

STUDIES ON RELATIONS BETWEEN ADOLESCENTS AND PARENTS: A REVIEW

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ABSTRACT: Attachment is a universal human need that leads to the formation of close bonds of affection according to Bowlby (1969). Infants become attached to familiar people who respond to their needs for physical care and stimulation. Traditionally, the most important function of attachment is to provide security for offspring and attachment theory underlines the importance of the quality of the affectional bond established between a child and caregivers in different contexts. Much of the existing literature concerning attachment focuses on the positive relationship between parents and adolescents as an important dimension in enhancing academic development, preventing achievement-related and educational problems, and facilitating healthy adolescent development.

KEYWORDS:- Relations, Attachment and adolescent.

INTRODUCTION:-

Parental attachment has been considered a crucial phenomenon in relations between adolescents and parents and has been found to have a direct and positive influence on the well-being outcomes of adolescents such as adjustment and self-esteem (e.g., La Guardia, Ryan, Couchman, & Deci, 2000; Patrick, Knee, Canevello, & Lonsbary, 2007). Furthermore, many studies have concluded that attachment is associated with aspects of social competence including social desirability (Rice, Cole, & Lapsley, 1990), social support seeking (Blain, Thompson, & Whiffen, 1993; Cutrona, Cole, Colangelo, Assouline, & Russell, 1994), social adjustment and social self-efficacy (Rice, Cunningham, & Young, 1997), social skills, academic achievement and overall psychological adjustment (Rice, 1990), and psychological adjustment during adolescence (Noom, Decovic, & Meeus, 1999). A relationship between parents and adolescents characterized by warmth, contingent responsiveness, and sensitivity, which promotes the child's ability to achieve effective communication, trust, and emotional regulation, has been associated with secure attachment.

MATERIALS AND METHODS:-

Investigations that revealed money and job securities are not the only sources of employee motivation; led to human relations approach to employee motivation. Productivity cannot be improved without creating the

proper social conditions and individual motivation. What is called for is more than the use of techniques derived from human relations theories. Organizations have to go beyond profit, growth, and return on investment. They have to pursue goals as efficient producers of goods and services, generators of surpluses, and creators of skills and employment in the service of society. They have to elevate the moral basis of work in and outside of organizations.

DISCUSSION AND CONCLUSION:-

Parental figures are first and foremost in their children's socialization, providing a model for relationships established with peers and benefactors. Hence, several studies have sought to discover possible effects of parental practices or styles on the appearance of aggressive behavior, whether physical, verbal or relational, in children and adolescents (Buschgens, van Aken, Swinkels, Ormel, Verhulst & Buitelaar, 2010; Cote, Vaillancourt, Barker, Nagin & Tremblay, 2007; Kawabata, Alink, Tseng, van Ijzendoorn & Crick, 2011; Underwood, Beron & Rosen, 2009; Vaillancourt, Miller, Fagbemi, Côté & Tremblay, 2007). Some studies provide evidence for relationships between parenting practices and aggressive behaviors in children and adolescents. Buschgens et al. (2010) considered whether perception of certain types of parenting practices increased the risk for externalizing behaviors in a sample of preadolescents. Results showed that children who attributed to their parents a lack of emotional support, high levels of rejection, and over protection were considered by parents and teachers as more aggressive youths, they also committed delinquent behaviors. Kawabata et al. (2011) used a meta-analysis procedure in order to analyze and integrate existing findings regarding the association between different parenting patterns (positive parenting, psychological control, strict imposed discipline and indulgence) and the level of relational aggression expressed by children and adolescents. Results revealed that levels of relational aggression declined in proportion to a rise in positive parenting behaviors. Similarly, greater perceived disciplinary strictness, maternal indulgence, and exertion of strong psychological control from the father, were associated with higher indices of relational aggressiveness in childhood and youth.

In a similar line, Cote et al. (2007) tried to identify different family variables that could predict the development of both physical and social aggressiveness expressed in middle childhood. For one example, two-year-olds experiencing hostile maternal behavior (angry spells, constant disapproval and inability to control the child's behavior) predicted high, atypical levels of physical and relational aggressiveness exhibited at age eight. More recently, Underwood et al., (2009) conducted a study whose main objective was to examine the development of physical and social aggression in thirteen year old boys and girls, and to find predicting family factors that could account for the different patterns of aggressive behavior exhibited. Results revealed that both an indulgent parenting style and an authoritarian style predicted that some of these preadolescents would later be found in the group characterized by their teacher as increasingly aggressive, both physically and socially.

In the context of Spain, Estevez, Musitu and Herrero (2005) explored parent's role in the relationship between aggressive behavior and psychosocial adjustment. To do so, a sample of adolescents between the ages of 11 and 16 reported the frequency with which they had manifest physically or verbally aggressive behaviors toward their peers, over the past year. They also reported the ease or difficulty with which they communicated with their fathers and mothers. Results revealed that having open communication with both parents was negatively related to the quantity of aggressive behaviors, while misunderstanding and lack of communication between parents and children was associated with greater reported frequency of aggressive behaviors. Similarly, Gallarin and Alonso Arbiol (2012) found negative relationships between parental involvement and aggressiveness, and positive relationships between imposition and aggressiveness in a sample of Spanish adolescents. Tur Porcar et al. (2012) set an objective to analyze the role of a set of negative parenting variables (control, permissiveness, hostility and neglectfulness) in children's physical and verbal aggressiveness. Results showed that practices such as hostility and permissiveness were related to aggressiveness expressed by children and adolescents. Specifically, maternal hostility predicted displays of aggression in boys and girls, while permissiveness had a differential effective according to the child's gender. Girls showed more aggressiveness with excessive parental indulgence, while the opposite occurred in the case of the boys. Based on the above studies, there is a confirmed relationship between children's and adolescents' physical, verbal and relational aggressiveness toward their peers and the parenting styles or practices they experience. Prior research suggests that youths raised in homes

characterized by a lack of affection, little communication or severe imposition of rules manifestations of an authoritarian parenting style show greater frequency of aggressive behaviors toward their peers (Cote et al., 2007; Estevez et al., 2005; Hale III, van der Valk, Engels & Meeus, 2005; Kawabata et al., 2011; Tur-Porcar et al., 2012).

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