

A Comparative Analysis of Parent-Child Relationship between School & College Students

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Abstract: Parent-child relationship refers to the unique and unconditional bond between a guardian and their child. The relationship includes how parents and children interact with one another physically, emotionally and socially. The uniqueness is caused by factors such as the parent's past experiences, self-confidence, parenting style, compatibility, age, culture and individual traits of both child and parent. This study's main objective is to analyze the difference between a school going (a late adolescent) and college going (an early adult) child's relationship with their parent. It is often perceived that college children become mature and have a better understanding of and with their parents compared to school children. This research focuses on checking the validity of the above hypothesis. The tool used for this study was the Parent-Child Relationship Scale (PCRS) developed by Dr. Nalini Rao (1989). The sample size comprises of 200 children (100 schools and 100 colleges). The data is gathered from various schools and colleges in Ahmedabad. The research study will indicate how healthy a child's relationship is with either parent. Children have varied experience with each family member. Therefore the relationship with the father and mother are being studied separately to understand how they behave in a given situation. The study may further provide insight into commonly practiced parenting styles and how age affects their relationship. To conclude, the results from the study can help in identifying problems and propose solutions for all age groups involved in this study.

Keywords: Parent-child relationship, Late adolescent, Early adult, School, College, Maturity.

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I. INTRODUCTION

Parent-child relationship refers to the unique and unconditional bond between a guardian and their child. There are various kinds of parents, biological, single, foster, legally agreed and many more. The relationship includes how parents and children interact with one another physically, emotionally and socially. Over the years, a great deal of study has been done on parent-child to understand how every individual child develops. An individual starts to change and develop right from the innate stage till their adolescence and so on. The parents play a very significant role in shaping their personalities.

Quite some theories were formed concerning child development. Some of the notable theories are:

Freud's psychoanalytic developmental theory mainly focused on instinctual factors. He suggested that early experiences played the biggest role in shaping an individual's personality.

Erikson's psychosocial developmental theory was made on lines of Freud's theory. Just instead of instinctual factors, it focuses on environmental factors and examines how social factors affect child development. This theory involves eight stages that describe growth and change throughout life, focusing on social interaction and conflicts that arise during different stages of development.

John Bowlby's attachment theory suggested that children are born with an innate need to form strong emotional and physical attachments and receive warmth from their caregivers. He believed this played a significant role in child development as it could affect social relationships. Children who receive this support and care may feel more secure in any relation, than others (Cherry et al. n.d.).

Bandura's Social learning theory suggests behavior can be learnt via observation. By observing the actions of parents, peers and others, children learn new information and develop new skills.

Lev Vygotsky's sociocultural theory focuses on how adults and peers influence an individual's learning. Also how cultural beliefs and attitudes impact how instruction and learning take place.

B.F skinner's operant behavior & conditioning theory believed in using rewards and punishment to modify or reinforce a behavior. Parents have acknowledged that their children respond to the system of rewards and punishment, as described by Skinner in his research. These two techniques are often used by parents to control and condition their children's behavior. When a behavior is rewarded, children are more likely to repeat the behavior happily and willingly as they know it's a favorable behavior (Grace 2018). Whilst, in case of a

punishment for a behavior, children will be less likely to repeat the behavior unless they want to go through its consequences again. Most parents have used more of negative reinforcements to modify their child's behavior. However, new studies emphasize that positive reinforcement should be used more than negative reinforcement. Negative reinforcement should be kept as a last resort, as it affects a child's development emotionally and physically.

During these studies, it was found that the family's relationship with their children has a consequential role in an individual's personality and socio-psychological developments. To study that **Cox & Paley** researched on the family as systems and how it affects child development (TomoUmemura, 2013).

The aim of the Parent-child study discussed in this paper was to analyze and understand the difference between school children (late adolescent) and College children (young adult) relationship with their parents. It is often perceived that college children become mature and have a better understanding of and with their parents compared to school children. This research was focused on checking the validity of the above hypothesis. It also helped in discovering how healthy the child's relations are with their parents. Each child's distinctive personality, background and age provided a variety of interesting outcomes. Besides, a child usually has varied experience with each family member. Therefore the relationship with the father and mother were studied separately to understand how they behave in a given situation. This helped in discovering how each parent acted in a common situation. The study further provided insight into commonly practiced parenting styles and how age affects their relationship (Nanda, D., 1970). Finally, to conclude, the results from the study can help in identifying problems and propose solutions for all age groups involved in this study.

II. LITERATURE REVIEW

Moore, Kinghorn & Bandy, B.S. Studied Parental Relationship Quality and Child Outcomes across Subgroups in April 2011.

Various studies have found a significant link between the level of the parent's relationship and positive results for children and their families. Although, lack of research has been conducted on various subgroups, particularly the underprivileged communities. The sample size consisted of more than 64,000 candidates having 6-17 years old children. Outcomes suggest that the parents' relationship level is very often strongly connected to a range of child and family, including child behavior issues (externalizing), child social ability, child's school involvement, child's internalizing (depression), parent-child interaction and parental feelings of irritation. The diverse subgroups involved in this study are white, black & Hispanic couples, married and cohabiting couples, families with varied financial capacity, different gender, teenagers and younger children, immigrants and non-immigrants and parent's educational qualifications. In conclusion, it was found that positive parental relationships are often linked to favorable results for children and families amongst all the subgroups in the study. In addition, this is not just limited to the financially or academically benefited families and children, but also to various economic, racial, ethnic and family structure subgroups.

Kikuyo AOKI studied Psychology of Parent-Child Relationship in 2003.

This study on parent-infant discusses the best ways to nurse and look after an infant. It reviews the significance of early stages of a parent-child relationship. As an example, 3 various stages of mother-infant communication are presented via diagrams. The growth of an infant during the first 2 years, depending on the mother-infant communication is shown in the figures by the 3 primary stages. The basic features of developmental changes in the ability of infants to begin interacting with mother usually start at around the first 2 months, 2-6 months and 6-18 months. The features of the mother-infant communication are majorly corresponding to such changes. The modern-day scenario of the parenting situation in Japan includes issues like lack of father's involvement and clinical duties are also shown in the study.

Kowal, A. K., Krull, J. L., & Kramer studied how the differential treatment of siblings is linked with parent-child relationship quality in 2004.

Most parents are unaware of the consequences of treating siblings unfairly and not paying much attention to building a stronger relationship with their children. Various parenting styles, perceptions of equality and parent-child relationship quality were all studied from the adolescent sibling point of view and their parents in 74 married families. Structure random constant modelling revealed the extent of differential treatment of siblings was directly linked to a negative parent-child relationship, but only if the adolescent perceived it as unfair. The conclusions drawn gave more weight to studying all family relation's thoughts concerning the justification of differential treatment and motivating families to communicate their viewpoints of such situations internally.

Laosa, L. M. studied school, occupation, culture & family: The impact of parental schooling on the parent-child relationship in 1982.

It was predicted that schooling really helps shape an individual's behavior that somewhere reflects on their parenting style and behavior later. Parent's behavior has a major impact on a child's cognitive skills development, learning styles and overall personality. Many studies tried to figure if either parental schooling, parent's occupational status or maternal employment had a primal effect on academically connected areas of the parent-child relationship. The research was directed towards the Chicano families. It was done due to issues concerning ethnic diversity, individual differences within them and educational and occupational equity. The results gathered on parental schooling and its link with parent-child relationship suggested various reasons for the repetitive academic failures seen amongst certain ethnic minorities in the US. A broad theoretical model is presented that causally links parental schooling, family interaction processes and children's academic performance.

Alice M. Hines studied Divorce-Related Transitions, Adolescent Development, and the Role of the Parent-Child Relationship in May 1997.

During adolescence, children go through various hormonal changes. Situations like divorce and its challenges with transition may accelerate or adversely affect a child's growth. An evaluation of various written work on adolescent development, family relations and aftermath of divorces provided the explanation that adolescent and younger children process divorce differently and a good parent-child relationship will aid in reducing the adverse effects of divorce. The past findings did not include differential effects for ethnic and minority youth and families and also the influence of diverse family arrangements on development.

Manpreet Kaur, S. K. Maheshwari, Satish Thapar studied Child and Parent Relationship of School Going Children in June 2015

A child's young age is the most crucial time of their life, as that's when the socializing begins by transferring attitudes, customs and behavior taught by family and community. Parents have a significant part in converting their children into ideal citizens. This researched was conducted on school going children, in order to analyze their relationship with their parents.

Through the use of exploratory, cross-sectional survey, a sample size of 200 students was randomly chosen via the lottery method. Respondents were belonging to four conveniently picked schools of district Faridkot, Punjab were studied by using the socio-demographic data sheet and improvised Parent-child relationship scale based on Dr. Nalini Rao's scale. The descriptive statistics, unpaired t-test, ANOVA test were applied. The final results revealed that 75 % of students had a cordial relation, 21.5% had an average, 4% had above average and 0.5% had below average child- father relationship. Three fourth of the students i.e. 77.5% had cordial, 18.5% had good and 4% had above average child-mother relationship. The outcome of the study proposed that most parts of the sample displayed a cordial relationship with their parents. Psycho-education or other interventions could aid in making the child-parent relationship stronger. Counselling services should be given to both parents and teachers so that transformation is easier from young age to teenage.

Dr. Sarita, Sonia and Pooja, Assistant Professor and Research Scholar studied a comparative study of parent & child relationship of male & female secondary school students in private & government schools in 2016.

The research focused on studying the Parent-child relationship of boy and girl students from Private and Government-owned secondary schools in Rohtak, Haryana. The study undertook 200 students (100 males and 100 females). The random sampling method was used to choose respondents from different schools of Rohtak. The Parent-child relationship scale by Nalini Rao (1989) was used. The raw data was examined by converting it into a mean, SD and T-test, to find out the results for the Parent-child relationship of boy and girl students Private and Government-owned secondary schools. The outcome showed no major variation in the Parent-child relationship amongst the boy and girl secondary school students. However, the mean score of boys was slightly more than the girls, and therefore, it can be said that boys have a better relationship with their parents.

Karuna Sharma, Shubha Dube studied Examining Parent-Child Relationship of Adolescents Girls at Jaipur City; Rajasthan (India) in 2015

Despite of the altering significance in the modern family, children are still majorly affected by their father and mother. This research is aimed at analyzing the Parent Child Relationship in high school adolescent girls. The test was conducted on 60 girl students studying in 9th & 10th grade from Lai L.M. Public school, Jaipur. The standard research instrument of Parent child relationship scale (PCRS) by Nalini Rao (1989) was used. The information gathered by this research was then coded and assessed quantitatively. The outcome

disclosed that on the parent child relationship factors, fathers shared a better bond with their children than mothers did. Some factors that were equivalent between mothers and fathers were protective, demanding, symbolic rewards and object rewards for their children. However, negative factors like rejecting, neglecting, and indifferent and object punishment were evident more in mother than fathers. Whilst father's surprisingly received more scores on love and care factor. To conclude, its research revealed that both parents are equally significant for a child.

Sanjana Shah, PreetiNakhat studied Parent-Child Relationship of Indian Students and Suggestive Techniques in 2018.

The relation between a parent and child becomes more crucial when the child experiences physiological and psychological changes and they tend to seek more warmth, support and safety from their parents. The targeted age group was between 16- 18, the research is aimed at analyzing their relationship with their parents. The prediction of the research is H1 i.e. Parent and child have a highly cordial relationship. Respondents from diverse traditions, cultures and level of society were examined using the Parent-Child Relationship Scale (PCRS) developed by Nalini Rao. The research was conducted on 200 respondents, for which students from various schools were randomly picked. Once the raw data was gathered, the analysis was carried out on the Microsoft Excel, using the z-score.

ShaheedaShaban and Nadhia Hussain Mattoo studied A Comparative Study on Adolescent-Parent Relationship among Boys and Girls in a Rural Setting in 2012.

The research objective was to analyze the relationship of teenage males and females from Anantnag of Kashmir valley with either of their parents. The test was conducted on a sample size of 80 respondents (40 males, 40 females) using the Parent-Child relationship scale by Nalini Rao (1989). In the outcome of the research, a major distinction was seen between the application of symbolic punishment, rejecting and loving factor for different child gender. Whereas, there was no major distinction seen in when the protecting factor was linked to the adolescent's gender.

Research Gap

This parent-child relationship research has still not been used to study the difference between school and college children's relationship with their parents. While a general study amongst different age groups of children conducted, probably included children who've dropped out of college, home schooled or some not studying at all too. This research is a specific comparative study, only on students. Another reason is that such a study has not been conducted in India yet. This research will help in understanding if the college environment and age factor does help children gain a healthier and understanding relationship with their parents.

Objective

- To compare the parent-child relationship of a school student and a senior college student.
- To compare the parent-child relationship amongst different genders.
- To compare the parent-child relationship on basis of working status.
- To find out how being an only child/having siblings affect the parent-child relationship.

Hypothesis

H0: There exists no difference between school and college student's relationship with their parents.

H1: There exists a difference between school and college student's relationship with their parents.

H0: There exists no difference between school and college student's relationship with their parents, in terms of male and female students.

H2: There exists a difference between school and college student's relationship with their parents, in terms of male and female students.

H0: The mother-child relationship of children from schools & colleges are not associated with the working status of the mother.

H3: The mother-child relationship of children from schools & colleges are associated with the working status of the mother.

H0: The parent-child relationship is not associated to the different birth order of the children.

H4: The parent-child relationship is associated to the different birth order of the children.

III. METHODOLOGY

Sample:

The Stratified sampling method was used to conduct this research. The total population of this research was 200 children. Based on the objective, the group of children were divided into 100 school going students and 100 college students. The target participants in schools were 9th – 10th gradestudents, and as for colleges, they were from the 3rd – 4th year. The data was collected from various schools and colleges.

TABLE 1No. of Females & Males in each of the Sample

School	Gender	Females	Males
School	9 th STD	25	25
	10 th STD	25	25
College	3 rd Year	32	18
	4 th Year	18	32

Tool description:

This Parent-Child Relationship Scale (PCRS) was developed by Dr. Nalini Rao in 1989. This scale was adapted from the revised Roe-Seigalman Parent-child relationship questionnaire. After gaining a thorough understanding of the relation, Dr. Nalini Rao formulated ten parent-child relationship dimensions. They are: Protecting, Symbolic Punishment, Rejecting, Object Punishment, Demanding, Indifferent, Symbolic Reward, Loving, Object Reward and Neglecting. Each dimension has 10 items each. Thus, the tool has 100 items overall. Each of these items was constructed after a series of interviews with children from age 12-18, and their parents were held. This tool requires the subject to score their mother and father separately using the 5 points Likert scale ranging from ‘Always’ to ‘Very Rarely’. All the items are common between the mother and father, except 3 items which are more specific to just one parent, as both of their nature differ towards their child in some cases.

TABLE 2Scoring Mechanism

The following 5 points Likert scale was used to score the questions:

Very Rarely	Rarely	Sometimes	Many Times	Always
1	2	3	4	5

The 10 dimensions and their brief description:

- Protecting:** The defending attitude overtly shown in acts of safeguarding and shielding the child from unfavorable, hostile and harming situations. It involves parents showing an extremely caring behavior towards their children and always worrying and being over cautious about their safety. It’s like “a mamma bear always protecting her cub.”
- Symbolic Punishment:** Punishing via expressions, less interaction, neglect or by making the child feel unwanted, not through physical action like slapping– Covert Behavior. Most parents aren’t aware of how negatively this can affect their child. Due to the fear of feeling abandoned or neglected, the child won’t confide with his/her parents and will tend to lie more.
- Rejection:** Is the negative attitude of parents for their children. They show a lack of interest, avoid, disagree a lot and are hardly supportive. Children often feel very disconnected from their parents.
- Object Punishment:** Involves harsher punishments like taking away certain privileges/things, hitting & slapping - Overt behavior. It affects a child’s mind and health badly. It makes them distanced and scared.
- Demanding:** Is an expression of authority. In this parents are very controlling, pushy, pressurizing, always keep on giving instructions on how to live or behave and repeatedly convey their authority.
- Indifferent:** This category of Parents are very easy-going and give an excess amount of freedom to their children. They often stay too oblivious of what their child is doing and lack any concern for their child.
- Symbolic Reward:** Is when parents positively reinforce their children via expressive and verbal appreciation. Sometimes, even show them off to others.
- Loving:** Parents behave very affectionately and always positively motivate their children. They express a certain amount of fondness, attachment, compassion and love for the child.
- Object Reward:** Involves physical rewards like going out for a movie, getting a new thing, etc.
- Neglecting:** In this parents deliberately give the least amount of attention and high level of neglect towards their children. They fail to care for even the most important things. It’s almost like an ‘absent parent’ scenario. It often results in a child feeling devalued.

All these dimensions are divided into two categories:

Fairly positive: includes Protecting, Indifferent, Loving, Symbolic & Object Reward.

Fairly Negative: Rejecting, Neglecting, Demanding, Symbolic & Object Punishment, degrade the parent-child relationship.

TABLE 3 Distribution of items across factors:

Sr. No.	Dimensions	Item No.	Total Item
1	Protecting	1, 11, 21, 31, 41, 51, 61, 71, 81, 91	10
2	Symbolic Punishment	2, 12, 22, 32, 42, 52, 62, 72, 82, 92	10
3	Rejecting	3, 13, 23, 33, 43, 53, 63, 73, 83, 93	10
4	Object Punishment	4, 14, 24, 34, 44, 54, 64, 74, 84, 94	10
5	Demanding	5, 15, 25, 35, 45, 55, 65, 75, 85, 95	10
6	Indifferent	6, 16, 26, 36, 46, 56, 66, 76, 86, 96	10
7	Symbolic Reward	7, 17, 27, 37, 47, 57, 67, 77, 87, 97	10
8	Loving	8, 18, 28, 38, 48, 58, 68, 78, 88, 98	10
9	Object Reward	9, 19, 29, 39, 49, 59, 69, 79, 89, 99	10
10	Neglecting	10, 20, 30, 40, 50, 60, 70, 80, 90, 100	10

Test Applied -T-test, Anova Single- factor test and Chi-square test:

The T-test is used to determine if there is any significant difference between the means of two groups. It indicates whether or not the difference between two group's means most likely reflects a "real" difference in the population from which the groups were sampled. The test looks at the t-distribution values and the Degrees of Freedom (DF) to establish the probability of difference between two sets of data. In this study, the T-test was applied to find out if there exists a difference between school and college student's relationship with their parents.

A Single-factor ANOVA (i.e. the analysis of variance) is used to test the null hypothesis that the means of several populations are all equal. It checks if the means of two or more groups are significantly equal or different from each other. In the results generated by the ANOVA test, if the P-value < 0.05, then the null hypothesis is rejected and alternate hypothesis is accepted. In this study, a Single-factor ANOVA was used to find out if there was any difference between school and college student's relationship with their parents regarding male and female students.

The Chi-square test is also written as X^2 test, used to decide whether there is any significant difference between the observed (experimental) values and the expected (theoretical) values in one or more categories. The significance interpreted using the chi square value and the degrees of freedom. In this study, the Chi-square test is used to figure out if there is an association between the working status of the mother and the relationship with her children. Secondly, to find out if the parent-child relationship is associated to the different birth orders of children (i.e. Eldest child, the middle child, only child & youngest child).

IV. ANALYSIS AND INTERPRETATION OF DATA

H₁: There exists a difference between school and college student's relationship with their parents.

H₀: There exists no difference between school and college student's relationship with their parents.

TABLE 4.1: T Test Results: Difference between school and college student's Parent-Child Relationship.

T-Test: Two-Sample Assuming Unequal Variances

	SCHOOL	COLLEGE
Mean	282.605	280.8
Variance	631.8651263	1115.388889
Observations	100	100
Hypothesized Mean Difference	0	
Df	184	
t Stat	0.43181645	
P(T<=t) one-tail	0.333190195	

t Critical one-tail	1.653177088
P(T<=t) two-tail	0.666380391
t Critical two-tail	1.972940542

Interpretation:

If the P-value < 0.05, then null hypothesis is rejected and alternate hypothesis is accepted. The variance measured is the total parent-child relationship of School students in comparison to total parent-child relationship of College students. Here, the P-value is 0.33 i.e. more than 0.05. Hence, **null hypothesis is accepted**. This indicates that there does not exist a difference between school and college student's relationship with their parents.

H2: There exists a difference between school and college student's relationship with their parents, in terms of male and female students.

H0: There exists no difference between school and college student's relationship with their parents, in terms of male and female students.

TABLE 4.2: Anova Single- Factor Test Results: Difference between school and college student's relationship with their parents, in terms of male and female students.

Anova: Single Factor

SUMMARY

Groups	Count	Sum	Average	Variance
MALES- SENIOR	48	13930	290.2083	1091.179
FEMALES- SENIOR	48	13097.5	272.8646	1063.731
MALES- JR	48	13525	281.7708	680.1591
FEMALES- JR	48	13636	284.0833	628.1631

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	7440.504	3	2480.168	2.86457	0.037993	2.652646
Within Groups	162771.9	188	865.8082			
Total	170212.4	191				

Interpretation:

If the P-value < 0.05, then null hypothesis is rejected and alternate hypothesis is accepted. The variance measured is the total parent-child relationship of Female & Male School students in comparison to total parent-child relationship of Female & Male College students.

Here, the P-value is 0.03. **Hence, alternate hypothesis is accepted**. This score reflects the existence of a difference between male & female school or college students.

H3: The mother-child relationship of children from schools & colleges are associated with the working status of the mother.

H0: The mother-child relationship of children from schools & colleges are not associated with the working status of the mother.

TABLE 4.3: Chi-Square Test Results: Association between mother-child relationship and working status of the mother.

Observed			
	Working	Non-working	Total
School	34	66	100
College	38	62	100
Total	72	128	200

Expected			
	Working	Non-working	Total
School	36	64	100

College	36	64	100
Total	72	128	200

P-Value 0.55569

Interpretation:

Since the DF =1, the table value will be 3.84 as per the Chi-square statistics table. Therefore, if the table value < 3.84, then the null hypothesis is rejected and alternate hypothesis is accepted. The variance measured is the total mother-child relationship of School students in comparison to total mother-child relationship of College students and its association with the working status of the mother. Here, the calculated P-value is 0.55 from the table for 1 degree of freedom. Since the value is less than the table value, the **alternate hypothesis is accepted**. This score proves that there is an association between the School & College student's total mother-child relationship and the working status of the mother.

H4: The parent-child relationship is associated to the different birth order of the children.

H0: The parent-child relationship is not associated to the different birth order of the children.

TABLE 4.4: Chi-Square Test Results: Difference in parent-child relationship due to different birth order of the children.

Observed

	Eldest	Middle	Only	Youngest	Total
School	38	1	32	29	100
College	44	7	14	35	100
Total	82	8	46	64	200

Expected

	Eldest	Middle	Only	Youngest	Total
School	41	4	23	32	100
College	41	4	23	32	100
Total	82	8	46	64	200

P-value 0.005731

Interpretation:

Since the DF=3, the table value will be 7.82 as per the Chi-square statistics table. Therefore, if the table value < 7.82, then the null hypothesis is rejected and alternate hypothesis is accepted. The variance measured is the total parent-child relationship of children and its association with the different birth order of the children. Here, the calculated P-value is 0.005 from the table for 3 degrees of freedom. Since the value is less than the table value, the **alternate hypothesis is accepted**. This score proves that there is an association between the parent-child relationship and the different birth order of the children.

V. DISCUSSION & CONCLUSION

The research was conducted as an attempt to do a comparative analysis of Parent-child relationship between school and college students. The findings of the study revealed the P-value of 0.33 with 184 degrees of freedom which strongly implies no significant variance between the parent-child relationship of school and college going students. So, it can be inferred that the transition from school to college does not lead to a perceptible change in the parent-child relationship, due to the increased maturity level in college. Both the educational systems provide a very similar, yet different environment. The external environment has a notable effect on the parent-child relationship of school and college going children. Arland et al. (1995) supported the opposite of results shown, that there is an improvement in the Parent-child relationship as children mature from age 18 to 23. The different genders of school & college students also had a visible impact on the parent-child relationship. A distinct difference was found between the male and female students using the Anova Single-factor test, as indicated by the P-value of 0.03. Shaban and Mattoo (2012) studied a comparative study on Adolescent-Parent relationship among boys and girls in a rural setting. They found a major distinction between both the genders in many dimensions like symbolic punishment, loving and rejecting, except protecting; which seemed to be a common concern for parents of both genders. On the contrary, in another study conducted by Dr. Sarita et al. (2016), it indicated no major variation between the parent-child relationship of male & female secondary school students in private & government schools.

Furthermore, as the present and future trends are moving towards more working women, it is important to study the effect of the working or non-working mothers on their mother-child relationship. The results report P-value of 0.55, which without a doubt conveys a considerable association between the mother-child relationship and the working status of the mother. The birth order of the children was also shown to have some association with the parent-child relationship, indicated by P-value of 0.005. So it can be inferred that there exists a differential treatment towards the children by their birth order. Kowal, A. K. et al. (2004) reported how the differential treatment of siblings is linked with parent-child relationship quality.

In conclusion, all the four hypothesis studied in this research paper were substantiated, and the alternate hypothesis was accepted, rejecting the null hypothesis. This connotes that the parent-child relationship is affected by numerous variables. Despite the challenges that parents may face due to the above variables and more, it is important that parents maintain a cordial relationship with their children so that it doesn't hamper their psychological or physiological development and ensures their wellbeing as future adults. Plenty can be learnt and adopted from the past child development theories coined by various psychologists such as Sigmund Freud, John Bowlby, Cox & Paley and many others. As the generation is evolving, the children are becoming more complex & demanding for newer parenting styles. This makes the parent-child relationship an ever-growing cycle that must continue to advance for the sake of a healthy society.

VI. LIMITATIONS

- The reliability of the answers given by students cannot be 100%. Since there are 100 questions, it's best to assume that the last few questions might have been filled in a hurry or just randomly due to fatigue.
- The PCRS test made by Nalini Rao is a bit irrelevant and outdated in some ways. The new generation has some different experiences with their parents. The age group she targeted was 12-18 years old. Some of the questions are less relevant after age 14 itself. I came across these limitations while conducting the survey.
- The questions are made for very young children, not very applicable to college students. Many sentences had to be edited.
- The sentence structure of a few questions was a bit ambiguous; not very clear.
- This result may not apply to students outside Gujarat.
- The comparison between a single & both parent, concerning parent-child relationship was not drawn due to insufficient data of single parents.

VII. FUTURE SCOPE

- The school students can be re-tested after a few years, to find out if the dynamics with either parent has changed over time. It may help in indirectly discovering some children's bias towards one parent, widely termed as the 'favorite parent'.
- The study can be used to compare the parent-child relationship between school and college students in India to any foreign country.

VIII. RECOMMENDATIONS

- The adolescence and early adulthood phase are the most crucial for every child, as during these primary years their personalities are developed. Both schools and colleges have a different environment, and thus, they pose different opportunities & challenges. Most children are usually quite receptive in that age period and start establishing their moral guidelines and opinions. It's the parent's responsibility to nurture them properly, so that children can tackle situations wisely, incorporate the right characteristics and values.
- Both genders have a different relationship with their parent was re-affirmed in this study. So, it can be inferred that both male and female children have a varied set of needs and thus the parents must pay close attention to how they treat their children. For instance, most parents feel protective for both, irrespective of their gender but more for daughters.
- Many mothers are career driven nowadays, which increases the need for them to be efficient at multi-tasking. It is vital for mothers to give time to nurture their children in their essential age period, when they learn the most. For mothers to balance work and children, their spouses needs to be equally participative. Any kinds of negative behavior e.g. neglecting or object punishment due to work stress can adversely affect the child. It is important to maintain an easily approachable and positive stress free environment at home.
- Parents should consciously try and not differentiate between the ways they treat their children. Especially, try to avoid any extreme behaviors like reject, neglect, object punishment, indifferent or unloving conduct targeted towards any one child. This could gradually make the child feel detached. Such a case may be a sign of poor parenting, as it could lead to serious psychological issues for that child at present and as an adult. To avoid such adverse effects, parents should always try to be impartial and love each one unconditionally. In addition, parents can follow the 3Fs to be effective i.e. firm, fair and friendly (Nanda, D., 1970).

- Parents should attempt to bridge the gap between them and their children by trying to be more involved and open-minded to their thoughts and ideas. It is essential for parents to learn to adapt as per the new generation so that children can communicate more easily. They shouldn't ignore the fact that the society is continuously evolving and its considerable influence on their children's lives and mindsets.
- There should be parenting training programs for people entering in their early stages of parenthood. It should include the introduction to the child development process and ways to improve it, along with primary health care tips, education guidance and much more. Manpreet Kaur et al (2015) also suggested similar programs such as parenting intervention programs and psycho-education interventions (XYZ, 2015). As an addition, these programs should have sessions which help parents better their compatibility. Which is an indispensable factor for a strong parent-child relationship.
- Creation of some parental forums could help parents discuss their queries and dilemmas with other parents or seek advice from experts like child psychologists.
- Counselling services should be provided to help children smoothly transition from adolescence to adulthood. Manpreet Kaur, S. K. Maheshwari, Satish Thapar (2015) recommended the same to help parents and teachers enable a smooth transition from childhood to adolescents.

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