
**SOCIO-DEMOGRAPHIC VARIABLES: A CONTRIBUTING FACTOR FOR
ADOLESCENT'S PERSONALITY AND PARENT-ADOLESCENT RELATIONSHIP
FROM FOUR DIFFERENT SOCIAL CLASS**

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ABSTRACT

The present study was carried out to assess the socio demographic factors associated with adolescent's personality and parent-adolescent relationship among families of G.B.P.U.A. &T., pantnagar. The sample for the present study comprised of 160 respondents from four different social classes viz. Class I, class II, class III and class IV of G.B.P.U.A. &T., university. The sample consists of 160 students of 7 th to 9 th standard selected from the five schools of G.B.P.U.A.T families and this sample consists of 40 adolescents from each social class. The sample was collected by using random sampling technique. Self designed socio-demographic questionnaire was used to study the socio-demographic characteristics of respondents. Percentage and frequency test was employed to find out the socio demographic factors associated with adolescent's personality and parent -adolescent relationship among families of G.B.P.U.A. &T., pantnagar. Results revealed that four different classes were compared and it was observed that 50 percent of adolescent females were in class I and according to no. of sibling's, similar percentage of adolescent (57%) having single siblings was observed in class I and class II whereas few adolescents (38%) were found to have single siblings in class III . On the basis of birth order, the majority of adolescents (57%) were of first born child of class I, whereas in class III few adolescents (38%) were of first born. On the basis of family type it was found that most of the adolescents (78.13%) were living in nuclear families.

Keywords- socio-demographic, adolescents' personality, parent- adolescent relationship, social class, no. of sibling's, birth order, family type

INTRODUCTION

Adolescence is the phase of transition between childhood and maturity that entails biological, cognitive and socio-emotional changes (Hurlock E, 1981). The period of adolescence varies according to the cultural and historical conditions. According to World Health Organization the period of adolescence begins with the beginning of physiologically puberty, and ends when an adult identity and behavior are accepted. This age of development corresponds roughly to the period between the ages of 10 and 19 years and the individuals fall in this category are called adolescents.

Adolescence, a sensitive period distinct with proceedings such as puberty and identity crisis, play an important role in the development of an individual's self-perception. Adolescence marks a period of not only remarkable hormonal and biological change, but social and identity expressions also change. Adjustment during adolescence can be challenging and changeable therefore this phase called as storm and stress period. With various factors such as dynamics and close relationships with parent, individuals may process adjustment in this stage differently from others. In fact, the sociodemographic factor can be considered to be the initial setting in which adolescents are influenced to establish a unique parent adolescent relationship and subsequently develop their personality based on that social class of the family. Adolescence is a period of rapid alteration to an individual's life caused by biological change, the transition from childhood to adolescence gets cognitive, social, and emotional changes. Changes to adolescents' lives are observable in increased social pressure, changed hopes and needs, acquisition of habits related to personality development,

and the development of new adaptive skills. Adaptation problems in adolescents and behaviors that may negatively affect their lives are likely to emerge as a result of supposed deficiency of their sociodemographic characteristics.

The personality derived from the Latin word "Persona" meaning mask (Hurlock, 1978). Allport (1937) defines personality as the dynamic association within the individual of those psychophysical systems that determine his/her unique adjustments to the environment. McGill (1949) defines personality as the union of needs, abilities and potentialities of an individual. Cattell (1950) defines personality as the sum total of the psychological characters of the individuals. Eysenk (1952) states personality is more or less stable and enduring association of a person's character, temperament, intellect and physique that determines one's unique adjustment to the environment. Parental character (especially emotional stability, conscientiousness, and agreeableness) influences the development of children's personality. This influence mainly takes place through childrearing practices, and alters the quality of the parent-child relationship (Denissen *et al.*, 2009; Schofield *et al.*, 2012). The parent, as a mediator, defines the "zone of proximal development" (Vygotsky, 1984). The ordinary statement is that to determine a parent's position, it is important to acknowledge both socio-demographic factors and the parameters which define the socio-psychological aspects of parent-child relationship. Hence, the type of research where adolescent's personality development is studied in the context of the socio-demographic factor which determines the social situation of development is very hopeful.

According to Erikson (1965) identity formation begins with the onset of life, but it is during adolescence that a new concept of the self should be formed which incorporates the biological and social changes. He remarks about establishing identity that one can only explore it by establishing its "indispensability in various contexts" such as parent-child relationship, group membership, love relationship, vocational choice and drug abuse etc.

The parent child relationships undergoes transformation during adolescence, the adjustment of adolescents depends in quality of their relationship with their parents. The loving and accepting relationship with parents provides a healthy atmosphere for the adolescent to develop his capabilities through proper guide and exercise his potential to the maximum. Adolescence is viewed as the common traumatic or challenging period of time.

Matheen (2012) discussed socio-demographic information such as a number of siblings, birth order, parent education, religion, parental status and family types was examined for their contribution on both parent-child relationship and emotional maturity. Studies carried out (Mallum *et al.*, 2004) that among the two personality determinants - nature and nurture (hereditary and environment), the environment determines the personality of the adolescent more than the hereditary factors (Mallum, 2004). Role of the family context in adolescent well-being goes beyond the importance of the direct relationship between a parent and a child (Ackerman *et al.*, 2013).

This section deals with the socio-demographic status of the respondents, which is an important aspect in the parent child relationship and adolescent personality of family from four different social classes. The socio demographic characteristics have direct and indirect influence on the parents-adolescent relationship and adolescent personality. Several studies have indicated that socio-demographic characteristics, such as the gender, birth order, number of siblings, and type of family have also been found to be related to better personality in adolescent and well adjust with their parents.

Above discussion clearly reflects that assess the effect socio demographic factors associated with adolescent's personality and parent-adolescent relationship among families of G.B.P.U.A. &T Pantnagar, Uttarakhand. However, the main interest in present study is to assess the socio demographic factors associated with adolescent's personality and parent-adolescent relationship among families of G.B.P.U.A. &T from four different social classes.

Thus, the present study has been taken up with objective:

- To assess the socio demographic factors associated with adolescent's personality and parent-adolescent relationship among families from four different social class

METHODOLOGY:

Locale

The study was carried out exclusively in G.B Pant University of Agriculture and Technology, Pantnagar. The sample for the present study was preferred randomly from the five Schools running in the university, of G.B.P.U.A& T., Pantnagar. Name of the five schools, viz; Campus School, Government Girls Inter College (GGIC), Pantnagar Inter College (PIC), Balnilyam Junior School, and Saraswati Shishu Mandir

Sample

As government and private schools selected for the current research and making total 160 samples were selected using simple random sampling technique and this sample consists of 40 adolescents from each social class. Respondents were studying in 7-9 standards selected from five schools running in the university G.B Pant University of Agriculture and Technology, Pantnagar. Schools were scheduled and classified into four groups on the basis of their family social classes viz: Class I, Class II, Class III, and Class IV.

Research tools

The structured interview schedule sheet was developed by the researcher. It Includes items related to socio- demographic characteristics of the adolescents as gender, birth order, number of siblings, type of family. The self-designed general questionnaire was used to study the socio-demographic characteristics of respondents.

Data collection

Before starting any step in the study, an official letter was deal from the department of Human development and family studies G.B.P.U.A& T., University to the principal of the schools, requesting their cooperation and permission to conduct the study. Once the official permissions were obtained from the principal from the various settings the researcher started the data collection. All respondents fit to the inclusion criteria were approached by the investigator to fill in the questionnaires according to the following steps. The investigator started data collection by introducing herself to the participant. Oral informed consent was obtained from each respondent. Then brief description of the purpose of the study and the type of questionnaire required to fill was given to each respondent. Data collected were done through interviewing with the respondents at classroom. The researcher started to collect the data from students for each school from 4 to 5 respondents. Each interview lasted for 30-40 minutes, depending on the response of interview.

Statistical Analysis

The data collected was classified and tabulated in accordance with the objectives to arrive at meaningful and relevant inferences. The data was analyzed using statistical techniques like frequency, percentage.

Results and Discussion

Table 1 represents the frequency and percentage distribution of class I, class II, class III, and class IV respondents across gender, no. of siblings, birth order, and family type. Four different classes were compared and it was observed that 50 percent of adolescent females were in class I. On the other hand very low percent of adolescent females (28%) were in class III. Similarly, percentage of males in class IV was higher (72%) as compared to class I males (50%).

According to no. of sibling's, similar percentage of adolescent (57%) having single siblings was observed in class I and class II whereas few adolescents (38%) were found to have single siblings in class III .The majority of adolescents of class IV were having two siblings while 30% of adolescents of class IV were with two siblings. Overall, it was observed that majority of adolescents (51%) were having two siblings.

On the basis of birth order, the majority of adolescents (57%) was of first born child of class I, whereas in class III few adolescents (38%) were of first born .A large variation was seen in second born of class III adolescents that was 7% having third born child, but in class IV most of the adolescents that is 20% were of third born. Overall, it was recorded that majority of adolescent comprised of first born child.

Under the domain of family type, none of the adolescent was with single parent in class I, class II, class III, but some adolescents in class IV (10%) were with single parent. In class I and class II, it was seen that adolescents were living in a nuclear family whereas; in class IV only 43 percentage adolescents were living in a nuclear family. In class I very few adolescents (5 %) were with joint family but on the other hand, a large no. of adolescents that is 30 percent were with joint family. This is due to the fact that class II people move out for an education, job etc, but class IV prefers to live in their native place. None of the adolescent was with extended family except in class IV where few adolescents (17%) were with extended family. Overall it was recorded that most of the adolescents (78.13%) were living in nuclear families.

CONCLUSION:

It can be concluded that four different classes were compared and it was observed that 50 percent of adolescent females were in class I whereas, According to no. of sibling's, similar percentage of adolescent (57%) having single siblings was observed in class I and class II whereas few adolescents (38%) were found to have single siblings in class III . On the basis of birth order, the majority of adolescents (57%) were of first born child of class I, whereas in class III few adolescents (38%) were of first born. On the basis of family type it was found that most of the adolescents (78.13%) were living in nuclear families.

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Table 1
FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPONDENTS ON
SOCIODEMOGRAPHIC CHARACTERISTICS

Variables	Categories	Class I (n ₁ =40)		Class II (n ₂ =40)		Class III (n ₃ =40)		Class IV (n ₄ =40)		Total (n=160)	
		n	%	n	%	n	%	n	%	n	%
Gender	Female	20	50.00	18	45.00	11	28.00	14	35.00	63	40.00
	Male	20	50.00	22	55.00	29	72.00	26	65.00	97	60.00
Number of siblings	One or no sibling	12	30.00	04	10.00	06	15.00	01	03.00	23	14.37
	Two siblings	20	50.00	21	53.00	14	35.00	12	30.00	67	42.00
	Three siblings or more	08	20.00	15	37.00	20	50.00	27	67.00	70	44.00
Birth order	First born	23	57.00	23	57.00	15	38.00	20	50.00	81	51.00
	Second born	12	30.00	15	38.00	16	40.00	11	27.50	54	33.75
	Third born or more	05	12.00	02	05.00	09	22.00	09	23.00	25	15.62
Family Type	Single parent	00	00.00	00	00.00	00	00.00	04	10.00	04	02.50
	Nuclear	38	95.00	38	95.00	32	80.00	17	43.00	125	78.13
	Joint	02	05.00	01	2.00	06	15.00	12	30.00	21	13.12
	Extended	00	00.00	01	3.00	02	05.00	07	17.00	10	06.25