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Emotional Stability among Adolescents in Relation to Parent Child Relationship

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Abstract:

An attempt is made to study the emotional stability among adolescents in relation to parent child relationship of different schools of Ludhiana district of Punjab. The sample of present study consists of 200 adolescents (100 boys and girls) of government and private secondary schools. The data was collected with the help of tools i.e. Parent Child Relationship Scale (PCRS) developed by Nalini Rao (2005) and Emotional Stability Test (ESTC) developed by Dr. A. Sen Gupta and Dr. A.K. Singh (2005). Coefficient of correlation technique used to find the relationship and result indicated that out of the ten dimensions of Parent child Relationship, relationship of emotional stability with six dimensions of parent child relationship i.e. Symbolic Punishment, Rejecting, Object Punishment, Demanding, Indifferent, Symbolic Reward is positive and significant. However no significant relationship was found between Protecting, Loving, Object Reward and Neglecting dimensions of parent child relationship and emotional stability of adolescents.

Keywords: Adolescents, Emotional Stability, Gender, Locale, Parent Child Relationship

1. Introduction

Emotions have a powerful effect on mankind. They rule one's life. Some psychologists call emotions as "a disruptive state of the organism". Emotionally stable person is one who can control his emotions properly. An emotionally stable can express them spontaneously in diverse useful directions, which are socially approved. Emotional pressure is increasing day by day among adolescents; which has led to unbalanced and maladjusted personalities in the society. Emotional stability is a state of equilibrium in which forces within the individual- his wishes, ambitions and needs are in harmony with themselves and with the stress of the environment. Emotional stability is also affected by the parent child relationship. Aspirations and attitude of parents over protective environment, discrimination between siblings, rejection, acceptance, submissive, autocratic behaviour of parents, relationship between parents, dominance etc affects the emotional stability of the adolescents. Actually, parents are the first social force that individual come across, right from the birth of the child is much influenced by all those who surround him, especially his parents. Home is the child's world in which his personality is shaped, his character is formed and home environment is duly influenced by the parents.

Emotionally stable is one of the significant aspects of educational growth and development. Almost all the behaviour of man is guided in some degree by emotions. Emotions are present in every activity of human being. They are prime movers of thought and conduct. They play an important role in influencing physical, mental health, social life, character, learning process and area of adjustment. Faulty parent child relationship ends in child's mal adjustment and deprivation of parents promotes mental retardation and aggression and denotes the process of emotionally unstable.

2. Review Of Related Literature

2.1. Studies related to emotional stability

- **Sharma (2006)** examined that Emotional Stability of visually disabled in relation to study habits and found that children with high Emotional Stability have better study habits than their counterparts with low Emotional Stability.
- **Eric (2009)** examined that Emotional Stability and parental education would predict academic motivation and found that Emotional Stability is a better predictor than parent's education level in academic motivation.
- **Tarannum & khatoon (2009)** examined Self Esteem and Emotional Stability of visually challenged students and found that out of demographic variables of gender, age, class, family system and area of living, only gender emerged as the

significant predictor of Emotional Stability of visually challenged students and none of the demographic variables emerged as predictors of self esteem of these student.

- **Bansal and Kaur (2011)** the results of the study revealed that emotional stability and intelligence are positively correlated. The adolescents having high, average & low intelligence level are significantly different from each other on emotional stability.
- **Sanual (2013)** examined that 30.83% adolescents are falling in low category of Emotional Stability. These adolescents are emotionally weak and are quite instable in controlling their emotions. 64.16 % are in average category. 0.5% belongs to high level of emotional stability.

2.2. Studies related to parent child relationship

- **Bali (2001)** reported that there is a negative correlation between adjustment and academic achievement with parent child relationship.
- **Kajal and Kaur (2001)** investigated the prevalent trend of parent child relationship in families of middle income group. The results indicated that the boys perceived as well as expressed greater aggression and parental restrictions in comparison to girls. Boys perceived fathers as more affectionate where as girls perceived mothers as more affectionate.
- **Aggarwal & Mishra (2005)** reported that various dimensions of parenting like symbolic reward, object reward, love, demand, rejection, protection, symbolic punishment and object punishment significantly affects the self confidence of the students. Love, protection, moderate degree of demand inculcated the feelings of security and emotional support whereas rejection, punishment (symbolic as well as object) produced anxiety, pressure, fear of failure, feeling of indifference and hesitation in expression of feelings.
- **Pandey (2005)** Investigated that parental behaviour changes with respect to gender of the child. Boys perceived that their parents as more dominating in comparison to girls while perception on loving variable are nearly same.
- **Kaur (2009)** reported that there is no significant difference in occupational aspirations of adolescent boys having strong and weak parent child relationship but found that there is significant difference in occupational aspirations of adolescent girls having strong and weak parent child relationship.
- **Tiwari and Naithani (2011)** concluded that love and use of symbolic reward are important dimensions in parent child relationship which make children high achievers. Whereas over protectiveness and demanding attitude has negative influence on the scholastic achievement of children. Thus though independent researches have been done regarding emotional stability in relation to many variables and that of research work has also been done in the field of parent child relationship but no such studies conducted on emotional stability favoured by the adolescents in relation to parent child relationship of Ludhiana district. So a need arises to study the emotional stability with parent child relationship.

3. Objective of the Study

To study and find the relation between emotional stability and dimensions of parent child relationship of adolescents.

4. Hypothesis

There exists significant relationship between emotional stability and dimensions of parent child relationship of adolescents.

5. Method

Descriptive method of research was used to conduct the present study in the following manner:

6. Sample

The sample of present study consists of 200 adolescents (100 boys and girls) taken from different government and private secondary schools of Ludhiana district.

7. Tools Used

- Parent Child Relationship Scale (PCRS) developed by Nalini Rao (2005). The tool contains 100 items categorized into ten dimensions namely, protecting, symbolic punishment, rejecting, object punishment, demanding, indifferent, symbolic reward, loving, object reward and neglecting and rated on 5 point rating scale. The test-retest reliability coefficient ranged from .770 to .871 for boys sample and .772 to .873 for the girls sample over the ten sub-scales.
- Emotional Stability Test (ESTC) developed by Dr. A. Sen Gupta and Dr. A.K. Singh (2005) and contains 25 items for the school-going pupils. Each item of the test is scored as either +1 or 0. There are two types of items in this test, that is, positive and negative. All positive items which are endorsed by the subjects as 'Yes' and the negative items, items no. 9 and 10. The reliability of the inventory was found .72.

8. Procedure

Both psychometric measures were administered to 200 adolescents (100 boys and 100 girls) of government/private secondary schools. Test was administered by the investigator in individual as well as group situation. For these tests, adolescents from different schools selected randomly. Students available at the time when investigator visited the school were taken as sample. Instructions were given to the students collectively and they were told that their result will be kept confidential. Scoring was done with the help of test manuals.

9. Results

To investigate the significance of relationship between emotional stability and parent child relationship of adolescents, Pearson's Product-Moment Correlation 'r' was employed.

Dimensions of Parent child Relationship	N	R
Protecting	200	0.12
Symbolic Punishment	200	0.31**
Rejecting	200	0.19**
Object Punishment	200	0.28**
Demanding	200	0.47**
Indifferent	200	0.20**
Symbolic Reward	200	0.18*
Loving	200	0.09
Object Reward	200	0.04
Neglecting	200	0.06

Table 1: Coefficient of Correlation between Emotional Stability and Dimensions of Parent Child Relationship of Adolescents (N=200)

Table revealed that the value of 'r' for six dimensions of symbolic punishment, rejecting, object punishment, demanding, indifferent, symbolic reward, are 0.31**, 0.19**, 0.28, 0.47**, 0.20** and 0.18* respectively came out to be positive and significant. However no significant relationship was found between Protecting, Loving, Object Reward and Neglecting value of 'r' 0.12, 0.09, 0.04 and 0.06 dimensions of parent child relationship and emotional stability of adolescents.

10. Conclusion

Out of the ten dimensions of Parent child Relationship, relationship of emotional stability with six dimensions of parent child relationship i.e. Symbolic Punishment, Rejecting, Object Punishment, Demanding, Indifferent, Symbolic Reward is positive and significant. However no significant relationship was found between Protecting, Loving, Object Reward and Neglecting dimensions of parent child relationship and emotional stability of adolescents.

11. Implications

The study can help the parents to analyze the aspects in which they lack, the more love, care, motivation and support they give to their children, it can enhance emotional stability in them. The studies can help the government school teachers to know their shortcomings and help them to work with their students to increase their emotional stability. It also help the school personnel's and counselors in analyzing the adolescent's emotional stability from view point of parent child relationship. If the environment of school and nature of teachers are congenial, co-operating and loving, this may enhance student's emotional stability.

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