As Dunbar (1952) has stressed, "symbiosis", or the living together of two species of organisms in such a way that the union of the two is not disadvantageous to either but is advantageous or essential to both, can exist only if the parents and the child are aware of the fact that they are essentially different creatures. Only when this occurs can good family relationships exist. Different types of parent-child relationships are shown.

The relationship of the parent to the child and of the child to the parent is in a constant state of flux, and this requires constant adjustment on the part of both. As they grow and develop, children make changing demands on their parents. Parents, in turn, demand that the child learn to conform to the standards of the home and of the social group to which the family belongs. This results in a continuous delicate interplay of psychological forces if a state of well-being in the parent-child relationship is to be maintained. Any emotional experience that disturbs the psychological equilibrium of one member of the family will bring about a disturbance in the psychological equilibrium of all members of the family (Bermsn, 1948).

What relationship there will be between the child and his parents will depend largely upon his parents' attitudes toward him. This will influence the way they treat him, and this, in turn, will influence what the child's attitude toward his parents will be. Fundamentally, therefore, the parent child relationship is dependent upon the parents attitudes. These are influenced partly by cultural values and partly by the personality patterns of the parents and their concepts of the role of parents.

In recent years, there have been marked changes in attitudes toward children. Around the turn of this century. Freud (1913) contended that too much "parental tenderness" accelerates sexual maturity, "spoils" the child, and makes him unable to be satisfied with a smaller amount of love in later life.

This attitude toward too much interest in and affection for the child was echoed by many American psychologists. The one who sounded the loudest warnings was J.B. Watson (1928) who during the twenties advised parents to beware of too much mother love, because of the harmful effects on the personality development of the child as he grew older.

Now the pendulum has swung to the opposite extreme. It is agreed that mother love and affection are needed for good mental health. Too much, rather than too little, affection should be shown the child, especially during the helpless years of infancy and babyhood, one of the strongest exponents of the importance of mother love and love in general in the child's life is Ribble (1943). According to her.

Hypothesis :-

Parent-child relationship will be significantly related to family background.

Method :-

Sample :-

The sample comprised of 200 literate parents, out of which 100 were drawn from socially advantaged family and 100 were drawn from socially disadvantaged family. The sample was drawn from Muzaffarpur district. For identification of socially disadvantaged and socially advantaged family, the 'social deprivation scale' prepared by De and Sinha (1972) was used.

Parent-Child Relation Scale :-

To measure parent-Child-Relationship, in this study "A Parent-child relation scale, was constructed in Hindi by the investigator. The following procedure was followed for construction of test.

Firstly, A Scale containing 60 items was constructed by the investigator and given to five (5) Judges (teachers of Psychology) to examine the relevance of each item in our Cultural set up for the purpose. The Judges agreed to exclude 15 items from the scale which were not relevant to the purpose.

Thus, 45 items of the scale were selected and the other procedure of test construction was followed.

The first draft of the test was administered on 300 subjects belonging to all section of the society at MuzaffarpurThe subjects (Parents) were asked to give their responses in the form of "Yes" or "No" for each item.

The data was tabulated and percentile of each item was determined to exclude those items which has low discrimination value.

Result :-

Table -1
Comparison of Socially advantaged and socially Disadvantaged literate parents interms of their mean scores on parent-child relation scale N=200.

Group	Mean	S.D.	S.E.M.	DF	't'	P. Value
Socially advantaged Children	24.13	5.39	.96	198	11.98	.01
Socially Disadvantaged Children	21.11	4.47	.97			

An inspection of table 3.3, it is clear that the mean scores on parent-child relation for socially advantaged literate parent) 24.43) is higher than the mean scores for socially disadvantaged literate parents (21.11). It may be recalled that high mean score on parent child relation scale (P.C.R.S.) is indicative of high parent-child relation (t=11. 98, df = 198, P. Value 1.01) as such hypothesis is retained and socially advantaged literate parents are actually found high on parent-child relation than socially disadvantaged literate parents.

As stated earlier, our main objective was to find out the relationship of social advantage with parent-child relation among socially advantaged and socially disadvantaged literate parents. Hence, the relationship of social disadvantage literate parents. Hence, the relationship of social disadvantage was studied by calculating product moment correlation @. Since socially advantaged and socially disadvantaged literate parents differed significantly in terms of their parent-child relationship (Table

3.3), it wayproposed to proceed with the analysis of data with regard to the two groups separately.

Before taking up parent-child relationship and social disadvantage (Background factor) is was decided to examine whether or not the socially advantaged literate parents and socially disadvantaged literate parents would differ significantly in terms of their socio-cultural background (social advantage and social disadvantage). In order to achieve the same for both socially advantaged and socially disadvantaged literate parents were compared on social advantage scores by computing 't' ratio. Table 3.4 presents comparison of socio-cultural background in this study.