

# **FAMILY NEARNESS & FAMILY SEPERATION AFFECTS HAPPINESS, A STUDY ON CHILDREN OF BHOPAL CITY!!!**

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## **Abstract**

*The aim of this study was to investigate the elements of the parental marital relationship which put children at risk for behavioral and emotional problems. Data from 150 families from the general population of Bhopal city with a child aged between 16 to 20 years were analyzed for the present study. The relationship between children's emotional and behavioral problems and overt parental conflict, covert tension between parents and discrepancy on child-rearing practices was assessed. Overt parental conflict was found to relate most strongly to children's emotional and behavioral problems using mothers', fathers' and children's accounts of the aged between 16 to 20 years and after controlling for other aspects of marital disharmony. Aspects of the parent-child relationship were hypothesized as mediating variables in the relationship between parental conflict and children's emotional and behavioral problems. In this study, some part of the family after divorce is seen. Divorce affects primary bonds with parents, presents challenges to conceptions of social reality, and creates stress which interferes with normal development. The effects of divorce upon child behavior (peer relations, stress, aggression, work effectiveness at school) were examined for divorced and intact groups combined, the relationships among family members appeared to be more potent influences on child behavior than was marital status. The negative effects of divorce were greatly mitigated when positive relationships with both parents were maintained. The child's relationship with the non-custodial parent (father) was as important as the continuing relationship with the mother.*

**KEYWORDS:** Bhopal city, children's emotional problems, children's behavioral problems, divorce effects, parental conflicts, parental marital relationship.

## **INTRODUCTION**

Parental discord may have a direct effect on children's behavior or it may operate indirectly through a third variable, which co varies with parental discord. In order to demonstrate how a direct consequence might operate, consider the following example in relation to parental conflict. The sight of people in conflict, with raised voices and angry facial expressions may in itself be frightening or distressing to children. Parental disharmony may affect how one parent feels and acts towards the child, which in turn affects the child's behavior

Parental disharmony may affect how one parent feels and acts towards the child, which in turn affects the child's behavior. Jouriles, Barling and O'Leary (1987) found that violence between parents was associated with increased parent-child violence. Parent-child violence was a stronger predictor of children's behavioral problems than marital violence and after controlling for parent-child violence the association between marital violence and children's behavioral problems was not significant. Easterbrook and Emde (1988), in a longitudinal study of marital quality, parenting and children's behavior, found a significant relationship between marital quality and fathers' child-rearing attitudes, but no relationship between marital quality and mothers' child-rearing attitudes, nor marital quality and observational measures of mothers' and fathers' parenting behaviors in a laboratory setting. Thus as yet there is mixed evidence on the link between marital quality and parenting behaviors.

Parental affect and parenting behavior has been notable for the variety of mood states and traits that have received empirical attention. Both across and within studies, we have targeted a number of specific affective states including anger, sadness, and happiness, often testing the relation between specific mood states and specific parenting behaviors.

If we talk about divorce conditions. Divorce creates emotional turmoil for the entire family, but for kids, the situation can be quite scary, confusing, and frustrating.

Of course, each situation is unique. In tremendous circumstances, a child may feel relieved by the separation— if a divorce means less influence and less stress.

The revision has verified that divorce can affect teenager's relationships, but it is not specifically the divorce but rather the effects of divorce. These can comprise less time with parents, economic distress, or moving to a new area. The research has revealed that teenagers can be affected by these factors as it relates to social, academic and personal well being. Teenager relationships can be affected in different ways depending on the consistency and dependence put on the youth after the divorce. Literature has also concluded that it may not be the divorce that impacts the adolescent but other factors due to the divorce such as lower socioeconomic status, moving, or conflicts between parents are some examples.

Divorce and the absence of one parent are treated as major events that, presumably, account for a variety of outcomes in children. Although the design may include measures of child behavior long after the divorce has occurred, the possible contribution of post-divorce family relationships to these outcomes is seldom examined. Divorce changes the relationship between the parents, it does not end it. Psychological ties continue to connect all family members after the divorce papers have been signed. Even the absence of contact with a divorced parent may be seen as a form of relationship, invoking resentment or anger and feelings of deprivation.

A number of changes can take place during a family's break up. Some of these changes could include moving, loss of contact with a parent, involvement in conflict between the parents, and possibly financial difficulties (Lazar et.al., 2004). The changes can affect a person at different times and can affect genders in different ways at different points in the process (Hines, 2007).

Divorce usually means children lose daily contact with one parent—most often fathers. Decreased contact affects the parent-child bond and according to a paper published in 2014, researchers have found many children feel less close to their fathers after divorce.

Divorce also affects a child's relationship with the custodial parent—most often mothers. Primary caregivers often report higher levels of stress associated with single parenting.

Divorce is not an intended event in a family's life. It is something that can affect each individual of the family differently and at different times. Today a couple's chance of getting a divorce is around fifty percent. Since this is an event that is not intended to happen, many factors need to be considered when children are involved. Literature shows that children from divorced families experience difficult adjustments such as social, academic, and behavioral compared to children of intact families (Doherty & Needle, 1991). Woosley et al, (2009), also concluded that children from non-intact families tend to have lower psychological well-being as compared to those from intact families.

In any study attempting to determine which aspects of a poor marital relationship affect children adversely it is important to control for aspects of the parent-child relationship which co vary with negative aspects of the marital relationship.

## OBJECTIVE

To study the reasons how parents relation affects their children's behavior in the city of Bhopal.

## REVIEW OF LITERATURE

Thomas G. O' Connor (University of Rochester) and Stephen Scott (Institute of Psychiatry)

The ways that parents shape their children's development have been a long-standing source of theorizing by scientists, philosophers and parents themselves. Looking at a wide range of outcome studies, the review concludes that the quality of parent-child relationships is significantly associated with:

Learning skills and educational achievement, Social competence (most commonly studied within peer relationships), Children's own views of themselves. Including their sense of self-worth, Aggressive 'externalizing' behavior and delinquency, Depression, anxiety and other 'internalizing' problems, High-risk health behaviors.

Fagan (1999) - He also concluded the increase of divorce to be a much as two times more likely to divorce later in life. His study also found that children/adolescents of divorced families tend to have negative views towards marriage, leading to a higher cohabitation rate. Knox, Maccoby, & Dornbusch (2004) found that adolescents whose parents were divorced were in relationships longer than those with married parents.

Knox, Zusman & DeCuzzi (2004), looked at older adolescents and the impact on their relationships. They found that older adolescents from divorced families were more likely to feel less close to their mother. The closeness of the adolescent to mother was dependent on the emotional stress put on the adolescent from their mother following the divorce (Knox, Zusman, & DeCuzzi, 2004).

Baumrind (1971) found that children with permitting parents are less achievement oriented than children of other parenting styles. According to reports from permitting parents and their children, those children score lower on their core courses than the children of guiding parents (Kang & Moore, 2011). In addition, children of permitting parents tend to score low in social and cognitive competence and score high on measures that

demonstrate immaturity, lack of impulse control, and self-reliance (Dornbusch et al., 1987; Jutengren & Palmerus, 2006). Children with permitting parents may have lower academic performances than children with parents of other styles, as children with permitting parents struggle with high frustration and low persistence with difficult tasks (Kang & Moore, 2011).

Bowlby - Back in 1969 created a theory of attachment, and defined attachment as the relationship between parent and child, this attachment provides the child with an idea of how to form a relationship and adjust to various life experiences (Hines, 2007). The theory assumes that adult friendships or romantic relationship develop from parents or early caregivers examples. (Carranza et al, 2009).

Family Systems Theory- What transpires between parent and child is governed not only by the characteristics' of each individual but also by patterns of transactions between them and others. Each element within the family both affects and is affected by other elements. A change in any one aspect of the system can lead to change in others (Bornstein, 2006).

Scaffolding theory – Cognitive and social development occur in interactive contexts with trusted, more competent parents who do not reward, punish or correct children, but they provide a structure for learning that increases the likelihood of children's succeeding in their own attempts to learn (Rogoff, 1990).

Parsons' Theory- Parsons suggested that the mother-child subsystem expanded to incorporate the father as well. Before then, Parsons argued, the mother played both expressive (nurturing, empathic) and instrumental (competence-directed, achievement focused) functions in relation to the child. Thereafter, however, the father was established as the primary representative of the instrumental role and the mother played a more restricted expressive role. The functional dichotomy seen by Parsons reflected basic and universal sex role differences, not just parental role differences. In Parsons' scheme, a power dimension also governed family structure, differentiating parental from child roles (Fagot, 1994).

Nicola Madge (Brunel University) and Natasha Willmott (National Children's Bureau) An examination of the literature, consultations with experts in the field, and two focus groups with young people, it explores children's accounts of parenting where 'added value' is gained from including their views.

This concludes that - Gaining children's perspectives greatly increases understanding of the parenting process. Children are frequently perceptive about the behaviors, attitudes and feelings of their parents and careers. Parents and families are of central significance in most children's lives. Children tend not have rigid ideas about parents or families, although they often perceive mothers and fathers as fulfilling rather different roles. Children value good relationships, love and support, and dislike conflict within the family. Young people whose parents' relationships break down want more information on what is happening, and greater consultation on issues like where they will live and what contact they will have with their non-resident parent.

Experiences of parenting affect attitudes and long-term behavior, including expectations of parenthood and later parenting. In one study, adults who had received little or no physical punishment as children reported bringing up their children in the same way. Those who had received frequent punishment, although in theory more tolerant, appeared to administer more punishments in practice.

## RESEARCH METHODOLOGY

For the purpose of the study of data primary sources like questionnaires, personal interviews and telephonic interviews were done by the researcher and for review of literature secondary sources like journals, books; websites, etc. have been referred.

## DATA INTERPRETATION

Families of 150 students have been taken into account.

82.1% of these students live with their parents and 17.9% students live away from their parents for their work and studies.

The marital status of their parents are 76.9% live together, 5.1% separated but not divorced, 5.1% mother died, 5.1% father died, 2.6% extra marital affairs of father, 5.1% live together but have a lot of conflict.

51.3% children do not face any family problems with their families, 7.7% facing problem since they were born, 20.5% facing family problems from 2 to 4 years back, 5.1% from 5 to 7 years back, 2.6% from 8 to 10 years back, 12.8% from 10 to 15 years back.

The children live with their mother are 8.1%, with their father are 5.4%, 75.7% with both (mother and father), 5.4% with grandparents from mother side, 2.7% with siblings, 2.7% alone.

There most often emotion in a day is 51.3% are happy, 25.6% are sad, 2.6% are disgust, 2.6% have fear, 7.7% have anger in their mind, 2.6% are embarrassed, 7.7% are excited towards there life.

Many of these children are suffering from some type of deficiencies and illness for example 14.5% suffers from Anxiety disorder, 7.25% from depression, 1.45% conduct disorders, 8.70% eating disorders, 2.90% from obsessive-compulsive disorders (OCD), 1.45% are hyperactive, 4.35% aggression or self injurious behavior, 5.80% withdrawal (not interacting socially with others), 5.80 immaturity (inappropriate crying, temper tantrums, poor coping skills), 4.35% learning difficulties, 14.49% abnormal mood swings, 2.90% panic disorders, 2.90% post traumatic stress disorders, 13.04% social phobia (fear in interacting with others), 10.14% other phobias.

The sleep on an average of these children's are 2-5 hours 10.2% children's, 6-9 hours sleep 71.8% children's, 10-11 hours sleep 12.8% children's, 12-15 hours sleep 5.2% children's.

They generally get angry 5.1% always, 35.9% often, 48.7% sometimes, 7.7% seldom, 2.6% never.

They generally get happy 25.6% always, 35.9% often, 28.2% sometimes, 7.7% seldom, 2.6% never.

Generally feel low or sad 5.1% always, 35.9% often, 53.8% sometimes, 5.1% seldom.

Children's repeat there action or behavior during a particular day or a session 5.1% always, 38.5% often, 43.6% sometimes, 7.7% seldom, 5.1% never.

Duration of children action an behavior on an average 2.6% stays for too long period, 30.8% stays for long period, 53.8% stays for short period, 12.8% stays for very short period.

Time of day they feel more frustrated; morning – 28.2%, day – 28.2%, evening – 17.9%, night – 25.6%.

Children's find themselves crying over small problems and incidents 5.1% - always, 28.2% often, 23.1% sometimes, 25.6% seldom, 17.9% never.

We asked them if they found someone crying will they go to them and ask them why they are crying. There response is 87.2% yes and 12.8% no.

If they want to help someone whom will they help 51.3% - strangers, 48.7% - there selves.

There perception of their peer relation are 5.12% below average, 23.07% - average, 46.15% - above average, 25.64% excellent.

Children find themselves into stress 12.8% always, 28.2% often, 46.2% sometimes, 12.8% seldom.

When they find themselves being aggressive` or rude to others 7.69% never, 15.38% seldom, 48.70% sometimes, 25.64% often, 2.56% always.

## SUGGESTIONS

A family relationship plays an important part in sculpturing a child's behavior. Therefore, if a child is behaving immaturity or irrationally, chances are that there is a deep, underlying issue related to that problem.

Togetherness leads to happiness and I also believe that together everyone achieves more.

An emotion is the integral part of human being. It varies from individual to individual. Emotions somehow affect the personality either in a good or bad way which eventually determines your development.

The basic equities and behaviors which a child should have are given by the parents. These are the most important part of a child's future. Both mother and father are responsible for giving this behavior to a child. Thus a child will learn this only from their parents.

A relationship is one factor compared to several that have an impact on an adolescent. Adolescents are in a crucial time for cognitive, psychosocial and emotional transformation said by Hines in 2007. These are all impacts that adolescents face and a parental divorce can make this process more difficult during these transformations. There has been several studies conducted that conclude the different impacts that divorce can have on adolescents. Some of these include lower academic achievement, psychological adjustment, and self concept. Adolescents will be the primary focus, since the prevalence of divorce is so significant and adolescents have enough changes to adjust to. This literature review is to help parents, teachers, counselors, and other professionals working in the field to recognize the impact in order to allow adolescents the support they may need or want.

## CONCLUSION

While studying the connection between behavior of children aged between 16 to 20 years with the situation of their parents relationship it is found that in Bhopal there are less amount of cases found which can destroy or humiliate a child's emotion. A strong connection is found between parent relationship issues and child's behavior as those children whose parents are separated or facing any other relationship problems are very much affected by emotional imbalance and ineffectiveness in their performance or career.

Separation of any one of the parent be it mother or father takes the child to distance from the other one which in result increase the emotional and behavioral diseases among the children. The imbalance in their family creates a huge impact on their emotional status and thus many of them have trust issues and fear to face the world with different perspectives. All this leads a child to harm himself/herself or to stop enjoying or focusing on happiness instead they become more sad and angry.

When talking about emotional state of a child, family nearness or family separation has resulted to be really effective. As family nearness causes happiness and prosperity on the other hand family separation brings sadness and anger with oneself and the family.

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