

**PARENT-CHILD, STUDENT-TEACHER RELATIONSHIPS AND
WELL-BEING AMONG ADOLESCENTS IN
AIZAWL DISTRICT, MIZORAM**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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**Submitted
In partial fulfillment of the requirement of the Degree of
Doctor of Philosophy in Social Work of Mizoram University, Aizawl**

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CERTIFICATE

This is to certify that the thesis **“Parent-Child, Student-Teacher Relationships and Well-being among Adolescents in Aizawl, District, Mizoram”** submitted by Lalrintluangi for the award of Doctor of Philosophy in Social Work is carried out under my guidance and incorporates the student’s bonafide research and this has not been submitted for award of any degree in this or any other University or Institute of learning.

Dated : 21st April, 2023

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DECLARATION

I, Lalrintluangi, hereby declare that the subject matter of this thesis is the record of work done by me, that the contents of this thesis did not form basis of the award of any previous degree to me or to do the best of my knowledge to anybody else, and that the thesis has not been submitted by me for any research degree in any other University/Institute.

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LIST OF ABBREVIATIONS

AA	: The Adult Attachment
CBSE	: Central Board of School Education
CRPBI	: Children's Report of Parental Behavior Inventory
EPOCH	: Engagement, Perseverance, Obedience, Connectedness and Happiness
EQ	: Emotional Intelligence Questionnaire
GSHS	: Global School-based Student Health Survey
HBSC	: Health Behavior in School-aged Children
NEF	: New Economic Foundation
NICHD	: National Institute of Child Health and Human Development
PACQ	: Parent-Adult Child Questionnaire
PACS	: Parent-Adolescent Communication Scale
PAQ	: Psychological Adjustment Questionnaire
PBI	: Parental Bonding Inventory
PCRS	: Parent-Child Relationship Scale
SEQ	: Self Efficacy Questionnaire
SDT	: Self-Determination Theory
STR	: Student-Teacher Relationship
TSIR	: Teacher-Student Interpersonal Relationship
UNFPA	: United Nation Population Fund
UNICEF	: United Nation Children Emergency Fund
WHO	: World Health Organization
YCF	: Youth Christian Fellowship

CHAPTER - I

INTRODUCTION

The present study attempts to study and assess parent-child, student-teacher relationships, and well-being among adolescents in Aizawl District, Mizoram.

1.1 Background of the study

Every human being, especially during the time of growth and development, is a product of his environment and heredity, and his parents are the source of both. Parenting generally has a big impact on how children develop. Parental attitude and parenting approach are the fundamentals, necessary for a child's behavior in society. The bond between parents and children acts as a support structure for the child's physical, emotional, and social development. Every child and his or her parent experience, cherish, and nurture this special connection.

A number of studies have demonstrated that adolescents who engage in more physical activity have better mental health than their less active peers. Adolescence is considered to be one of the most traumatic or challenging stage in the relationship between a parent and a child (Santrock & Yussen, 1984). Adolescence is the stage of life when people experience change in mentally, physically, and psychologically (Santrock, 2004). Parenting is still essential to the adolescent-parent connection because it reveals to children how significant they are to their parents (Gecas & Schwalbe, 1986). In addition, when parents make an effort to learn more about adolescents' behaviors, interest and activities, it promotes parental care and supports the relationship between adolescents and their parents (Stattin & Kerr, 2000).

Parents' influence on their adolescents is significantly influenced by the emotional environment in which they act (Steinberg, 2001). Any instability in parent-child has a significant impact on adolescents' sense of security and relationship. This instability may be brought on by parents' emotional withdrawal, unfavorable parenting practices, or unfortunate life circumstances.

A number of parental involvement factors, including parental warmth, parental support, parental encouragement, and overall involvement of parents, were linked to better adolescent's wellbeing. Every parent and children have their own set of behavior,

emotions and desires in their parent-child relationship. The relationship spans a child's entire growth. The relationship between parent and child is one of the most important relationships that develop through their lives.

Teacher- Student interactions that make students feel encouraged by their teachers, as well as smaller groups of teachers and students, are essential for enhancing the motivation and well-being of adolescents. Both parties bring a variety of goals, emotions, and needs and behavioral of student- teacher relationship, which will eventually influence the quality of the bond they establish and, as a result, it impacts the value of their interactions with each other in the educational setting.

1.2 Scenario of Parent-Child, Student-Teacher Relationship, and Wellbeing of Adolescents

The bond between a parent and child goes beyond simply providing for the child's needs until the latter stages of adolescence and then letting go. At every stage of our lives, we frequently count on each other. As a result of the belief that parents must take all reasonable measures and make all necessary sacrifices in order to provide their children with a better future, where adolescents develop the desire to please their parents in any cost, including some personal sacrifices.

One of the strongest relationships we experience in life is that between parents and children, whereas in India, parent-child relationships are somewhat more intricate. In India, adolescents are not regarded as individuals who are entitled to the same rights and privilege as adults. Adolescents can express their opinions, yet this hardly matters since parents' wishes subsequently dominate.

Adolescents in India do not regard their parents as friends, do not share their private matters and they refrain from exposing any of their flaws in front of it. However, this is because adolescents value others more than anyone else. No one is permitted to use the platform designated for their parents. And, despite the fact that this lifelong and encounters its share of tension and strain, it never, ever lessens or loses its strength.

In western culture, parents let their children choose their life. They do support their children in all ways till they are truly independent. But it is amazing how even 2 or 3-year-olds learn to take care of themselves in this culture. On its flip side, it is utterly

shocking to see teenagers having to face all adolescent problems by themselves without their parents shielding these problems.

The love for their children is equal across all cultures. Culture shapes the way parents show their love to their children. Cultures are generally categorized into two - Individualistic culture and Collectivistic culture. Individualistic culture emphasized the individual. Collectivist culture lays importance on society or family.

In a collectivistic culture (which includes India), since everyone is a part of the family, the family decides everything for everyone. This includes who one should marry, what one should study, etc. It is amazing how a family can rally around an individual during his time of distress. On its downside, fear of rejection by society/family looms over every person whose dreams do not match what his or her family plans for him/her. No culture can be purely individualistic or collectivistic. They have a mix of both. But, usually one of the components tends to dominate.

In the traditional Mizo society, parents are the caregivers and guide for their children. Parents have great control and influence over their children in Mizo society. Mizo society is a patriarchal society wherein the father holds sole authority in the traditional Mizo household. Normally, the wields his authority in the family during mealtimes when all the family members sit together for food. At these times, the father takes this opportunity to scold and give advice to his children.

In Mizoram as well, parents are too possessive about their children and make the child dependent on them. They often don't let the child grow independently and chart out his own life. They want to decide whether he should be an engineer or a doctor or an IAS officer. They want to decide which type of girl he should marry. They want to decide even about the school to which their grandchildren should go. Due to faulty parenting, men and women even above the age of 25 years are financially dependent on their parents. In times to come, children will be walking out of the parental grip and deciding the course of their own lives as they do in the rest of the world.

In the modern Mizo society, especially within the urban areas, as more and more people migrated to the cities in search of livelihood, we are now witnessing a deterioration of the traditional values and norms which are further compounded by poverty and alcohol and substance abuse which undermine the security and wellbeing of

the children, especially those of the economically weaker section. For those parents and caretakers of children in nuclear and single-parent families who can barely make ends meet, they are too busy trying to generate a decent means of income that they lose out on the time to care for and protect their children, thus often risking the lives, innocence, and security of their precious little ones.

In India and as well as in Mizoram, adolescents' well-being with the major facilitators of happiness were family belongingness, community support, self-accomplishments, teacher support in school, and a luxurious lifestyle. Friends, teachers, and family acted as essential support networks motivating students toward achieving their goals. Adolescents' belongingness with their significant others and essential virtues are the factors that facilitate happiness. Adolescents' well-being is mostly focused on interactions with family, teachers, and a friend as it is an essential source of happiness. With an increasing emphasis on the psychological well-being of adolescents in India, programs and interventions to prevent mental disorders and foster well-being have been developed and implemented.

A teacher was the institution himself in India's ancient society. He acts as the sole leader of his setup, there is no one who can supervise him or her, and therefore he is the most respected individual in his surroundings. The teacher enlightened the pupils' darkness and unknown in the world of knowledge. And this was only feasible because there was so much compassion, love, affection, and concern for the people. When a student became ill, an instructor transformed into a wonderful father, providing him with fatherly care. As a result, the teachers' connection with their students was closely associated, dedicate, innocent, and decent.

The student-teacher relationship plays a vital role for the success of any educational institution. As a result, in the context of Indian culture, the role of the student-teacher relationship has become more important. Indian value system has changed as a result of modernization and changing situations in the education system, but the fundamental tradition of regard and gratitude towards teachers is deeply recognized in Indian culture.

In India, the relationship between teachers and students is a sacred one that ties the teacher to the future of the child and a sacred responsibility to ensure adequate

guidance, training, and concern for the growth, well-being, and development of the student toward a fruitful and fulfilling life. Western culture is entirely different from Indian culture where teacher-student relations are not considered as important as compared to the US, rather it is more likely of a friendly nature.

In the context of Mizoram, teachers do not encounter a classroom of obedient and disciplined students who can be readily moulded into a pre-determined form. Teachers' responsibilities are emphasized in the traditional connection between them and students, and they are expected to direct and oversee the educational process. As a result, knowledge is imparted to learners by "giving but not thinking," where the instructor speaks and the students listen. This kind of environment is similar to that of a "ask-answer" format. There is hardly any interaction between teachers and students as a result of the students' almost complete lack of questions and their passive acceptance of what the teachers say. As a result, in the past, the most successful students were those who listened to the teacher's lectures in silence and without interruption, and the most effective instructors were those who could force their pupils to remain seated and attentive throughout the lesson. It was considered impolite to ask a question, and only a select few prestigious schools practiced interactive teaching.

Despite all that, there is also a positive relationship between teachers and students as stated by one of the students in rural areas, "Our teachers are our best friends, we are not scared or shy of sharing with them anything". This indicates clearly how teachers and students collaborate and interact throughout the teaching procedure, and how teachers support students in expressing their own views and learning through debate and discussion.

It is important to understand that a variety of factors affect how strong and significant a relationship is because it is among the most crucial in parent-child and student-teacher relationships. One of the most lasting social bonds that people can have been between parents and children, and student-teacher relationships are another. It's intriguing to see how several variables can have an impact on these bonds, positively and negatively, as well as on adolescent wellbeing. The elements which will make the relationship more beneficial between parents and the adolescents should be actively promoted by society and family units.

1.3 Adolescence

Adolescence is defined as “the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19 years. It has been defined as “a phase of life characterized by rapid physical growth and development, physical, social and psychological changes and maturity, sexual maturity, experimentation, development of adult mental processes and a move from the earlier childhood socio-economic dependence towards relative independence” (World Health Organization, 2015).

Adolescence is a phase of transition from childhood to adulthood. Children must cope with a range of psychological, social, and academic issues during this time. Even though the vast majority deals with certain problems, which can be seen as acts of passage, a smaller subgroup of adolescents may be more prone to other issues (Steinberg, 2001).

The world, adolescent population consists of 1.2 billion in the age group of 10 to 19 years and it makes up 16 percent of the world population. More than half of all adolescents reside in Asia. South Asia is more homes for adolescents and the population consists of around 340 million which is followed by East Asia and the Pacific with around 277 million adolescents' population. In Sub-Saharan Africa, the population of adolescents aged 10 to 19 years constitute 23 percent of the region's population (UNICEF, 2016).

India has the largest population of adolescents globally (253 million people aged 10–19 years), constituting 21% of the population (Government of India, 2011; Boumphrey, 2012). The Government of India, in the National Youth Policy (2003) defines adolescents as 13-19 years. Adolescents constitute nearly 18% of the global population with India being home to the world's largest adolescent population of nearly 243 million (UNICEF, 2012). The absolute number of adolescents aged 10-19 years in India is 25,31,60,473 in figures as per census 2011 comprising 20.9 percent of the total population of the country. The youth population aged 15-24 is 23,18,78,057 persons accounting for 19.2 percent of the total population. In absolute terms, the total population of India increased by 181.9 million during the decade 2001-2011, while the corresponding increase in the number of adolescents and youth is 28.1 million and 41.8

million respectively. The youth population of India (231.8 million) is equivalent to the total population of 18 countries in Western Asia (231.6 million) as per the estimates of the United Nations (World Population Prospects: The 2012 Revision, June 2013). According to the 2011 census, the population of Mizoram is 10.97 lakhs out of which 2.27 lakhs are adolescents (10-19 years) comprising one-fifth (20.67) of the total population of Mizoram. Adolescent well-being should be emphasized in India, which has the world's largest adolescent population.

While there are no universally accepted definitions of adolescents and youth, the United Nations understands adolescents to include persons aged 10-19 years (UNFPA). This period is considered to be the transitional period between childhood and adulthood. Adolescence is also divided into three stages: early adolescence, middle adolescence, and late adolescence, each with its own set of traits.

1.4 Parent-Child Relationship

Children are raised in families. They need love and considerate parents in their daily lives; the parents are typically the children's first teachers. Many educators believe that the house is an educational institution where a child learns language, love, affection, cooperation, and other skills. A child's growth is aided by an intimate relationship with loved ones at all phases of life. Building a positive connection between parent and child, like any other, takes some effort and time to make it strong and effective.

A good parent-child relationship not only gives warm surroundings and positive communication to fulfill adolescents' need for relatedness, but it also aids in taking care of adolescents' daily behaviors. (Guo, H et.al 2014). Family has an important role in the development of an adolescent. A child learns everything from his or her family and looks up to his or her parents as role models. Role models are vital during the identity formation process. Different types of parent-child relationships have different effects on adolescent development. The parent-child relationship is an excellent source for determining children's personalities and psychosocial development. The frequency and intensity of communication patterns between adolescents and their parents are referred to as the parent-adolescent relationship. Different parenting styles have different effects on the development of adolescents. Parents need to provide the best possible

environment at home to foster a conducive, nurturing, and supportive environment for a smooth transition from adolescence to adulthood. (Gupta Kumar Ram et.al. 2014).

The most significant interaction source to a child is his or her family; siblings, parents, and other caregivers all play important roles in the child's social, emotional, and cognitive development (Bandura, 1997). The parent's age, marital status, and experience all have an impact on the quality of the parent-child relationship. It takes more than just telling children what to do to get them to cooperate. Parents want their children to be responsible citizens. A solid foundation begins with a stronger relationship between parent and child and thus built on mutual respect. Effective communication skills aid in the establishment and maintenance of firm and consistent goals.

Socio-economic status appears to have an impact on parenting practices including those related to learning strategies (Barbarin et al., 2008). Low-income and ethnic minority parents are more likely to enforce strict disciplinary tactics and expect strict obedience and often deference to adults. Compliance with teacher authority by children is assumed by their parents (Piotrkowski, Botsko, and Matthews, 2000). They also tend to use directive strategies in learning situations. Children who are accustomed to responding to strong directive speech may be perceived as noncompliant when a teacher who is not an ethnic and/or SES match issues an indirect command. In addition, teachers who are less familiar with cultural norms of behavior may incorrectly identify some behaviors as evidence of immaturity (Rimm-Kaufman, Pianta, & Cox, 2000).

1.5 Parent-Child Relationship and Well-being

Parents tend to have a crucial role in the lives of their children namely, teachers, playmates, caregivers, and disciplinarians. The bonding or attachment that a child has with parents has a great impact on their personality and well-being. More than any other relationship; the parent-child bond has a significant impact on a person's development. It frequently serves as the basis for every other relationship a person makes throughout their lifetime. Love, confidence, intimacy, and security come from the bond. This connection may enhance wellbeing or leave an enduring scar.

Adolescents start developing their self-concept by watching how important people in their lives treat them. (Gibson & Jefferson, 2006). It is believed that how they interact with their parents will predict how they will feel about themselves and how well

they will get along with their friends. (Gecas, 1971; Wilkinson, 2004). Even though this is also the time when adolescents are heavily influenced by their peers, the parent-child connection continues to have an undeniable impact on the development of the child into adulthood (Hasumi T et.al 2012).

Parental involvement is an active involvement and communication of the parent with the child and school. This includes the quantity and quality of real participation, observation of adolescent actions, and creation of efficient communication techniques. Parents should aim to have a positive influence on the lives of their children while satisfying the adolescent desire for autonomy. However, the amount and type of engagement they have with their children can have either a positive or negative effect on their children's mental, physical, and social development (Davids EL et.al 2017).

Adolescent wellbeing is influenced by both personal and environmental variables. A daily setting in which adolescents learn and grow, including differences that occur between advanced and developing nations, have a significant impact on adolescent mental and physical health. The self-concept is viewed as both a protective factor that thwarts psychological issues and fosters overall wellbeing as well as a risk factor affecting social functioning and behavior issues during adolescence that contribute to various types of mental health problems.

1.6 Student-Teacher Relationship

Teacher–student interactions that lead students to feel supported by their teachers, and smaller communities of teachers and students are important in enhancing young adolescents' motivation and emotional well-being In conclusion, both parties in student-teacher relationships bring a variety of goals, emotions, needs, and behavioral patterns that will ultimately have an impact on the nature of the bond they develop and, in turn, have an impact on the significance of their interactions in the classroom. The relationship between students and teacher is a key relationship that has a significant impact on how kids behave and how they grow socially, emotionally, and cognitively. It is one of the essential contexts for growth and a key source for the acquisition of adequate social skills (Hughes K, 2014).

Teachers support each student's positive personality as a student within supportive educational relationships. Students' self-assurance in their capacity for learning and social engagement self-regulation is a part of this identity (Bandura, 1989). Learning results are strongly correlated with students' self-confidence and expectations (Hattie, 2009).

Likewise, positive and encouraging teacher-student relationships are essential for the successful growth of every student in classrooms (Birch & Ladd, 1998; Hamre & Pianta, 2001; Pianta, 1999). While conflict or a lack of connection between children and adults may increase the risk of educational failure, positive student-teacher interactions act as assistance for children at risk (Ladd & Burgess, 2001). The only individual who has been given an intellect that has been sufficiently developed to allow him to learn through education is one of the innumerable living things on this planet.

1.7 Student-Teacher Relationships: Theoretical Framework

The variety of attachment perspective, which contends that teachers serve as "alternative carers" for children, especially those who are young, believes that the student-teacher relationship should be viewed as a variant from the primary parent-child attachment. In addition to working as the student's "significant other," the teacher can also help to alter internal operating models that have been created according to the relationship of attachment established with the mother. The quality of the relationship between students and teachers are determined by the relationship between individual as well as environmental variables, stated in the light of complex systems and ecological models, and such aspects can be better understood by taking them into account from the perspective of ecological systems (Davis HA, 2003).

The Attachment Theory is significant for the belief that one's perceptions of one's self and other people influence the development of new bonds and relationships. These preconceptions, which include one's views of oneself, others, and the relations between these relationships, both direct the formation of new relationships and profoundly influence existing ones. Studies also emphasize the importance of conflict and a teacher's capacity for dealing conflict as a fundamental component of a feeling of well-being. The transactional perspective of coping with pressure and stress is used to understand these findings in light of the second framework (Spilt J. L et.al, 2011).

Due to Weiss's functional perspective of relationships, children seek social support in all kinds of close relationships, but with different qualities, and to varying extents. The theory stipulates six basic functional social provisions from close relationships: 1) attachment (security, affection, and intimate disclosure), 2) reliable alliance (a dependable bond), 3) enhancement of the worth, 4) companionship (belonging, sharing of experience), 5) guidance and 6) opportunity to nurture and take care of others. In addition to Weiss's social provision and support dimension, Furman and Buhrmester (1985) paid attention to two other dimensions in interpersonal relationships frequently discussed in the literature; the ones of relative power and conflict. These aspects represent a dynamic nature of interdependency in relationships, rather than functional support (Furman & Buhrmester, 1985).

1.8 Characteristics of student-teacher relationships

The meaning of well-being requires knowledge of the historical context of the research of well-being. Two schools of thought emerged: the eudemonic tradition, which emphasized positive psychological functioning and human development, and the hedonic tradition, which focused on constructs like happiness, positive affect, low negative affect, and life satisfaction (Bradburn, 1969; Diener, 1984; Kahneman, Diener, & Schwarz, 1999; Lyubomirsky & Lepper, 1999). (Rogers, 1961; Ryff, 1989a; 1989b; Waterman, 1993). According to Thomas (2009), well-being is elusive, challenging to describe, and even more challenging to quantify.

Well-being is an overall evaluation of an individual's standard of life according to his or her own chosen standards, Shin and Johnson (1978) appeared to get closer to defining it, and this assessment is still mirrored in contemporary literature (Zikmund, 2003; Rees, Goswami, & Bradshaw 2010; Stratham & Chase, 2010). The World Health Organization defined quality of life as a person's view of their place in life in relation to their goals, expectations, standards, and worries in the context of the society and value systems in which they live. It is a broad notion that is intricately influenced by a person's physical and mental well-being, state of mind, personal beliefs, social connections, and relationship to key elements of their environment. (World Health Organization, 1997).

Student well-being cannot be viewed in isolation from a broader school context. School communities provide both the defining context and have the potential to significantly influence well-being. School communities have often been defined in terms of belonging, participation and influence, values, and commonality. Each of these defines membership in a school community in terms of an individual's beliefs about their membership. They, therefore, necessitate the use of some form of psychological measure to determine the membership of a school community. Alternatively, the school community can be defined in terms of function. This enables members of a school community to be defined objectively by an individual's functional connection to a school.

According to Hicks in 1941, "*it states that there are many aspects or domains in a person's life; thus, a person's well-being is expected to be related to her situation in all these aspects of life*" (Meier, 1991). The New Economic Foundation (NEF) described well-being as the dynamic process that gives people a sense of how their lives are going, through the interaction between their circumstances, activities, and psychological resources or 'mental capital'. The World Health Organization's working definition of well-being is the realization of one's physical, emotional, social, mental, and spiritual potential.

However, while there may be general agreement about the elements that contribute to a sense of well-being, individuals will vary in the importance they place on each of the elements. One individual may place more importance on being financially secure, whilst another person might prioritize the quality of his or her relationships (Waldron 2010).

1.9 Student-teacher relationship and well-being

Some studies have focused particularly on a few of the traits of the student-teacher relationship in an attempt to comprehend the student-teacher relationship better. According to Jacobson (2000), an understanding of each student is the initial stage in establishing this kind of atmosphere, giving the teacher greater odds of doing so. The relationship can also help and facilitate the student's learning. Despite the fact that these studies offer valuable insight, they are most notable for their inability to describe how these characteristics affect students and ultimately the student-teacher relationship.

The ethnic background of the children impacts the parent-teacher and student-teacher relationships' quality, which has a consequence on the academic performance of the child. It is understandable that there is a correlation between and the quality of the teacher-student and engagement interaction given that teachers favor diligent, compliant, and self-regulating students (Ladd et al., 1999; Skinner & Belmont, 1993).

1.10 Well-Being

According to the WHO (2011), mental health is defined as “*a state of well-being in which every individual realizes his or her potential, can cope with the normal stresses of life, can work productively and fruitfully, and can make a contribution to her or his community*”. Although many studies have proved the importance of teachers’ basic psychological needs in students’ motivation, student teachers, as prospective teachers, were rarely taken into consideration. Evelein (2005) proved that when student teachers' autonomy need is satisfied while teaching, they have a strong sense of personal and professional development, and when their relatedness need is fulfilled during teaching, their positive connection to the students increases. Similarly, Evelein, Korthagen, and Brekelmans (2008) showed that student teachers' need satisfaction scores during teaching were above the midpoint but lower than experienced teachers' scores. That is, student teachers' psychological needs are some extents thwarted during their first teaching experience. For reason that these studies examined the student teachers' psychological need satisfaction during teaching, examining general need satisfaction has come into question.

The majority of study on the psychological well-being has concentrated on stress and exhaustion. To date, however, relationships among teachers and students are being largely ignored as a significant component in teacher well-being (Friedman 2000; Kyriacou 2001). It appears that the development of personal, supportive teacher-student relationships necessitates emotional involvement on the part of teachers. The subjective quality of the teacher-student relationship is clearly an essential element in students' involvement in school, well-being, and achievement in school. Conflict and mistrust in teacher-student interactions have a negative impact on children's learning.

1.11 The influence of parent-child relationship on adolescents' well-being

Adolescent well-being is shaped by individual-context interactions at different levels, including family, school, community, and society. Seligman and Csikszentmihalyi (2014) also highlight that positive experience in interacting with a living environment cultivates adolescents' positive well-being. For example, family and school serve as two important socialization systems where adolescents form meaningful interactions with parents, siblings, teachers, and peers, which are all essential for adolescent well-being. Positive parent-child interactions characterized by parental involvement, support, and responsiveness are associated with greater well-being among adolescents (Leung and Shek, 2020, Raboteg-Saric and Sakic, 2014). Likewise, there is also a close linkage between better adolescent well-being and a positive school environment in terms of teacher support, peer acceptance, and positive peer relationships (e.g., Birkeland et al., 2014, Suldo et al., 2013).

Strochchein and Matthew (2015) state that adolescents who receive parental support and encouragement are less likely to rebel against their parents. This type of interaction between parents and their children creates an attachment that allows children to feel that their parents care about them. This attachment keeps children from participating in actions that they feel or know would disappoint their parents. Likely, Higgins, Jennings, and Mahoney (2009) acknowledge that when parental attachment decreases, the probability of adolescents committing delinquent acts increases.

When adolescents are shown support and encouragement instead of disapproving behavior by their parents, they develop a sense of belonging (Strochchein & Matthew (2008). A family has been identified as the most important socialization system that has an immediate and direct impact on children's growth among these contextual factors (Lerner & Castellino, 2002). Particularly, parent-child rearing techniques and interactions with their offspring have a substantial impact on how wellbeing in children develops (Proctolet.al., 2009).

1.12 The influence of teacher-student relationships on teacher wellbeing

It's widely believed that having close relationships with students gives teachers with motivation and gives their work meaning. One of the primary reasons for continuing in the field is frequently cited as being the connections between teachers and

students (Hargreaves 1998; O'Connor 2008). In-depth interviews with 60 teachers were performed by Hargreaves (2000), who discovered that the most significant source of satisfaction and motivation was the relationships with the students. These interviews emphasize the importance that teachers place on building relations with the students in their educational setting and show how tense or distant relationships put teachers' professional and personal wellbeing at risk. According to other researchers, there cannot be authentic professional growth without one's own growth (Day and Leitch 2001; O'Connor 2008), highlighting the close relationship between teachers' personal and professional well-being.

According to Pianta (1999) the personality traits of those involved and their characterization of the relationship methods by which information passes on among the two parties and external factors of the organizational structures in which the relationship is embedded are the main elements of relationships between teachers and students.

1.13 Overview of Literature

Studies have discussed various theories regarding the transmission of parental values, objectives, abilities, and attitudes since the beginning of the nineteenth century. For instance, John Locke (1689) proposed that children were born with a "tabula rasa" or "blank slate" by which parents and society could readily impart their values and beliefs to their children in his *Argument Concerning Human Thought*. However, Jean Jacques Rousseau (1762) thought that children were "innately good" and that it was the responsibility of society and parents to uphold and reinforce these ideals. Teaching and developmental psychology professionals are interested in learning more about the interactive socialization process through which parents try to transmit their values, aims, abilities, and views to their children, just like the philosophers of old (see Grusec, 1997; Parke and Buriel, 1998).

According to Rawatee Maharaj Sharma, "*Parents suffer if the teacher-student relationship is bad; teachers suffer if the parent-child relationship is bad. Each has a stake in the relationship that the child has with the other party. Despite this mutual interest in each other's behavior, parents and teachers seldom have a very close or significant relationship with each other. They don't see each other very often and when they do, their time together is usually extremely limited. Because of this unfortunate*

situation, one can understand why parents have traditionally been very ineffective in influencing teachers to change and, similarly, teachers have been equally impotent in trying to modify parents' behavior”.

In fact, parents and teachers act as different and autonomous agents, each with an essential relationship with their child/students but not much interaction with the other. This situation leads to a lot of misunderstanding between both parties, which usually work against productive education for youth. However, while many educational experts believe that this triangle relationship between teachers, parents, and students is essential for children's overall growth and development, it is not always simple to nurture a healthy relationship. Yet, an aspect indicates to be taking place in parents as their infants grow. They tend to lose their ability to instruct. They begin "training" their offspring. They start "teaching lessons." They exert too much pressure. They employ both incentives and punishments. They teach and assess. They make comparisons between their offspring and other children. They are concerned. They start blaming to those they love for failing to perform up to their parents' expectations, and they start abusing their power and control. This is a typical occurrence in many homes, where too many parents attempt to "teach" their children before they are ready.

Parents have to understand that their role as teachers is not as important as teachers' roles at school, yet they are able to be more effective in encouraging and promoting the education of their children and if they foster the important roles of teachers in the intellectual development of the children. Students are frequently unaware of their duties and responsibilities in terms of dignity control, and respect towards teachers because their parents fail to reinforce this mindset. Parents must become teaching facilitators, working beneath the scenes to instill in their children the mindsets and perceptions that will help them be successful learners at school and successful youths at home. Children should be made aware of not only the importance of teachers, but also of their responsibilities when in class and at school. Only when parents recognize that this is an important element of their duty as parents, they are able to effectively contribute to their children's academic and social development.

Positive student-teacher interactions are beneficial for students who have been at risk of lacking in school, whereas tension or disengagement between adolescents and

adults can worsen that risk (Ladd & Burgess, 2001). Student-teacher relationships offer educators and others trying to better enhance the social and educational settings of schools as well as classrooms a unique entry point. Brophy (1985) suggested that teachers view themselves primarily as instructors or socializers and roles affect the way they interact with students. Teachers are not the only source of support for middle school students, the support students receive from their parents, peers, and teachers seemed to have additive, thus fairly independent, effects. Thus, teacher support among this age group may be particularly salient for students who have low levels of parent support (Harter, 1996).

There is evidence of a strong link between the quality of adolescent's intimate relationships and such outcomes as self-concept, psychological adjustment, and physical health (Bachman, Kahn, Mednick, Davidson, & Johnston, 1967; Coopersmith, 1967; Gallagher, 1976; Thomas, Gecas, Weier, & Rooney, 1974). In their study of 13 to 20-year-olds, Burke and Weir (1978) found that those adolescents "expressing greater satisfaction with help received from peers, and particularly from parents, experienced greater psychological well-being. Rosenberg (1985) reported a stable relationship throughout adolescence between self-esteem and perception of warm relationships with parents. Warm and autonomous "relations with parents are associated with higher stages of ego-identity attachment during adolescence (Garcia, 1980). Affectional identification and intimacy of communication with parents decrease the likelihood of delinquent behavior (Hirschi, 1969). There remains a considerable controversy, however, about the relative importance of relationships with parents and peers during this period of separation and achievement of autonomy.

The lives of children and their parents are intimately connected. According to Elder (1985), each member of a family has interlocking life trajectories. Jobs provide money to families, allowing parents to purchase goods such as food, a place to live, healthcare, and education. As a result, income is essential for youth development because it can help create atmospheres that promote learning and good health (Cooksey, Menaghan & Jekielek 1997). Financial difficulties can also lead to family stress and depression in parents, reducing their ability to earn caregiving, attention, and

supervision. (Zubrick et al. 2000). Furthermore, money can be used to help compensate for additional asset areas that are currently under stress (Zubrick et al. 2000).

1.14 Theoretical Framework

The study is rooted in five prominent theories. Attachment theory, Bowlby Fundamental relationship, social bonding theory, ecological system theory and family system theory are foundations for this study.

Attachment theory

The predominant theory used to conceptualize children's relationships with both parents and teachers is attachment theory. Attachment theory suggests that while the child-mother bond plays a predictive role in child-teacher attachment relationships (Howes & Hamilton, 1992), attachment bonds to teachers can occur independently of the primary Children's Relationships and Academic Performance attachment bond.

Attachment theory is a psychological framework that explains the formation and maintenance of emotional bonds between individuals within relationships. This framework has been applied to parent-child and student-teacher relationships, as well as the well-being of adolescents. In this research, the study will explore how attachment theory can provide insight into these important areas of development.

Parents can support the development of a secure attachment by responding consistently and sensitively to their child's needs. This means being attuned to their child's emotions, providing comfort when they are upset, and setting appropriate boundaries to ensure their safety and wellbeing. Attachment theory can also be applied to the relationship between students and teachers. In this theory, students, who have a positive, supportive relationship with their teacher, tend to have a higher academic achievement, better social and emotional adjustment, and fewer behavioral problems.

By initiating attachment theory into the current study, the study will provide a valuable framework for understanding the importance of positive relationships in the development and wellbeing of children and adolescents. By fostering secure attachment relationships and providing a supportive and nurturing environment, parents and teachers can help adolescents to thrive and grow into resilient and capable adults.

Bowlby Fundamental Relationship

The Bowlby Fundamental Relationship explains the development of attachment between individuals, specifically in parent-child and student-teacher relationships. This framework has important implications for the wellbeing of adolescents, as it highlights the importance of strong attachments in promoting emotional regulation, social competence and overall psychological health.

Bowlby (1973, 1988) the fundamental relationship is believed to help children in making meaning of new experiences, making it crucial for the development of their social and emotional skills. Children who have a strong connection to their fundamental caregiver are expected to perform better than those who don't, across a variety of domains. Although teachers play a significant part in helping students acquire academic knowledge and skills, it is unclear how much of an impact parents and teachers have on students' development. Attachment theory is largely used to conceptualize children's interactions with their parents and teachers. According to attachment theory, bonds with teachers can develop independently of the main Children's Relationships and Academic Performance, although the child-mother bond is thought to play a predictive role in these bonds (Howes & Hamilton, 1992). The basic concept behind attachment theory is that a child's relationship with their parent will have an impact on the kind of bond they develop with their teachers.

The Bowlby Fundamental Relationship highlights the importance of consistency and sensitivity in parenting. Parents who respond to their child's needs, provide comfort and affection, and set appropriate boundaries help foster a secure attachment in the child. On the other hand, inconsistent or neglectful parenting can lead to insecurity and emotional deregulations in the child. Also, in this context, the teacher serves as a secure base from which students can explore and learn about the world around them. A positive and supportive relationship with the teacher can provide a sense of safety and connection, which in turn facilitates learning and growth.

In this study, there is an attempt to understand the importance of a strong attachment in promoting emotional and cognitive development, academic achievement and overall wellbeing in adolescents. Thus, Bowlby Fundamental Relationship can be useful in understanding and providing a secure base from which adolescents can explore

and learn parents and teachers can help set adolescents on a path towards success and fulfillment.

Social Bonding Theory

Attachment is the first and most significant component of the social bond theory. Attachment refers to the relationships that people form throughout their lives, as well as the social and cultural norms that they acquire and accept. Most people build their first and most influential attachments with their parents or caretakers. These are the first person's encounters who will educate them about their surroundings and the underlying social standards they should obey.

Hirschi's social bond theory has four components: attachment, commitment, involvement, and shared ideals. Attachment develops throughout a person's life, from family to others in their community. Those attachments establish obligations to those links, reinforcing the desire to keep positive interactions. A person's level of engagement with their ties and community will ultimately be determined by the level of commitment and attachment they develop, as well as the shared ideals that govern why and how they act the way they do.

Through a person's attachments, they learn what to expect within their household, community, and culture, along with their future role in said community. This future iteration of the self internalizes these societal and cultural norms, learning what kind of person they should and or need to be. From these attachments, a person learns a shared understanding between their wants and needs and those of the community, allowing for traits such as empathy, compassion, and trust. It's these traits Hirschi felt were necessary to keep a person from committing negative behaviors. If a person didn't form any attachments or didn't create strong bonds in their younger years, he felt that person would be less likely to internalize or adhere to social boundaries. Essentially, without a reason to do well or keep the status quo, he felt a person would succumb to criminal whims or lack the empathy needed to maintain unwritten social contracts.

In summary, Hirschi's social bonding theory highlights the importance of attachment, commitment, involvement and belief in preventing delinquent behavior among adolescents. This will further suggest that in the current study that social bonds

can promote their overall wellbeing, which can develop in parent-child and student-teacher relationships.

Ecological System Theory

According to Bronfenbrenner's ecological systems theory, children typically find themselves enmeshed in various ecosystems, from the most intimate home ecological system to the larger school system, and then to the most expansive system which includes society and culture. Each of these ecological systems inevitably interact with and influence each other in all aspects of the children's lives. Bronfenbrenner's ecological model organizes contexts of development into five nested levels of external influence: Microsystem, Mesosystem, Ecosystem, Macrosystem, and Chronosystem. These levels are categorized from the most intimate level to the broadest.

In the context of relationship, the ecological system theory includes the immediate environment in which adolescents interact with, has a significant impact on their development. This can include family, school, peers and community. The quality of the relationship between the parent and adolescents is fundamental for the wellbeing of the adolescents.

The ecological system theory propose that wellbeing is influenced by all levels of the environment in which adolescents exist, including micro, mezzo and macro systems. For example, access to education, healthcare and community resources can promote overall wellbeing of the adolescents.

In this study, there is an attempt to understand how ecological system theory the complex interactions between individuals and their environment. Thus, the study will aim to promote positive parent-child and student-teacher relationship and overall wellbeing among adolescents. By addressing the different systems that impact adolescent's development, and support positive outcomes for adolescents.

Family System Theory

Family systems theory is an approach to understanding the dynamics and functioning of families as a whole. It is particularly relevant to the study of parent-child and student-teacher relationships, as well as adolescent well-being. Family systems theory emphasizes the interconnectedness of family members and the impact that each member has on the functioning of the family as a whole. The family system theory

views the family unit as an interconnected system in which the actions of one member can affect the entire family. This theory is to understand how family dynamics can impact the development and wellbeing of adolescents.

In the context of parent-child relationships, family systems theory shifts the focus from the parent-child dyad to the family as a social system. This approach recognizes that the family unit is a complex system with its own set of characteristics, rules, roles, communication patterns, and power dynamics. It suggests that the behavior of one family member can have an impact on the entire family system, and that a change in one part of the system can affect the functioning of the whole. By understanding the interdependence of family members, family systems theory can help parents and caregivers develop more effective communication skills, set appropriate boundaries, and create a more supportive environment for their children.

Similarly, family systems theory is relevant to student-teacher relationships. In this context, the theory recognizes that the classroom is a microcosm of the larger family system, with its own set of rules, roles, and power dynamics. Teachers who understand family systems theory can be more effective in creating a supportive classroom environment, understanding the needs of individual students, and addressing any issues that may arise.

Family systems theory is also important for understanding adolescent well-being. The theory recognizes that adolescence is a time of significant change and growth, both for the individual adolescent and for the family as a whole. It suggests that the family system plays a key role in shaping the development and well-being of adolescents, and that a supportive family environment can have a positive impact on adolescent outcomes. By understanding the interconnectedness of family members, family systems theory can help parents, caregivers, and educators create a more supportive environment for adolescents, which can promote their social and emotional development, academic success, and overall well-being.

In conclusion, family systems theory is an important framework for understanding the dynamics and functioning of families, particularly in the context of parent-child and student-teacher relationships, and adolescent well-being. By recognizing the interdependence of family members, family systems theory can help

individuals create a more supportive and effective environment for themselves and their loved ones.

For this, the study for these theories; Attachment theory, social bond theory, ecological systems theory, family systems theory, and Bowlby's fundamental relationship will provide insight into the parent-child and student-teacher relationships, as well as the well-being of adolescents. These theories propose that the quality of relationships between parents and children, as well as teachers and students, can have a significant impact on adolescent well-being. Factors such as attachment, social bonds, environmental influences, and family dynamics can all play a role in shaping these relationships and promoting positive outcomes for adolescents. (see figure 1.1)

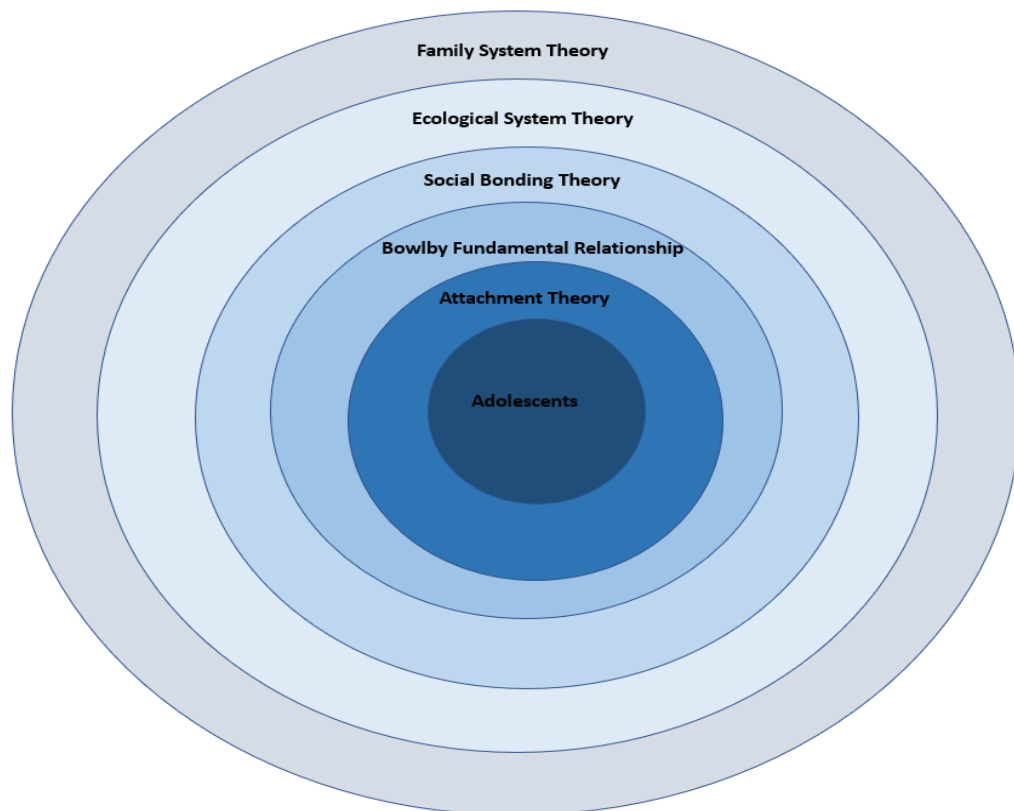


Figure 1.1 Theoretical Framework of the study

1.15 Statement of the Problem

The development of children depends on how they are socialized during their fundamental years. The relationship of children with their families and teachers are important factors that lead to well-being. With time, children are exposed to realities beyond their comprehension. Factors such as urbanization, modernization, and globalization have loosened the primary institutions and their significance to the development of children has lost its hold. This has led to detrimental consequences leading to delinquency or behavioral problems on the part of the child. Further, it also leads to other social problems such as family breakdown or conflicts, substance abuse, and mental illness among many others. Moreover, children during their adolescence period go through many changes biologically and physically with few coping strategies. Relationships with parents can influence the relationship with teachers and vice versa. Therefore, the study of the relationship between parent-child and teacher-student relationship is of utmost importance in determining the nature of the family, the school, and most important of all, the child's as well as adolescents' development. It is in this light that, the present study focuses on the relationship between parent-child and the teacher-student relationship. Further, this study attempts to fill the gap that exists in the nature and characteristics of relationship patterns between them in rural and urban communities in Mizoram which is missing. The present studies also delve into policy implications and will arrive at suggestive measures to improve or change relationship patterns which can be useful in the overall development of children in Mizoram.

1.16 Objectives

- To assess into the parent-child relationship among adolescents.
- To assess the student-teacher relationship among adolescents.
- To assess the adolescent's well-being.
- To determine the relationship among student-teacher relationship, student-teacher relationship and well-being among adolescents.
- To suggest policy measure for social work intervention.

1.17 Hypotheses

- 1) There is a positive relationship between parent-child relationship and teacher-student relationship (Rawatee Maharaj- Sharma 2003)
- 2) There is a positive relationship between parent-child relationship and well-being of the child (Repetti, Taylor & Seeman 2002).
- 3) There is significant relationship between student-teacher relationship and well-being of the child (Mashburn et al. 2006).

1.18 Need and Significance of the study

Family is the first socialization framework the child is exposed to. It is a foundation for a child because attachment, emotions, personality traits, and behaviors all originate from the family. Parenting style is one of many important family factors that influence adolescents' emotional intelligence and psychological well-being. Adolescents frequently experience emotional disequilibrium as a result of radical physical change and the discomfort that comes with it. During this stage, the family appears to play a significant role in influencing their children's emotional development, character, personality, and sense of psychological well-being.

The most important source of support for children is their family. It includes parents, siblings, grandparents, and close relatives, especially when we consider our nation's collectivist culture and society. Parental involvement changes dynamically at all stages of life. For example, in healthy and functional families, children are completely reliant on the family for all of their needs during childhood. This dependence changes as the child grows older. The diversity of families is an important part of India's societal fabric. Grandparents provide love, wisdom, and guidance. According to research, "with changing family patterns, increased life expectancy, an increase in the number of dual-worker households, and higher rates of family breakdown, grandparents are now playing an increasing role in their grandchildren's lives". Hence, the concept of multigenerational families entails unconditional love, shared responsibilities, safety, and security.

The next socialization framework is education. This opens up a world of opportunities and social space for total development. The family and educational institutions are essential social units that support everyone's health and well-being.

Schools bear the primary duty for promoting and improving students' physical, social, and mental health. The fresh obstacles require that schools focus on students' psychosocial requirements and overall well-being. In essence, recognition and avoidance can help to establish secure environments.

Studies pointed out that there are a variety of significant factors that affect well-being, including physical illness, an absence of basic resources, the inability to care for one's own family, and unfilled life goals. Accepting and changing constitutes a few of the most difficult tasks, and children are expected to adjust to the many challenges they face as they mature. Transitions are a necessary part of life and occur in a variety of circumstances beginning in infancy. Consequently, a change can be extremely difficult from a child's viewpoint.

As a result, families and teachers have to work together to ensure school setup and teachers must interact with families to ensure school transitions. Families, schools, and communities work together to promote adolescents' emotional health and well-being. They are both equally engaged in the child's rearing as well as adolescent's development.

1.19 Chapter Scheme

The present study is organized into eight chapters. The first chapter briefly discusses, in general, an overview of key concepts of adolescence, parent-child relationship, teacher-student relationship, well-being, and the current scenario of the relationship between parents, teachers, and adolescent's well-being of adolescents. The theoretical framework and significance of the study are also covered. The second chapter presents the available literature in the related area of studies like adolescence, parent-child relationship, student-teacher relationship, and well-being among adolescents. The third chapter highlights the methodology employed in the study including research design, sampling, and data processing procedures. The fourth chapter narrates the socio-demographic profile of the respondents like family profile, economic status of the family, socio-demographic bases of the respondents' family, and academic records. The fifth chapter discusses the relationship of parents and child. Chapter six discusses student-teacher relationship among adolescents. The seventh chapter discusses adolescents and wellbeing. The eight chapter discuss the relationship between parent-

child, student-teacher and wellbeing among adolescents by statistical tools like Pearson 's correlation, ANOVA, Chi-square and t test. The last chapter summarizes the major findings, discussions, conclusion, and implications for social work intervention and scope for further research.

1.20 Conclusion

The development of the adolescents in all spheres of life is influenced by the interaction between the parent-adult child, student-teacher relationship, and the adolescent well-being. Therefore, the study of the relationship between parent-child and teacher-student relationship is of utmost importance in determining the nature of the family, the school, and most important of all, the child's development. It is in this light that, this study focuses on the relationship between parent-child and the teacher-student relationship. Further, the present study attempts to fill the gap that exists in the nature and characteristics of relationship patterns between them in rural and urban communities in Mizoram which is missing. The present study delves into policy implications and will arrive at suggestive measures to improve or change relationship patterns which can be useful in the overall development of children in Mizoram. Further, the present study attempts to assess the parent-child relationship, student-teacher relationship, and well-being among adolescents in Aizawl District, Mizoram.

CHAPTER - II

REVIEW OF LITERATURE

A review of the literature is essential and it helps the researcher to understand the theoretical background and findings of different scholars in various aspects. For any type of scientific research work, theoretical knowledge is base to understand the concepts, theories, models, methods and different perspectives thoroughly. However, secondary data is the only source which helps the researcher to get the information as well as to analyze the present situation of the problem in the theoretical context. The purpose of the chapter is to find and review of the existing literature and the term of the present study among adolescents and the well-being of adolescents and identifies the research gaps.

2.1 Studies on Adolescence

The World Health Organization's (WHO) definition of adolescence comprises significant changes in a person's attributes regardless of age (between 10 and 19 years) and their stage of life. These characteristics are as follows:

- Physical growth and development: Increased physical growth and development
- Maturity: Having physical, social, and mental maturity.
- Personality Formation: the growth of adult thoughts and adult personality.
- Freedom: The process of transitioning from dependency to a degree of autonomy.

According to the WHO, every sixth adolescent is likely to are lacking societal and material resources that sustain their well-being, as well as the ability to negotiate for these resources to be given in culturally meaningful ways. Age, race, ethnic background, type of educational institutions, place of living, birth order, health status, scholastic achievement, amount of time with parents, by type of family, mental or physical abuse, and so on were reported as other determinants of perseverance level among teenagers.

Palminteri *et al.*, (2020) defined adolescence is defined as a time of psychological, personal, and social alterations which frequently result in behavioral changes. It is also a time of self-discovery, with teenagers experimenting with friendships, hobbies, substances, and sexuality. They are in their risk period in their

development and require parental and teacher guidance, support, and care. (Luna, 2009). Adolescents seek to blend in with their peer groups and develop their social identities, but they also aspire to be strong and acknowledged as having the capacity of making autonomous individual choices without parental guidance. Parents have a less significant impact on adolescents' thoughts during adolescence than do peer organizations. Even though they need and still depend on their families for structure and money support, adolescents frequently show a callous and combative attitude towards the help given to them.

A study done by Satyanarayana VA et.al (2016) pointed out the well-being of adolescents concerning resilience. One trait that makes it easier to successfully deal with different challenges in life is resilient. By definition, it is *"In the context of exposure to significant adversity, resilience is both the capacity of individuals to navigate their way to the psychological, social, cultural and physical resources that sustain their well-being and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways. "It was observed that adolescents with greater resilience scores reported experiencing fewer mental health-related problems because resilience enhances positive aspects of mental health while insulating the negative ones. It was discovered that resilience, which is an enabling quality to cope with adversities and to maintain mental well-being, had not been sufficiently explored, particularly in the Indian context. Additionally, perseverance is not a fixed concept. It is both teachable and learnable. Interventions that emphasize resilience have been shown to help children and teenagers' mental health.*

Studies of adolescence in this paper propose that this period of life is a time of great change and challenge, both physically and psychologically. Empirical research on adolescence has evolved with recent methodological advances, allowing better justice to theoretical models. The contemporary research focuses on the physical, psychological, interpersonal, and institutional pathways of adolescents, how these pathways connect within primary ecological contexts, and how they relate to broader perspectives.

The study of adolescence is important because it is the transitional stage from childhood to adulthood that occurs between the ages of 13 and 19 years. It is during this time that young people begin to take on adult roles, making it a crucial period for

development. In addition, adolescence is a high-risk stage of development, and some adolescents engage in more risky behaviors than others. Theoretical explanations for this include bio-behavioral processes related to risk-taking, social and cognitive theories regarding decision-making and broader ecological factors. Overall, the reflections on the studies of adolescence show the importance of this period of life and the need for continued research in this field.

2.2 Building Relationship

People constantly redefine their relationships with other adolescents, parents, and those of the opposing sex during adolescence. Parents frequently have unrealistic expectations of their children and do not comprehend their emotions. Social skills are needed at this age to have good and healthy interactions with others as well, which includes those of a different sex.

Smith, (2021) pointed out that according to Freud's theories; the adult mind is made up of three distinct personalities: the superego, the ego, and the id. The three components of adolescent personality influence the id via the principle of pleasure, the ego via the facts, and the superego via the cause of anxiety moral, which includes an ideal ego and its conscience.

Sigmund Freud's theories propose that human behavior is influenced by unconscious memories, thoughts, and urges, and that the psyche comprises three aspects: the id, ego, and superego. Although Freud's original theory was primarily concerned with the "internal" workings of the individual, contemporary psychodynamic theories have expanded upon Freud's work to focus more on relationships. In fact, modern psychodynamic theories can be thought of as theories of relationships. Freudian psychology can offer insights into the dynamics of human relationships, including how unconscious conflicts, desires, and motivations may shape interactions with others. However, some critics have pointed out that Freudian theories can be overly focused on individual internal processes, at the expense of larger social and cultural factors that also play a role in shaping relationships.

According to (Backman et al., 2018, Hansell and Mechanic, 2019, McMahan et al., 2020) an important interpersonal connection is viewed as major risk or protective factors for youths' social and behavioral development at this point. Relationships with

others are a few of the many important factors that are closely linked to adolescent wellbeing. Peer relationships and parent-adolescent relationships, which are two essential interpersonal connections for adolescents, have a substantial impact on their development, especially in the context of psychological well-being and cognitive development.

2.3 Studies on Parent-Child Relationship

Johnson, *et al.*, (2004), there are many areas which could be taken into consideration when discussing parent-child relationships. Topics such as conflict between parents and children, amount of communication involved, and attachment between parents and their children are the issues commonly raised. In parallel, Fine and Schwebel (1983) defined parent-child relationship as the psychological closeness, trust and communication between parents and children. They further explain that children's understanding of their parent's role, their perceptions, feelings and respect towards their parents are equally important in influencing the child's life.

In this present study the parent-child relationship is defined as not only the biological relationship between parents and children but also the psychological and social relationship between them.

Parent-child relationships are referred to as the quality of the link between adolescents and parents, whereas peer relationships are defined as relationships with those of a comparable age and level of psychological development (Anderson *et al.*, 2010, Zhou *et al.*, 2015). Further studies suggested that relationships between parents and adolescents and interactions with peers may be significant factors in adolescent well-being.

Many changes occur in relationships between parents and kids during adolescence. Adolescents spend a smaller amount of time with their parents and siblings and more time with their peers and pursuits outside the family (Brown 2004; Larson *et al.* 1996). Many theories, including neo-psychoanalytic views, evolution points of view, and socio-cognitive perspectives, contend that adolescent autonomy and individuation contribute to a short loss of affection, an increase in conflicts, and progressively more equal power (Collins and Laursen 2004; Youniss and Smollar 1985).

In their article, Bi X et al. (2018) looked at the relationships between ways of parenting and aspects of the parent-adolescent relationship, as well as the mediating roles played by adolescents' desires for personality freedom and opinions about parental power, and whether or not adolescent gender affected these relationships. A total of 633 Chinese teenagers, with a mean age of 19, participated in the study. The results show that when comparing the intensity of parent-adolescent conflict, children of authoritarian and neglectful parents reported greater levels than children of indulgent parents.

Adolescents with authoritative parents claimed the greatest levels of cohesion with each parent, followed by indulgent, authoritarian, and neglectful parenting. Girls were more cohesive with their moms than boys when they had authoritative or indulgent mothers.

Adolescents' expectations for personal authority regulated the relationships between styles of parenting and dispute, while adolescents' views in the reliability of the authority of parents regulated the relations between parenthood and cohesion. Based on the findings, interventions and preventive measures should focus on reducing non-authoritarian parenting styles and promoting the acquisition of acceptable levels of liberty expectations and parental authority.

Shah, S & Nakhat, P (2018) examine the nature of the parent-child bond. The study was conducted among the Ahmedabad upper secondary school students. Despite of their class, sex, or socioeconomic standing, 200 pupils between the ages of 16 and 18 were sampled. The findings were unexpected; even though 129 students' relationships with their parents received "A," the results showed that even these relationships had many faults and could deteriorate over time. Among the 129 pupils, 79 thought their parents were overbearing, and 46 thought they were receiving symbolic punishment. That is, even though the parents tried to be fairly positive in areas such as preserving, uninterested, loving, a symbol reward and object reward, and very calm in challenge discipline, denying, and neglecting, they did not succeed as they became metaphorical retribution and demanding and in ignorance destroyed their rightfully graded relationship.

Pathak, S. et al. (2016) investigate the impact of control of parents (psychological influence and behavioral constraint) on adolescents' communication and confidence with their parents in their paper. For this research, 300 participants (150 males and 150 females) between the ages of 14 and 19 were chosen at random from different schools in Patiala, Punjab. The findings revealed that teenagers who observed greater levels of social restrictions communicated with and trusted their parents less. The finding reveals that males experience more behavioral limitations than girls challenge the widespread belief that girls are subject to more limitations than boys. It appears that males, who have higher expectations for autonomy than girls do, view parental oversight and control as excessive interference while girls seem to view it as care and involvement. The reality that girls have expressed more trust and belief in parents than boys support this idea even more.

Flouri and Buchanan's (2003) study of 2,722 British adolescents, whose ages varied from 14 to 18, led them to the conclusion that parental participation significantly influenced adolescents' perceptions of psychological well-being. They particularly pointed out that their psychological health concept of satisfaction was positively correlated with age and self-efficacy while negatively correlated with depressive symptoms. Therefore, a decrease of perceived parental involvement, greater levels of parent-adolescent disputes, as well as perceived restrictions from parents of adolescent misconduct were associated with family-related life occurrences and adolescent problem behaviors.

According to J.I. Elstad et al. (2014) examined social variations in parenting with an emphasis on four styles of parenting dimensions: adaptability, demanding behavior, neglecting, and intrusive. The study's findings show no gender differences in responsiveness or neglect, but girls and boys perceived their parents differently in terms of how demanding or intrusive they were. When compared to younger adolescents, older adolescents (ages 16 to 18) found parenting to be less responsive, particularly less demanding and intrusive. It also revealed that while males perceived parents as more intrusive, girls more frequently perceived their parents as demanding.

Swanson et al. (2011) investigated egocentric and involvement resilience as factors of the relationships between loving and controlling parenting practices and early adolescents' academic success, interpersonal skills, and physical health in their studies. Participants included 240 mostly Mexican American early adolescents, their parents, and instructors. The research found substantial positive associations between parental support and ego resilience, as well as among psychological resilience and success, functioning in society, and health. Furthermore, supportive parenting was associated with engagement coping, which was associated with success and health. Controlling parenting was substantially associated with ego resilience but not with engagement coping in adolescents.

In their exploratory research, Dr. Renjini T. & Dr. Gopakumar AV. (2020) sought to determine the relationship between family dimensions and self-esteem and parental attitudes as viewed by youths and their siblings. In Thiruvananthapuram, Kerala, 129 teenagers enrolled in undergraduate programmes and their siblings participated in the research. The Children's Report of Parental Behavior Inventory (CRPBI) and a self-esteem assessment were given to them. The findings show that there is no variation in how children from the same family view parenting. Adolescents have high self-esteem when they believe that their parents embrace them more. The findings indicate that even though using conditional respect may be a seductive socialization strategy, the detrimental psychological and family relationship effects linked to it argue for the use of autonomy- supportive approach.

J. Shakila (2018) investigated the relationship between parents and child of secondary school girl children in reference to their location and school background. The research included 1200 secondary school girl students from the Krishna district. It shows that secondary school girl children have an exceedingly warm connection with their parents. It was also discovered that the type of management at a school has a major impact on their parent-child relationship.

Payal Mahajan and Neeru Sharma (2004) examined the perceived relationship between parents in the Jammu district's urban and rural areas. In their research, they discovered that urban adolescent girls view their parents as more caring and loving, and that they believe in encouragement, while rural adolescent girls view their parents as

primarily inflicting punishment ignoring, and trusting in object punishment. Adolescent girls' perceptions of their mothers, both rural and urban, differ greatly on factors such as securing, discerning, apathetic, figuratively rewarding, caring, and object reward, favoring urban mothers, whereas perceptions of fathers are similarly favorable for both rural and urban on a few dimensions. As a result, it appears that adolescent girls' perceived relationships with their mothers serve an essential part in the transmission of knowledge about issues in parental education.

Zhang and Fuligni (2006) studied 700 rural and metropolitan 10th and 12th grade students in China. They discovered that urban males felt less connected to their mothers than rural males. On the other side, both rural and urban females were attached to their moms. They also discovered that urban females are more likely to disagree with their dads than urban boys or rural males and females.

Rajanibala N. Patel (2019) investigates the impact of the parent-child interaction on adolescents. The study's population included 120 Ahmadabad-area teenagers, including 60 males and 60 girls. The results show that there is no significant difference in age (boys and girls) regarding the Parent-child relationship, no significant difference in the region of residence (urban and rural) regarding the Parent-child relationship and no significant difference in family types (joint and nuclear) regarding the Parent-child relationship.

Farhana Ishrat Chowdhury et al. (2022) conducted research to examine the relationship between parental attachment and relationships between parents and children among college-aged adolescents. In this quantitative, cross-sectional research with a descriptive design, a scale proposed by Robert C. Pianta (1992) was used. 101 people were chosen from among 1000 pupils at Chattogram Biggan College and Chattogram Commerce College in Chattogram, Bangladesh. The demographic description of the participants revealed that 46% of the respondents were male and 54% were female, with all of them aged 17 to 19. According to their study on adolescents' attitudes towards spending time with their parents, 62.4% of the total 101 people who participated are very pleased with their mother, while 49% are very satisfied with their father. While 5.9% and 3% of participants are dissatisfied and very unhappy with their mothers, respectively, only 3.5% are unhappy with their fathers. While a sizable percentage

(nearly 40%) have a close relationship with their mother. However, almost three-quarters of respondents disagree with their dads' proximity and dependence. The study also found that the general closeness between parents is related to several variables such as degree of conflict and closeness. This is most likely due to the impression that overprotective parents limit their children's independence. As an outcome, if adolescents are not provided enough freedom to be independent, they may develop resentment towards their parents, leading to poor communication. On the other hand, there is no significant connection between time spent with parents and father likes-dislikes. The research discovered a highly significant relationship between almost all of the related variables and respondents' overall relationship intimacy with their parents. Based on the research, a comprehensive awareness programme aimed at increasing general awareness of psycho-social relations among students and parents would be an excellent way to enhance relationship understanding.

According to Aziz (2019), a spouse's parenting style, marital happiness, parenthood, relationship between parents and children, child characteristics, job stress, level of education, and socioeconomic position all play a role in establishing the way parents interact in adolescent lives. Furthermore, gender influences susceptibility to anxiety and tension. Furthermore, parents with knowledge can better converse with their children about relationships and their overall well-being.

Casas (2011) reviewed studies on subjective social indicators of children's and adolescents' well-being. The research found that interpersonal relationships are an important indicator of individual (subjective) well-being in adolescents and children because the family is the primary setting to nurture such associations; the quality of parenting may also play a role in children's and adolescents' well-being. An increase in global interest in the entitlements of children to social participation appears to be a chance to promote links with objective and subjective research on young people's and adolescents' well-being. The study concluded that more research is required to determine what the major challenges are when providing scientific data to legislators and the public.

Cai, M *et.al.* (2010) in their studies examined how parenting dimensions (authoritative, psychological control, and over-protecting) relate to youth outcomes (self-esteem, autonomy, and friend attachment) by way of parent-adolescent attachment, among Chinese families. The sample included 298 Chinese adolescents ages 15-18 years (M age = 16.36, SD =.678; 60% female). As a result, authoritative parenting was a positive predictor of attachment, whereas psychological authority was a negative predictor. In turn, parental-adolescent attachment was linked to the following results: autonomy, self-esteem, and peer attachment. Finally, parenting had the same effect on males and girls' outcomes. The findings indicate that what parents do may be related to their adolescents' well-being through the level of relationships they have with their adolescents.

Zhu, X *et.al.* (2021) examined the associations between developmental trajectories of parenting and adolescent well-being. The participants were 3,328 Hong Kong Chinese adolescents (52.1% boys, mean age = 12.59 years at baseline) who responded to questionnaires measuring their perceptions of parenting and well-being every year during the six-year high school period. Positive parenting (i.e., behavioral control and a good parent-child relationship) was found to be linked with greater satisfaction with life and lower despair among teenagers, whereas poor parenting (i.e., emotional control) had the opposite effect. It also shows that psychological control by parents was more closely linked to despair than with satisfaction with life. The results imply that it is critical for fostering adolescent well-being by increasing positive interactions with parents. The results show more proof of both the detrimental effects of psychological control and the long-term benefits of parental attitude control and the parent-child bond. The research also indicates that girls may be more susceptible to psychological manipulation. These results emphasize the significance of taking parents and gender differences in children into account when analyzing long-term parental effects.

Schwarz et al. (2012) conducted a study on “*The strong association between youth well-being and parent-child relationships is robust across cultures*”. An investigation of the associations between children's satisfaction with life and their peer and parental relationships while taking into account the typical levels of family values in

a given culture (such as family vs. individuation orientation) led to this conclusion. The study included 1,034 early adolescents (ages 10–14) from 11 cultures (n = 31-246 children per country). A 5-item survey measuring overall happiness and satisfaction in each of four domains was used to gauge adolescent life satisfaction (friendships, family, school, and health). The finding reveals that early adolescents need their parents' warmth and approval more than their respective cultural values.

Riley Whiting B.S. (2021) conducted a study in the United States to evaluate the associations of parent-adolescent relationship quality on health, mental health and educational attainment among the youth population. The quality of the parent-adolescent relationship in 1997, mental health in 2000, physical health in 2009, and overall educational attainment were estimated using data from the future research inquiry, the National Longitudinal Survey of Youth 1997 cohort (n = 8,984; 52% white, 26% Black, 21% Hispanic, 1% mixed race).. The results indicated a positive and significant relationship between parent-adolescent relationship quality on health, mental health and educational attainment. Also, it supports the hypothesis that parent-adolescent relationships are predictive of health and education outcomes. This path model also highlights specific aspects of parent-adolescent relationships which are associated with certain mental health outcomes, which are respectively associated with education and the overall well-being of adolescents.

2.4 Studies on Parent-Child Relationship and Gender

According to Fagan, Day, Lamb, and Cabrera (2014), while mothers and fathers usually engage in identical types of behaviors when parenting, the gender of the parent and child could affect the meaning of these behaviors and, as a result, the way they are viewed by adolescents and contribute to development.

Michael A Stephens (2009) investigated if there were gender disparities in parenting style and, if so, how they affected the parent-child connection. Participants in this study were Texas State University undergraduates between the ages of 18 and 24. They were given a survey that asked basic demographic data, which parent/parents they resided with the most, and inquiries concerning gender roles of every parent. The Parental Bonding Inventory, which assesses mother care and over protectiveness as well as paternal care and over protectiveness, was also administered to participants. The

study found that men are substantially more considerate of their daughters than of their sons. In addition, this study found that mothers are more excessively protective and compassionate than fathers. The relationships discovered in this research were also highly intriguing. The more compassionate a mother or father was, the less likely their adult children saw them as overprotective, and vice versa. Another intriguing discovery was that if one parent was thought to be compassionate, the other parents were also most likely to be caring. Furthermore, a gender difference was discovered, with female students being far more likely than men to report having overprotective fathers. According to the findings of the study suggested that to do more research on stay-at-home dads to learn about the relationship between father and children.

Furman and Buhrmester (1992) reported no gender differences in mean level for boys and girls during the early stages of adolescence, but from early to late adolescence, they identified an increase in mother-daughter dyads and stabilization for all other parent-child dyads. Other research did not look into or uncover gender differences in mean levels or growth of support for boys and girls.

Lalrintluangi and Devendiran, C. (2014) explored gender differences in parental bonding and parent-child relationship among adolescents who are in the age of 16 years by using data maintained in the Youth Christian Fellowship (YCF) in the selected area, Aizawl. Data is collected through a field survey with the help of structured questionnaires with the families by using Parental Bonding Instrument (PBI, Parker, Tupling and Brown, 1979) which is a 50-question self-report survey using a four-point ranging from "very like" (1) to "very unlike" (4), designed to assess the individual's perception of care and overprotection from each parent during the first 16 years of the individual's life and in terms of parent-child relationship asking questions about who the respondent spent the most time with, felt closest too while growing up and currently, have the most common with, enjoyed spending time with most etc. The findings of the study revealed that females perceived slightly greater caring from their fathers and moms than boys. Furthermore, maternal bonding and parent-child relationships differ significantly by gender.

Ramsey, M.L. (2016) in her article examines the perspective of a college student, the impact of gender and marital status of parents on parent-child relationships. Data

were obtained from 150 adult students, 109 (73%) of whom were female and 41 (27%) of whom were male. The Adult Attachment (AA) Scale had 18 items, and the Parent-Child Relationship Scale (PCRS) had 48 items. The findings revealed a considerable disparity in age and marital status in relationships between parents and children from the perspective of college students. The study also found a significant difference in the relationship between parents between father-child and mother-child interactions on the scales of positive influence, interaction, resentment/role disorientation, and involvement. The study found a link between the participants' marital status as parents and the influence on the relationship between parents and children in terms of the father's beneficial impact, father participation, mother resentment/role confusion, and mother and father communication, but no significant difference in mother identification.

2.5 Parent characteristics: Children's relationships with mothers and fathers

A substantial empirical (see Collins & Russell, 1991; Leaper, Anderson, & Sanders, 1998; Parke, 1995) and theoretical (e.g., Chodorow, 1978; Washburn, 1994) literature is now available about differences between mother-child and father-child relationships. The degree to which these relationships differ is under dispute, and recognition needs to be given to similarities as much as to differences. Similarities between mothers and fathers, or at least the absence of differences, is a more usual finding than differences. For example, Russell and Saebel (1997) examined 116 studies of parent-child relationships that included both sexes of parents and children published in four major developmental journals over a 4-year period and found that only 16 studies reported significant differences between mother-child and father-child relationships. When such differences were found they tended to be for measures dealing with closeness/cohesion and affect (greater in relationships with mothers) (Leaper et al., 1998; Russell & Saebel, 1997). In addition, differences have been noted in terms of (a) more frequent interactions with fathers than with mothers, and (b) interactions with mothers being more around caregiving and with fathers more around play and recreation, especially with sons (Collins & Russell, 1991). It can be seen that the extent and significance of differences in children's relationships with mothers and fathers remains in dispute. There is the further possibility that relationships are differentiated by both sex of child and sex of parent. This suggests that the four dyads of mother-son,

mother–daughter, father–son, and father–daughter could involve relationships that are somewhat distinct.

Despite frequent claims about the distinctness of these four relationships, however, the evidence in support of the proposition is limited (Russell & Saebel, 1997). Nevertheless, it remains an intriguing possibility worthy of further consideration. It might be expected that parent–child relationships would vary according to the personality of parents and of children. This proposition has been tested to some degree in terms of parents’ personality. For example, Russell (1997) examined links between parent personality and mothers’ and fathers’ observed warmth and affection directed to their early school-aged children during a home observation. Personality was assessed using a self-report questionnaire containing 50 items pertaining to positive personality traits, for example, appreciative, loves children, patient, and confident. Positive personality was significantly related to observed warmth and affection (positive association) only for dyads containing mothers and sons. For mother–daughter, father–son, and father–daughter dyads this correlation was negative and not significant. These results suggest that parents’ positive personality characteristics were expressed in relationships with their children only for mothers with sons. This result is partially consistent with those of Belsky, Crnic, and Woodworth (1995) who found that mothering was predicted more strongly and consistently by personality than was fathering with first-born sons over the first 2 years. Russell’s (1997) and Belsky et al.’s (1995) results need to be interpreted in the context of multiple determinants of parent–child relationships. For mothers, it appears that their personality could be a factor in relationships with their children, but not so for fathers. The latter means that factors other than personality could be important for father–child relationships.

In Russell (1997), for example, evidence was obtained that fathers were more likely to be warm and affectionate when their children displayed positive characteristics. This suggests that at least one of the factors affecting father–child relationships are the degree to which the child displays positive qualities such as involvement and warmth. The other side of this situation is that fathers might be especially reactive to disruptive or difficult behavior from their child. Kochanska, Clark, and Goldman’s (1997) results are also relevant here. They examined mothers with children from toddler to preschool age

and found that mothers high on negative emotionality (e.g., depression, anxiety, and neuroticism) and disagreeableness (e.g., angry, aggressive/hostile) displayed more negative affect with their children and were more power-assertive and less nurturing. These results point to some important ways that mothers' personality is likely to impact on relationship with their children. In this case, the evidence suggests that negative aspects of personality are associated with mothers forming more vertical relationships with their children, with less responsiveness and warmth. It appears, therefore, that recent evidence is pointing to a role for parents' personality in relationships with their children, but mainly for mothers. An implication is that influences on father-child relationships are likely to arise from factors other than their personality.

2.6 Theoretical Background

Bioecological Theory

According to Bronfenbrenner & Morris (2006), the relative significance of any kind of communication, including those involving people, objects, and symbols—what they call proximal processes—on an individual's development can be described as a function of the individual's personal characteristics, the ecological context in which the interaction occurs, and the time span over which the interaction occurs. These proximal mechanisms are viewed as the primary drivers of development. For these relationships to be developmental meaningful, they must occur with some regularity over a long length of time and, particularly in the initial phases of life, build complexity and reciprocity.

The theoretical framework conveniently accommodates patterns of family communication. It has been well established that a child's initial network of human contacts has a significant impact on her emotional and cognitive growth (National Scientific Council on the Developing Child, 2004). Parents and their children begin attempting to communicate with one another from birth. During early infancy, a child's speech, facial expressions, and screams convey to caregivers that a need is not being met, and this often results in an action from caregivers to comfort and console the child in some way. These exchanges become more reciprocal as the child learns to utilize motions and language to express her needs with greater detail over time and as she grows more aware of her power to provoke an answer from her carers. (Hoff, 2006). These simple gestures develop into meaningful symbols within the framework of

symbolic contact, serving as the building blocks for more complex types of interaction (Burr, Leigh, Day, & Constantine, 1979). When considered in the framework of the family, these encounters help to establish recurrent patterns of relationships both within and between members of the family (Whitchurch & Constantine, 1993).

Family Communications Theory

Given the critical role that families play in shaping the environments in which children grow, it is crucial to comprehend how relatives interact and how that contact affects each member's wellbeing. We can better understand how the form of family relationships affects child development if we take into account a significant collection of theoretical presumptions and constructions that have been created within the discipline of communication science. Fitzpatrick and Ritchie (1993) provide a historical overview of communication theories and discuss how inferential communication models have been used in the setting of families.

Researchers have created models of interpersonal interaction in families that can take into account "(1) family member's demands, (2) the framework of relevancies throughout the family (i.e., the order of importance of knowledge considered to be most relevant to an interpersonal event), as well as (3) how the family's setting itself shapes the conclusions drawn by family members" based on the aforementioned principles of communicative inference. (p. 571). Fitzpatrick and Ritchie (1993) defined two crucial theoretical notions in the formation of changing structures of family communication: intersubjectivity and interactivity. Because successful communication develops new shared significance between persons, intersubjectivity can be both a basis for and an outcome of a communicative event. Although intersubjectivity does not have to exist between persons in order for them to connect, it is frequently established as a result of effective communication. The extent to which sign generation and its meaning are linked is referred to as interactivity. (Fitzpatrick & Ritchie, 1993).

Interactivity exists within a unit of society such as the family to the degree that family members' communications create predictable trends of communication over time. Interaction is high when people create messages according to their perceptions of other relatives and then change their comprehension based on how those family members respond. High interactivity will result in communication patterns that, at least in part,

define the structure and hierarchy of the family. Although these patterns are typically consistent, they might vary over time when family members have new interactions. The growth of the family unit's communicative structure is facilitated by alterations in the application and comprehension of symbols over time. The theory of family communication patterns developed by Koerner and Fitzpatrick (2002) is based on the concepts of intersubjectivity and interactivity. Individuals gradually establish what are known as relationship schemas as a result of repeated encounters over time with a variety of different people.

In contrast, other research has indicated that men and mothers share many parenting characteristics. Finley, Mira, and Schwartz (2008) discovered that while parents' frequency of certain parenting activities varied the core concepts of involvement from parents and nurturance remained the same. Similarly, Marta (1997) discovered that the feeling of ability to rely on a parent, regardless of gender, was advantageous to the success of young adult launching and teenage school transitions. The responsibilities and habits of fathers and mothers are becoming more comparable as more moms join the paid workforce and as fathers provide more direct child care (Raley, Bianchi, & Wang, 2012). The comparison of mother-child communication and father-child communication is crucial in studies on patterns of family interaction in particular. Even if mothers and fathers actually exhibit comparable parenting behavior and share comparable beliefs regarding their parenting roles and responsibilities, socialized gender communication inequalities may cause children to interpret the same behaviors in different ways. Therefore, parent gender is an element in family communication studies that requires further focus and investigation.

The Family System hypothesis, a different hypothesis examined by Minuchin in 1988, emphasizes that people cannot be comprehended separated from one another but rather as members of their family. As a result, families are thought of as a dynamic, interconnected entity in which different family members have an impact on one another. It is thought that changes in the relationships between some family members have an impact on the growth and development of other family members. Therefore, as it influences kids both directly and indirectly, how parents interact and communicate with one another is crucial for kids' development (Goldberg and Carlson, 2014).

In their study, Collins *et al.* (2004) place a strong emphasis on the attachment hypothesis. The theory places a strong emphasis on parental support in the form of common interests, emotional bonds, and healthcare as a safe foundation for children to venture out into the world and develop new relationships. Furthermore, social connections models emphasize dependency, or the equilibrium of power, in the forms of reciprocity, views of equality, and mutual influences as the primary attribute of close relationships. The social-relational perspective acknowledges that conflict is necessary for close relationships to function because it results from the need to reconcile various goals and expectations. This is particularly important during adolescence when parents and kids need to modify their interactions owing to circumstances changing.

2.7 Studies on Student-Teacher Relationship

Teachers' job is to console, direct, and encourage teenagers (Wentzel, 2016). Due to the amount of time, they spend in class, teachers may get along with pupils better. As a result, instructors have a more significant impact on students' lives (Pianta *et al.*, 2003). One of the most important sources for structuring learners' growth is educators with the skills and expertise to generate positive relationships with students (Oaska-Ponikwia, 2017). A clear definition of learner-educator connections is as vital and substantial expressive and interpersonal relationships that can emerge between students and their instructors as a magnitude of consistent and long-lasting communications (Longobardi *et al.*, 2016; Wang and Guan, 2020). It is necessary to look at factors that build a supportive, high-quality interaction between students and their teachers in order to fully grasp that relationship. The traits of the teacher and the student can both contribute to the growth of high-quality connections in the framework of a bioecological framework for development. Students' biological (e.g., gender, ethnicity), behavioral (e.g., personality, mental and behavioral disorders), and environmental (e.g., parent involvement, income) characteristics influence how well they do in school and how well they get along with their teachers (Bronfenbrenner & Morris, 1998).

According to Bear *et al.* (2011), a positive teacher-student connection also shows how well a classroom or school can foster learning and social-emotional growth. A key aspect of the educational environment in many school climate measurements is the student-teacher connection. During the stage of development, adolescents undergo

pubertal changes and frequently experience changes to their sense of self. The expectations for academic performance are higher for adolescents since they are situated in a school setting where standardized testing is becoming more significant. Teachers may be particularly significant at this stage of growth because they can provide a safe environment for adolescents by providing guidance and support, sharing viewpoints, and helping them to overcome challenges.

Baber and Noreen, Sumaira. (2021) investigated the student-teacher relationship: a study of sixth-grade students' perceptions in Lahore's elementary private and public schools. Participants in this study were sixth-grade kids, mostly between the ages of 11 and 12, who were chosen at random. According to the study, pupils who have a good and strong relation with their instructor are more likely to succeed in school. Furthermore, the study investigates hypotheses significant findings from the student impression of the teacher-student interaction and achievement among students that demand additional research and scholars. Furthermore, all of the respondents stated that they have enjoyed their interactions with her or their educator. The findings suggested that those students who have a positive and strong relationship with their teacher tend to achieve their educational goals successfully.

Mustafa J *et al.* (2018) investigated undergraduate students' attitudes towards their lecturers. Daffodil International University provided the data, and the sample size was 293. The study's findings show that teachers' behavior toward parents has a substantial impact on pupils' impressions. The findings also suggest that students are heavily impacted by teacher features when assessing or making decisions regarding their teachers. Furthermore, instructors' parental behavior had the biggest impact on students' perceptions among the highly important elements. As a result, it is critical that teachers receive training in order to demonstrate excellent attitude towards their children.

Shannon Estes (2021) did a study to investigate students' perceptions of this association and how it influences their enthusiasm, trustworthiness, and dedication to reading. The purpose of this mixed-methods study, which took place in a rural school district in Southwest Ohio, was to help administrators and educators better understand how to foster a strong teacher-student connection. As a result, all of the kids in the study had a great relationship with their teacher. Students responded that it was most important

for their instructor to demonstrate concern, to assist them when they did not understand, and to make them feel comfortable in their classroom. It was also shown that pupils value a teacher who is helpful and kind. There was a moderately positive link established between students' perceptions of their relationship and learning effort of the students.

Hallinan (2008) focused his research on the duties of teachers in molding pupils' attitudes towards school. The study used data from 6th, 8th, and 10th grade students in public and Catholic schools in Chicago to estimate cross-sectional and longitudinal models of teachers' impacts on students' emotions about school. It discovered that kids who believe their teachers love about them, value them, and appreciate them are more likely to enjoy education than those who do not, but teachers' expectations for achievement among pupils had no effect on whether students enjoy school. It demonstrates that teacher-student connections are a significant aspect of students' social environment at school, influencing both academic progress and mental health.

Crosnoe *et al.* (2004) discovered that an adolescent's suggestion of having a positive connection with a teacher was associated to an improvement in academic functioning quality. There is also evidence that there is a correlation between adolescents having more support from teachers and thinking better about them. Adolescents who have support and encouragement from their teachers had reduced levels of depressed symptoms and behavioral issues. The association between a student and teacher may impact student behavior through influencing the student's overall attitude about school.

LaRusso *et al.* (2008) used structural equation modeling to test whether teachers' respect for students' perspectives and ability to make decisions might develop courteous school climates that encourage healthy norms of behavior with a nationally representative sample of 476 youth ages 14-18. Based on the findings of the study, high-school students who saw their teachers as helpful and responsive to their requirements were more likely to have positive school climates and a feeling of social inclusion in their school. Furthermore, empathetic and encouraging teachers were linked to an adolescent's feeling of belonging and respect in school, which is linked to reduced use of drugs and a lower incidence of depressive symptoms.

Stephanou (2014) discovered that students' emotions regarding their connection with their teacher were substantially related to their beliefs about their reading ability. Researchers in this study posed four questions about math and literacy to measure a child's academic motivation. Two of the issues addressed intrinsic interest, while the other two addressed learning objectives. Cronbach's alpha for genuine interest in mathematics was 0.80 and 0.79 in literacy. These findings indicate that the study's questions were credible because they asked what the researcher wanted. The study did not reveal if the relationship affects students' belief in their abilities, but it did discover a link between a student who feels a positive connection with their teacher and the student's trust in their capacity for achievement.

Furthermore, Wentzel et al. discovered a substantial positive relationship between the teacher, kind of teacher assistance, demands, emotional assistance, and motivation in a 2010 study. The purpose of the study is to look into teacher and peer motivational support. Researchers concentrated on four distinct types of assistance both educators and fellow students that may aid in motivation. The survey included 358 students in grades sixth through eighth, as well as their five social studies professors. In the spring, students performed a 45-minute survey during class. The study found a substantial positive link between students' interests and social aspirations, as well as teacher and peer perceived support variables. (Wentzel et al., 2010). It was discovered that professors contribute to a student's desire.

According to (Zee & Bree (2017) a study on adolescents who had a positive connection with their teacher were more inclined to try new things. Students who assume they can succeed outperform students who lack confidence in their abilities to grasp learning tasks. Students who felt encouraged in the classroom reported being able to gain knowledge and feeling more driven to do so. These data support the hypothesis that children with positive teacher-student relationships are more motivated in the classroom.

Pratt *et al.* (2019) investigated the links between parents and teachers' life. Parental education and a single-parent status both had substantial effects on the outcomes. The relationship between accumulated stress in the family and classroom involvement was shown to be inverse. The study demonstrates that accumulated family

stressors can operate as risk factors for a child's development. Students who confront various risk factors at home have developed less effective coping skills. When presented with a new difficulty in the classroom, these include avoidance and off-task behavior, which can lead to unfavorable relations with the teacher. The study found that the relationship between educators and pupils is critical for students who are under stress at home.

Maulana, Ridwan & Opdenakker, Marie-Christine & Bosker, and Roel (2013) in their article investigated changes in TSIR (teacher-student interpersonal relationship) and links with academic motivation as perceived by first-grade secondary school students in Indonesia. TSIR was studied from the perspective of interpersonal behavior in terms of Influence and Proximity. Students' academic motivation was studied from the perspective of self-determination theory. A total of 504 first-grade secondary school students in 16 mathematics and English classes participated in the study. The result showed that positive teacher–student relationships are characterized as warm, emotionally supportive, and trust-building, while negative teacher–student relationships often tend to alienate students and make them feel less supported.

Aldrup *et al.* (2018) did research on the significance of instructors in teenage relationships. The educator-learner relationship reflects the closeness that arises from a two-way contact marked by respect, faith, warmth, and little disagreement. The relationship between educator-learner relations and the educator's psychological well-being is frequently overlooked. This is due to the fact that this component is rarely investigated, which is surprising given that creating relationships with students is one of the educator's key responsibilities.

Deraring, Kreider, & Weiss, (2008) in their research investigated and have found an association between involvement of parents and relationships between educators and pupils provide more evidence for the value of parental involvement. Higher levels of parental involvement have been associated to stronger student-teacher connections in primary school.

Mantzicopoulos (2005) discovered that poorer parent and community interactions with the educational institution resulted in greater amounts of conflict between students and instructors. The study focused on teacher-child interpersonal

conflict and the links between reported conflict and child characteristics. (gender, behavior problems, and academic achievement). These characteristics were investigated in 24 public schools with a group of 103 economically disadvantaged students and their teachers. There was indication that teacher-child interaction was associated with problem behaviors, teachers' opinions of workload stress, classroom instructional approaches, and the relational atmosphere of the classroom/school.

2.8 Adolescent and Teacher Relationships

Adolescents spend an important part of their day at school or participating in activities associated with school. While the fundamental goal of school is to help students to develop academically, the consequences on adolescents are far-reaching, encompassing their mental and physical well-being, safety, political involvement, and social development. Furthermore, its effects on all of these outcomes are generated through a range of activities such as formal education, after-school initiatives, maintenance activities (e.g., being fed, providing a safe atmosphere), and the informal social milieu established on a regular basis by students and staff.

Ali Ibrahim and Wafaa El Zaatari (2020) did a case study to determine the impact of teacher-student associations on teenagers' feeling of school belonging. This case study takes place in an accredited female-only secondary school in a large UAE city, with roughly 650 students, the majority of whom are UAE citizens. Based on the findings, students saw teachers as frequently unsympathetic, harsh, and cynical, whereas teachers believed they mainly used a compassionate strategy, and a few teachers considered students as poor interpersonal abilities such as discipline. Studies also show that teachers strive to motivate and assist students, but because they need to concentrate on teaching and attaining good standardized results, they may overlook their inspiration and reinforcement. The study observed that several pupils, the school "usually recognizes students who succeed or do excellent tasks during the morning assembly." Furthermore, teachers and students felt that the educational system, which concentrates on teaching and exams, did not encourage the development of a loving and trusting connection, despite instructors' understanding of their responsibilities to child. A strong teacher-student relationship fosters students' growth and contributes to a sense of belonging in the school and community. The findings of the study highlighted that there

should be mutual understanding and gratitude for each other's work. Engagement, respect, and care must be shared and the power dynamic must be balanced. If this is accomplished, a healthy teacher-student relationship could be formed.

Anne Gregory and Michael Ripski (2010) investigated teachers' relationship strategy towards punishment as an indicator of secondary school behavior among pupils and trust in the authority of teachers. The student population was 91% Black, with 9% from other ethnic and cultural backgrounds. Males constituted 60% of the sample. Sixtieth and tenth pupils made up 69% of the sample, with 11th and 12th graders making up the remainder. The students were selected from a big metropolitan secondary school with a varied student population of 2,882 students. In classes with teachers who concentrated on creating connections to reduce discipline problems, students perceived themselves as cooperative—engaged with the educational material and activities.

Amanda J. Wyrick (2011) investigates the factors that contribute to high-quality teacher-student connections during adolescence in her article. Good teacher-student interactions have been related to improved educational institutions, personal, and social functioning in students at all levels. The NICHD Study of Early Child Care and Youth Development provided 820 individuals for this research. The data for the study were collected in 2006, when teenagers were 15 years old. Data were gathered from adolescents in the laboratory and at home using questionnaires, and from parents solely at home. The data showed that both gender and income are highly connected to the quality of teacher-student connections, with females having more high-quality relationships. Furthermore, maternal and father involvement ratings were substantially associated.

This study looks at student-teacher relationships in the setting of teacher support. Teacher assistance includes bonding, social support (seeking out the teacher to solve private difficulties), instrumental support (helping students get work done), and shared activities. (Furman, 1996; Furman & Bushmaster, 1985). An in-depth comprehension of support for teachers needs to involve study of younger student's connection to their teachers is characterized in terms of warmth and conflict, in addition to reviewing literature directly connected to connecting with a teacher. Regardless of language or

student age, the impact of highly supportive instructors is vital for kids' intellectual, emotional, social, and behavioral development.

2.9 Theoretical Models

The study is motivated by a number of theoretical perspectives, the bioecological model of human development (Bronfenbrenner and Morris, 1998) and attachment theory are two of them (Bowlby, 1969,1982). Individuals evolve among four types of systems in the bioecological model: the micro, macro and mezzo. The microsystem includes actions, social positions, and interactions with others that the developing person directly experiences. These include teenage interactions at home, school, and with peers. The mesosystem is made up of interactions between various microsystems. A prominent example of system interactions proves among family and school. The exo-system consists of processes that occur across multiple environments, at least one of which is not directly affecting the developing teenager. For example, the exo-system might be used to characterize the impact of a teacher's private life on higher-level interactions with adolescents in the classroom. Finally, the macro system represents the greater cultural milieu in which a person grows. Culture includes aspects like political environment and social position.

The relationships between a person and the environment, known as proximal processes, are the basic mechanisms of human development, based on bioecological model. Relationships between adolescents and a teacher, as well as an adolescent and a parent, are examples of key proximal processes in adolescence. The character of these steps is impacted by the adolescent's features, surroundings, and the time period in which they occur. Individual characteristics that influence proximal processes, according to Bronfenbrenner, are characteristics (e.g., temperament); assets of ability, knowledge, expertise, and skill; and requirements (i.e., features of the adolescent's character that invite or prevent reactions from the environment). Proximal dynamics are reciprocal in the sense that an adolescent's traits affect their surroundings and the context influences the adolescent's characteristics. Furthermore, the adolescent's subjective impression of the environment can influence growth in the same way as real actual exposure to the environment might. For instance, an adolescent's idea that a teacher is going to be

supportive may have the same effect on development as real experiences of provided assistance.

Attachment theory, which is based on the bioecological framework of development, focuses on relationships, or proximate methods, among people as well as others in their surroundings. Attachment theory describes humans' propensity to create strong affectionate ties with others. An attachment to a primary caretaker develops in the child throughout their initial few years of development. This attachment may or may not be secure. A youngster who has a solid connection utilizes their caregiver as a rock and feels secure and supported when taking on new responsibilities. Adolescents who are close to their parents may utilize them as a safe haven to explore new environments before returning to them when their levels of competence are attained (McElhaney *et al.*, 2009).

On the other hand, children and adolescents with an insecure attachment are those who do not seek comfort and love from the primary caregiver after an upsetting event. The youngster may run away from the caregiver (insecure-avoidant) or scream for the caregiver yet resist comfort when it is given. (insecure-resistant). A youngster who does not consistently react to the caregiver is said to have another kind of attachment known as insecure-disorganized. A child's attachment style to a more significant primary caregiver affects how they interact with others by forming an internal framework for functioning that teaches them about their own value and the reliance of other people to provide for them. Adolescents may benefit from the internal functioning model because they feel secure in their interactions and trust that other people will be there for them in times of need. If the internal structure of work is negative, however, youngsters may reject people or experience anxiety when forming new relationships because they doubt their capacity to rely on others. Multiple attachment relationships refer to a person's capacity to develop attachment ties with a number of significant other throughout the course of their lifetime (Bowlby, 1969, 1982).

Bronfenbrenner & Morris (1998) states that the value of their research study is informed and supported by the attachment theory and the bioecological model's theoretical foundations. The first part of this study looks at how parent participation in education affects the interaction between teachers and students. For a complete

understanding of adolescent development, the bioecological model encourages the investigation of micro systems (i.e., the relationship between two systems in which the adolescent exists). Second, the study of relationships among teachers and students is supported by attachment theory. For instance, teachers who act as a child's safe haven might offer emotional support to encourage a child's successful adjustment to the school setting. (Zionts, 2005). Additionally, it is believed that teachers are the main non-parental role model and attachment figure for teenagers. Given that strong attachments are essential for healthy development, teenage connections to higher-ranking teachers are even more crucial for those teens that lack stable relationships with other carers. (Eccles & Roeser, 2009). Last but not the least, the bioecological model encourages research into how socioeconomic status, gender, and behavioral traits affect relationships between teachers and students. According to Bronfenbrenner and Morris (1998), a person's traits, such as behavior and gender, might affect proximal processes that are crucial for development. The integration of the ecosystem in the bioecological framework also lends support to the investigation of income as a predictive variable. In this approach, the family's financial standing can affect the growth of a different area where the teenager has a significant role (i.e., school context).

There are various theoretical frameworks that can utilize when working with adolescents to promote their well-being. Some popular approaches in social work include systems theory, social learning theory, psychosocial development theory, psychodynamic theory, transpersonal theory, and rational choice theory. In the context of adolescent well-being, the psychosocial development theory is particularly relevant. It focuses on an individual's sense of self and capacity to maintain a positive attitude and healthy mindset in the face of adversity. However, it is worth noting that there is ongoing debate in the field of social work about the most appropriate theoretical framework to use when working with adolescents. Some programs are currently undergoing curriculum redesign projects to identify the most effective approach. Ultimately, the most relevant theoretical framework will depend on the specific needs and circumstances of the adolescent and their family, as well as the social worker's training and experience.

2.10 Teacher-Student Relationships and Social, Emotional, and Behavioral Outcomes

Amanda Jeane Wyrick (2011) in her research examines contributing factors to high-quality teacher student relationships during adolescence. As a result, all levels of schooling, a warm, encouraging interaction with a teacher can promote a student's growth on the social, emotional, and behavioral fronts. Increased levels of societal competency have also been correlated with teacher support and connectedness to students. Additionally, it has been demonstrated that supportive teacher-student relationships are associated with decreased levels of aggressive and other maladaptive social behaviors.

Greenberg *et.al*, (2000) investigated characteristics of the children's interpersonal and contextual experiences in schools. 289 elementary school students (mean age 11.5 years) answered a questionnaire designed to examine the quality of their connections with instructors as well as their impressions of school environments. The findings revealed that student categories matched those reported by other studies for student-teacher relationships. Students who had bad relationships with instructors and poor links with the school had lower self- and teacher-rated emotional and social adjustment than children who had good connections and bonds. Positive student-teacher connections foster sentiments of connectedness and connectedness to the school.

Wong *et al.* (2021) investigate the association between numerous components of school atmosphere and adolescent emotional and social health outcomes in their paper. Academic outcomes, including development of adolescent's health, and well-being, are assumed to be influenced by schools and school climate. The data was analyzed from the Reducing Inequities through Social and Educational Change Follow-up (RISE UP) Study, a Los Angeles-based longitudinal natural experimental study that collected high school students from 2013 to 2018. The sample size is made up of 10th and 11th grade students. Based on the results of the findings, there is significant evidence that students' perceptions of many characteristics of the school atmosphere are related to adolescent social-emotional health across time. Furthermore, the study discovered that teacher relationship and discipline style may be particularly significant protective variables in teenage well-being. The study suggests that greater social-emotional health among

teenagers is closely connected with the educational setting, particularly an authoritarian school environment. Teachers' relationships and disciplinary approaches may be the basis for future efforts to improve children's social-emotional health.

Zhu X *et al.* (2022) investigated how parental factors (e.g., behavioral control, support, parent-child relationship, and psychological control) and school factors (teacher-student relationship and student-student relationship) affect adolescents in their study "Parental and School Influences on Character Attributes among Chinese Adolescents." The study's sample consists of 2,472 Chinese teenagers (Mean age = 14.76 1.82 years; 1,271 girls) and 412 Chinese parents (Mean age = 45.68 6.53 years; 313 mothers) from Hong Kong. The study found that favorable parental and relational elements in school had a significant positive effect on children's character characteristics. The findings also suggest the necessity of strengthening environmental resources in families and educational institutions through both parental and educator education for successful moral education, which is critical for the healthy development of children and adolescents.

Arslan G *et al.* (2022) did a study to investigate the impact of school belonging in mediating and moderating the relationship between strength-based parenting and social-emotional well-being in young people. The Strength-Based Parenting Scale, Social and Emotional Health Survey-Primary, and School Belongingness Scale were used to survey 343 students in grades 6-8 from Turkey. Strength-based parenting predicted school belonging, thankfulness, zest, optimism, and persistence, while school belonging moderated the influence based on strengths parenting on social-emotional well-being. Furthermore, the findings point to the significance of school participation on youth psychological and social well-being in a setting of parental experiences.

Cavioni V *et al.* (2021) investigate whether interactions at school with instructors and classmates, as well as life satisfaction, affected psychological well-being in a large number of teenagers, while controlling for gender and age invariance. The study included 3,895 teenagers who filled out self-report questionnaires about their reported life happiness, student-teacher relationship, school connectedness, and mental health. According to the study's findings, there is a substantial link among the standard of adolescents' school relationships, their life satisfaction, and their mental health. Second,

satisfaction with life, which was found to be positively connected with psychological well-being, was discovered to operate as a mediator between positive relationships and mental health in teenagers. Third, both the standard of school interactions and satisfaction with life seemed to protect mental well-being, and this result did not differ significantly by gender, whereas the strength of classroom relationships and mental health dropped with age. As a result of the study, life satisfaction served as a bridge between adolescents' positive school relationships and their mental health.

2.11 Contributors to Teacher-Student Relationship Quality

Bronfenbrenner & Morris (1998) in their research findings, teacher-student connections are critical for student academic performance as well as improved emotional, social, and behavioral functioning. According to the bioecological model for growth proximal mechanisms between a student and a teacher are influenced by the student's and the environment's features.

To enable the quality of the student-teacher interaction, research has traditionally concentrated on 19 demographic factors of the student, such as gender (Baker, 2006; Birch & Ladd, 1997; Pianta & Stuhlman, 2004), economic status, and internalizing and externalizing difficulties. The family environment and its potential influence on the bond among students and teachers have received little consideration. By studying the understudied yet significant external factor of parental involvement with education, this study builds on earlier studies. In order to precisely investigate the effects of these variables on the connection among students and teachers during adolescence, the study also incorporates behavioral traits, gender, and income.

2.12 Factors associated with Student-Teacher Relationship by gender and income

Student gender and family income have also been connected to the effectiveness of the teacher-student relationship. In preschool classes where 60% or more of the pupils live below the poverty line, the quality of interactions between students and teachers is weaker (Pianta et al., 2005). Females have consistently closer relationships with their teachers and experience less conflict with them than boys do, which suggests that gender has an impact on the quality of the teacher-student connection (Baker, 2006; Birch & Ladd, 1997). While boys feel less closeness and more conflict, this has an impact on

their academic performance in elementary and middle school (Hughes et al., 2001; Saft & Pianta, 2001).

The study done by Kesner (2000) looks at certain traits that are particular to the relationship between a kid and a teacher, such as ethnicity, gender, and relationship history, in both teachers and children. For this sample, 158 pre-service teachers from an immense urban institution in the Southeast of the United States who were beginning their final school internships were chosen. After adjusting for teacher and child age, the relationship between the independent factors (teacher race, child ethnic background, and child gender) and the variables that are dependent (closeness, disputes, and dependency) was examined. When positive MANCOVAs were discovered, they were followed by a univariate assessment of covariance (ANCOVA) to pinpoint the precise relationships between the independent and dependent variables while adjusting for teacher and child ages. The findings suggested that boys might draw greater interest in the classroom because they are more aggressive, but this attention might frequently take the form of hostility and redirection, further eroding the rapport between the teacher and students.

The study conducted by Wahlstrom, J *et.al.* (2021) was to explore differences in psychological conditions of work in school and life fulfillment by gender and grade, as well as look into the relationship between emotional working situations in school and life fulfillment among boys and girls and students of different grades. The data from the Swedish Health Behavior in School-Aged Children (HBSC) research of 2017/18, which included 3614 students in Grades 5, 7, and 9 (11, 13, and 15 years old), were used. According to the findings of binary logistic regression analyses, school demands were inversely related to life satisfaction, and higher levels of teacher and classmate support were related to better levels of life happiness. These findings were discovered for both genders, as well as pupils of all grade levels. According to the findings, schools have the capacity to encourage positive health among pupils. More precisely, the findings show that schools can improve students' well-being by assisting them in dealing with school demands, allowing teachers to provide suitable support, and promoting a healthy social atmosphere among students.

According to Ewing and Taylor (2009), guys are socialized to be more aggressive and domineering, whereas girls are socialized to be quieter and more subservient to others. These various gender socializations could assist why boys have more disputes with teachers and girls have more intimacy. Income is a socioeconomic element that has been connected to a variety of children outcomes. In a study of children aged between the ages of three and five, those from higher-income families performed better on cognitive tests than those from lower-income families.

Research by Votruba-Drzal (2003) supports this idea by finding that family income is connected to the level of the cognitive stimulation that youngsters experience at home. When poverty persists during primary school, a child has a considerable risk of dropping out. According to the findings of an in-depth review of the literature on family poverty, children who grow up in adversity are more inclined to be emotionally distant, sad, have behavior and conduct difficulties, and have weaker peer interactions. Parents who work longer hours or are under more stress due to financial insecurity have less resource and time to be supporting and attentive to their child's emotional, social, intellectual, and behavioral development. Taken together, evidence demonstrates that income, regardless of its definitional features, is crucial for comprehending relationships and student outcomes.

Furthermore, student and teacher relatedness in students is related to their mental health and psychosocial adjustment. Scholars pointed out that, pupils who believe their teacher is genuinely interested in them are happier. Studies have also indicated that pupils who believe their teachers care about them and are prepared to support them exhibit reduced levels of anxiety and symptoms of depression when confronted with stressful events.

2.13 Parental Involvement of Student-teacher relationship

Long (2007) investigates parent involvement in classroom-related matters and explores school-level disparities on various aspects of teacher-rated parental involvement and school environment while controlling for gender, age, ethnicity, level of certification, and the amount of years teaching. From existing data, 234 elementary teachers and 178 middle school teachers submitted information on their impressions of parent participation and school atmosphere. Elementary school instructors were

recruited from Texas and California school systems. Teachers for middle school were chosen from suburban school districts in Southeast and Southwest Texas.

The result of the study indicated that schools that engage parents in fostering a favorable educational atmosphere foster an environment where parents desire to get involved. Parents' views of schools increase when schools encourage parental involvement. By encouraging good home-to-school communication, schools can enhance their school climate. Parents are more inclined to get involved at school when teachers write homes about educational activities and methods for helping kids at home. When teachers interact with parents, a collaborative environment is created. Teachers can foster a collaborative environment by being enthusiastic about working with parents and children from various cultural backgrounds. Parental involvement is influenced by their role at home (supervising children's learning) and by their involvement in school-sponsored activities. (parent-teacher conferences, volunteer activities, various forms of parental activism, workshops and seminars for parents). It is commonly known that parental participation affects both children's and adolescents' academic performance.

It's critical to understand what variables lead parents to become active in their children's and teenagers' academic lives in order to comprehend the concept of parental participation more thoroughly. A theoretical model was developed by Hoover-Dempsey et al. (2005) to explain the many predecessors of parental participation. This paradigm covers three major categories: parents' conceptions of parenting and its effectiveness; requests from others to participate; and components of the parent's contextual existence, such as time and abilities.

Carlisle *et al.* (2005) discovered an association between a parent and a teacher as a related factor in their studies examining indicators of parent involvement (When teachers and parents view their connection with each other as more favorable, greater levels of involvement from parents in both home and school take place. In one case study in an urban elementary school, the degree of relationship between parent and teacher, as well as teachers' overall attitudes towards parents, were related to the extent to which or not a parents became involved in the school. A teacher's attitude (supporting or negative) towards parental engagement can also have a substantial impact on the parent's actual amount of involvement. When it comes to school invites, parents who

feel welcomed and assess school responsiveness in a positive way are more inclined to be engaged with their child's education.

According to Dempsey et al. (2005) research, employed parents had reduced school-related involvement by parents in Head Start. According to research, the family's ethnicity has a considerable impact on the quantity and manner in which parents participate in the education of their children.

Gonzalez et al. (2005) found that increased parental involvement from early childhood to high school is associated with a variety of positive emotional results for students, including increased perceived authority and ability, self-efficacy, concentration and focus, and drive to complete school tasks. A growing amount of research investigates the relationship between the parent-teacher relationship and student accomplishment. While research indicates that when parents and teachers operate well together, it is equally vital to investigate how parental engagement improves the relationship a kid has with his or her instructor.

Jasmeet Kaur Bedi (2021) in her paper was to explore adolescents' goal-setting about parental participation. The sample consists of 464 teenagers who attended schools in the Punjabi area of Ludhiana that are associated with the CBSE. Students in the 9th and 10th grades with parents who are either graduates or undergraduates provided the data. The sample was further divided between students that were male and female. A basic random sampling strategy, a stratified random sampling technique, a purposive sampling technique, and a systematic random sampling technique were all used to select the sample. The investigator's goal-setting scale and Dr. Sangeeta Trauma's parental involvement scale from 1998 were used to achieve the goal. The study showed a strong connection between adolescent goal setting and parental involvement dimensions, as well as a significant association between male adolescent goal setting and parental involvement dimensions and a significant association between female adolescent goal setting and parental involvement dimensions. The research also suggested practical benefits for parents, who should create a setting that will support their child in establishing objectives. Teachers and administrators at schools stated that the study useful in planning programs and events that guarantee parental involvement in their children's goal-setting.

Oparaugoet *al.* (2021) examined interpersonal skills and self-efficacy as indicators of psychological adjustment in secondary school adolescents in the Awka Education Zone of Anambra State. The survey included 4,421 senior secondary two (SS2) students from 61 secondary schools in the Awka Education Zone. The study's sample size is 485 SS2 collected by a simple random sampling procedure. For data collection, three sets of questionnaires termed "Emotional Intelligence Questionnaire (EIQ)," "Self-Efficacy Questionnaire (SEQ)," and "Psychological Adjustment Questionnaire (PAQ)" were employed. The study's findings revealed, among other things, that students' interpersonal skills and self-efficacy strongly predict their psychological state of adjustment. It was also discovered that there was a link between teenagers' emotional intelligence, self-efficacy, and psychological adjustment. Based on the findings, it was suggested, among other things, that parents and teachers invest more time and effort to empowering their children and students to develop good self-efficacy in order to promote their psychological adjustment.

2.14 Wellbeing

Seligman (2011) describes well-being. It has multiple dimensions, boosting students' well-being in schools necessitates a whole-school strategy that includes both teachers and parents. Positive psychology seeks to increase subjective happiness and well-being. Positive psychologists seek to improve social functioning and individual accomplishment by accumulating positive knowledge about well-being. (e.g., enhancing subjective well-being).

Kayla Cripp & Brett Zyomski (2009) investigated adolescents' psychological well-being as well as perceived parental participation: implications for involvement of parents in middle schools. The findings were that perceived parental participation affects adolescents' psychological well-being, particularly self-worth and self-evaluation, peer connections, and the frequency of unfavorable familial life events. Adolescents assess their sense of self-worth, self-esteem, and confidence based on parental participation perceptions; thus, perceived involvement from parents is critical to an adolescent's emotional well-being.

Brouzos, Vassilopoulos & Boumpoulis, (2016) reveal in their study on Adolescent subjective and psychological well-being: the role of meaning in life. The sample was taken from 477 Greek adolescents, the age group of 14 to 17 years, with a mean age of 15.52 years. The sample consists of upper higher secondary school students having a good socio-economic background. The meaning in life and the two dimensions of wellbeing subjective wellbeing and psychological wellbeing were measured with the help of scales. The study states that there is a positive correlation between meaning in life and the two different dimensions of well-being. The adolescents who experienced a meaningful life have experienced high psychological and subjective well-being. The meaning in life has a positive influence on well-being rather than a negative one. Fair treatment was the first predictor of adolescent's well-being, followed by achievement in life.

Thomas, Liu & Umberson. (2017) states that the relationships within the family play a significant role in well-being across the life course. The types of family relationships discussed in the study include marital, intergenerational, and sibling, the relationship within the family influence and affect well-being either positively or negatively. The study also focuses on the quality and diversity of family relationships to understand their impact on the well-being of adults across the life course. The family relationship facilitates an individual to have better well-being by promoting the coping mechanism, engaging in healthier activities and enhancing self-esteem. Similarly, when there is a poor family relationship, extreme caregiving and divorce of parents can be a form of stressor that has a negative effect on well-being.

Moreira *et al.*, (2015) conducted a study on the personality and well-being of adolescents among Portuguese adolescents. The sample consists of 1540 adolescents. The Temperament and Character Inventory (TCI) assessment was used to evaluate personality and teenagers' well-being was assessed using a composite perspective of life satisfaction, contentment with social support, and health-related quality of life. Variable-centered and individual-centered were also analyzed in this study, and the study was also evaluated based on the previous study conducted among adults. The well-being of adolescents has significant differences by age on the different dimensions of personality. Younger adolescents have a higher level of well-being. Self-directedness personality

was strongly associated with all the dimensions of well-being. The results also confirm that the three dimensions of character measured by the Temperament and Character Inventories influence effective and non-effective well-being among adolescents.

Savoye, (2015) has a study based on the 9th Health Behavior in School-aged Children (HBSC) study. The goal of this research is to better understand the gender disparities in psychological problems by examining well-being components such as self-assurance feeling helpless, satisfaction with life, and body image. These factors help in examining the gender differences based on the age categories, and a different investigation on the female was done after taking into account each factor of well-being. The results showed that boys tend to have better well-being in terms of life satisfaction, helplessness, self-confidence and body image than girls and showed that there is a significant association between each well-being factor and psychological health symptoms. The gender differences remained significant only in sleeping difficulties among 13–to 15-year-olds. The study concludes that self-confidence is an important factor in decreasing gender differences.

Zukauskene (2013) did a literature review on adolescents and well-being. According to the literature, teenage well-being is affected by both personal and contextual factors. Adolescent health is influenced by the setting in which they develop and thrive. Adolescents' living situations and living environments might have an impact on their overall well-being. Those from lower-income and higher-income families may differ significantly.

Bakar & Sidek, (2013) conducted a study on the well-being of adolescents: a fitting measurement. The study was conducted among 650 students in Malaysia; they developed a self-administered scale for well-being which includes the three dimensions of physical, psychological and social well-being. Well-being was discovered to modulate the association between support satisfaction and parental satisfaction. Psychological well-being encourages effective parenting. Poor mental health and a low sense of well-being can result in distressing physiological symptoms. The study suggests that a positive psychological well-being perception is associated with fewer physical difficulties.

Van Der Kaap-Deederet *et al.* (2017) investigated the unique relationships between different sources (mothers, students, and children) for alleged regular autonomy assistance and psychological control and children's basic psychological needs and well-being in their study. 2 children from 154 homes (Mage youngest child = 8.54 years; SD = .89 and Mage oldest child = 10.38 years; SD = .87) provided daily assessments of the study variables for 5 days. Multilevel studies revealed that each source for perceived autonomy assistance and psychological influence was associated to variations in everyday well-being and ill-being in a unique way. These connections were mediated by previous psychological need fulfillment and frustration. Overall, the findings confirm the dynamic function of autonomy assistance and emotional regulation in the development of children. In learning scenarios, the health of students must be regarded as containing students' emotional, social, bodily, and intellectual routes of being, which fluctuate every day and are determined by whether their sentimental, physical, social, and mental goals have been satisfied.

Hasumi *et al.* (2012) conduct research on "Parental Involvement and Mental Well-Being of Indian Adolescents." The study looks at the association between parental participation and mental well-being in school-aged children aged 13 to 15. The sample consisted of 6721 children who took part in India's nationally representative Global School-based Student Health Survey (GSHS). Parental participation, including homework checking, comprehension of the children's difficulties, and parental awareness of the adolescent's free time, was found to decrease with age, whereas poor mental health (loneliness, fatigue due to anxiety, melancholy, and hopelessness) was reported to grow with age. Adolescents in India who reported a significant amount of involvement from parents in their life had reduced levels of despair, loneliness, and anxiety. High levels of parental participation were consistently related with a lower chance of poor mental health in both boys and girls, according to age-adjusted logistic regression models. This study reveals an essential viewpoint of Indian adolescents.

Singh *et al.* (2015) discovered an age-related drop in PWB levels among adolescents in India as they progressed from early to late adolescence. Similar findings have been found in adolescent samples from Australia and Spain. (Tomyn *et al.*, 2015; Tomyn and Cummins, 2011). However, research on the relationship between age and

other categories of individual well-being in India is scarce. For example, Singh et al. (2015a) found PWB to be higher in men than females in particular in the PWI domains of security and success in life among the North Indian adolescent population.

Daraei (2013), on the other hand, discovered no gender disparities in the emotional well-being of adolescents in a sample of Indian undergraduates in Mysore city. As a result, additional research is required to gather further proof and explore the association between socioeconomic status and well-being.

Jeba & Premraj, (2015) reveal that social and emotional well-being is a multifaceted concept encompassing both individual capacities and social competencies; it refers to the way an individual thinks and believes about themselves. The effect of social and psychological well-being differs based on the development stages of a person, the effect on children or adolescents may differ in their behavior, thoughts, and feelings. There is no single measure of children's and adolescents' social and emotional well-being. A typical criterion used to evaluate emotional and social health is based on how people describe their general sense of life satisfaction or happiness. Socioeconomically disadvantaged children and adolescents are less likely to experience healthy emotional and social well-being throughout childhood and adolescence. Having the capacity to adjust and deal with daily problems (resilience and coping abilities) while enjoying a satisfying life is an indicator of well-being.

Pravitha & Sembiyan, (2015) conducted a study on the psychological well-being of adolescents in the current scenario. The sample consisted of 50 adolescents from engineering college, they were randomly selected, and the sample age range falls between 18-21 years respectively. The Ryff psychological well-being scale was administered to assess the well-being of an adolescent. The findings state that socio-demographic variables like income, age, and gender are negatively related to the psychological well-being of adolescents. At the same time, the study hypothesis was stating to be true that hosteller adolescents may have good psychological well-being at some point.

Spencer & Thanh, (2012) conducted a review on Adolescence Well-being: fitting measurement. The review indicates that there is not an extensive amount of published research on the influence of low income/SES on teenage well-being. The review reveals

that the income and socio-economic background of children affect children until they attain adulthood. The early childhood low-income/SES experience later undesirable physical health outcomes. The impact of different duration of low-income/SES and mediators and moderators were not studied.

Yeo, *et al.* (2007) examined the gender differences in adolescents' concerns and emotional well-being among Singaporean adolescent students. The study reveals that girls are more concerned about their emotional well-being than boys. Adolescent girls tend to have a better relationship with their peers, classmates, and parents than boys this may be because of their socialization process, and the roles played in the family may also increase the relationship with their parents. However, girls are more worried about them and have emotional distress compared to boys. Regarding the coping mechanism for their emotional distress, adolescent girls may have more difficulty in coping than male adolescents.

Trzcinski & Holst, (2007) examined the Subjective Well-being of Young People in Transition to Adulthood among young people in Germany. The study focuses on the socio-demographic characteristics of young people and their parents, personality traits, quality and quantity of relationships with others, and their life satisfaction. The result indicates that there is stability in the different domains of life satisfaction. Adolescents who have a good relationship with their mothers are probably having a higher level of subjective well-being than those with a lower-quality relationship with parents or mothers. The qualities of relationships within the family and friends have a positive association with subjective life satisfaction. The study also indicates that there is no consistent relationship between well-being and household income, but a little sign on the mother's report of financial worries is expected to have a negative influence on the well-being of adolescents. The employment status of the mother also has little influence on well-being.

The primary goal of the study is to examine the significance of life and psychological health of various student groups, with a focus on gender differences and academic levels. Psychological health is closely tied to finding meaning in life. This demonstrates that those who feel as though their lives have meaning will generally experience greater psychological well-being than people who do not. The developmental

stage of a person, their family and social networks, their connections, their education, their professional preferences, their grade, and their gender can all have an impact on their sense of purpose in life as well as their psychological health. (Rath. & Rastogi, 2007).

An exploratory study on how self-esteem and affectivity can be used to predict general well-being among Scottish adolescent participants was undertaken by Karastzias, et al. (2006). The results of the study show that emotion and self-esteem are significant predictors of teenagers' overall well-being, whereas home self-esteem appears to serve as one of the most significant predictors. Total well-being is also influenced by mood and self-efficacy in the two well-being categories. According to the study, family variables that contribute to fostering teenagers' well-being include their living environment, communication, and relationships within the family. Additionally, adverse affectivity was the most accurate predictor of anxiety well-being, whereas school self-worth was the best predictor of the physical well-being domain.

The objective of the Sollerhedet *al.*, (2021) study was to examine the relationship between perceived subjective health and considered body image (looks and physical function), physical activity, perceived academic well-being, and considered family financial status. Cross-sectional research was conducted in four different municipalities in southern Sweden. Data were collected via questionnaires filled out by adolescents in Sweden (n = 1518, 51% girls; median age 14; range: 13-15), with a participation rate of 73%. Based on studies, adolescents who evaluated their families' financial condition as being stable was more likely to rate their own subjective well-being as being in good shape. Although the link between socioeconomic status (SES) and health has been well-documented, it is less certain because plausible causal processes can operate in both ways. Since our study's design was cross-sectional, causal explanations are not possible. It has been demonstrated that subjective assessments of social status can have an impact on health and that subjective socioeconomic status (SES) is related to self-reported health in other studies. The findings emphasize the value of healthy school climates, encouraging a positive self-image, and encouraging teenagers to engage in more physical exercise. Therefore, it is difficult to ask about the household's financial condition when conducting research on health and wellbeing.

According to Flouri and Buchanan (2003), adolescents with poor mental health may experience lower levels of enjoyment, contentment, and self-esteem while enduring high levels of suffering. (Amato, 1994). Adolescents who have a lack of mental health or psychological discomfort may also have a low sense of enthusiasm and self-efficacy, as well as high levels of symptoms of depression. Furthermore, these teenagers may regard social issues as more severe than other kids. (Wilkinson, 2004). In conclusion, teenagers who have inadequate psychological well-being create less-than-desirable self-evaluations, which have a major impact on their pleasure and contentment.

2.15 Socio-demographic factors

Ting (2018) investigated the impact of "socioeconomic classification on children's psychological well-being in China: the mediating role of family social capital." The findings suggest that socioeconomic level has little bearing on children's psychological well-being. Furthermore, the two social capital indicators of parental participation and parent-child interaction play an important role in the development of children's mental and psychological well-being.

Frasquilho, *et al.* (2017) conducted a cross-sectional study on the factors affecting the well-being of adolescents living with unemployed parents; the study was conducted to improve the well-being of adolescents related to their parental unemployment. The study reveals that there is a higher rate of unemployment among the mother than the father and states that the mother's unemployment status has little effect on the well-being of adolescents. Girls from lower socio-economic status reported that their well-being is less affected by their parental unemployment. The study also highlighted that the feelings of father's unemployment are negatively affected among older adolescents' boys and the mother's unemployment is negatively affected among older adolescent girls which shows that the older adolescents are more concerned about their family's economic condition and how the employment status of the parents have affected on their life as the parents are the role model during the adolescents.

Divya & Paul (2016) conducted a study on the Socioeconomic status and well-being among early adolescents. The study consists of 200 adolescents (100 male and 100 female) from the private and government school of South India, they were selected purposively. The Socio-economic Status scale (SESS) and Personal Wellbeing index

School Children were administered to measure socioeconomic status and well-being respectively. The study shows that well-being and socioeconomic status do not influence each other, depending on the individual's perception of happiness, the level of well-being is considered to be higher. There has found to be significant differences in the well-being of boys and girls, girls tend to be better than boys in their well-being.

Khanna P, and K. Singh (2015) investigated the perceived determinants influencing well-being among urban Indian teenagers. The participants included students and teachers from both public and private schools; qualitative data was collected from 900 children aged 10-15 years; and a semi-structured interview schedule was used with 17 teachers to discuss teenage problems and interventions. The study reveals that lack of parental guidance, peer pressure, the influence of social media and technology and academic pressure harm the well-being of adolescents, at the same time the teachers also reveal that the as adolescents are in the transitional phases into adulthood where there is a drastic change physically and psychologically, due to these the adolescents may encounter problem in the development of their general wellbeing. To improve their well-being and happiness the adolescent students reported the quality of relationships within the family, the relationship with their school teacher and with their peers and to have more activity-based learning.

Chu *et al.* (2015) investigated the effects of socioeconomic status and social assistance on happiness. The investigation employed cluster sampling approaches. 600 surveys were delivered to high school students aged 12 to 18 from two senior high schools in Beijing, with 541 returned and 520 valid questionnaires. (Male 226, female 294). The percentage of valid responses is 86.67. When social assistance is taken into account, the study finds that socioeconomic status has no substantial effect on well-being. Without taking into account social support, it has been discovered that family money has some impact on children's well-being, although parents' level of education and job status do not. When social assistance is considered, however, the impact of income on family members becomes minimal. This suggests that socioeconomic status can influence happiness through social support.

Bergman and Scott (2001) determine that there is very little variation among genders in the general well-being of adolescents, which can be explained by their socialization process, gender identity, and the existing inequality between men and women in society, in their studies of Young Adolescent well-being health-related behavior: gender and socioeconomic differences. According to the study, regardless of gender, age is a major determinant of satisfaction in family life. Older teenagers are less satisfied with family life, owing to their need for autonomy and independence from their parents. Adolescent well-being is unaffected by socioeconomic factors such as family history.

2.16 Studies on Parent-child, Student-Teacher relationship and Wellbeing

Kiran Hashmi and Humera Naz Fayyaz (2022) conducted research on the relationship between adolescent feelings and academic achievement. It investigates instructors', parents', and students' opinions of adolescent emotional understanding and intellectual growth. The study population included teachers, parents, and adolescent students enrolled in Karachi's Cambridge stream. Purposive sampling was used to choose the sample, which was then analyzed using thematic analysis approaches. According to the data provided below, both parents and instructors believe that adolescents deserve to be handled with care by building a friendship link, making them a partner, sharing their thoughts and life ideology, and directing them and assisting them in day-to-day issues. They must not be separated from their family. Another conclusion indicates that friendly teachers quickly become friends with adolescents and enjoy their company; on the contrary, unpleasant teachers and adolescents are worlds apart; they do not like to discuss their thoughts or emotions with them. Teachers, on the other hand, believe that mothers need to be open and pleasant with their adolescent children. Some parents, however, feel that adolescents will never become their friends since they perceive us to be their enemy. Furthermore, the results reveal that emotionally unstable students cannot function well in academic and require parental and teacher support to promote self-worth and understanding oneself of emotions and needs.

Georgina Cattley (2004) investigates the relationship between teacher support and student well-being, while the study also addresses parental and peer support. The sample size was 2968 students (10-15 years old) from 22 schools in metropolitan and

rural South Australia. The ages of 10-15 are referred to as the "middle years of schooling." The Japanese sample included 5377 kids of similar ages from 18 Tokyo metropolitan schools. The questionnaire items of interest include kids' perceived support from their parents, instructors, and peers, as well as student well-being. The findings showed that a substantial difference in the amount of support that students feel from their parents, as well as an important downward trend in the quantity of perceived support that Australian students receive from their parents. There is also a substantial linear trend indicating that Australian students view their professors to be the most supportive. The study adds some crucial insights into the impact and possibility for improving teacher-student relationships. While instructors are concerned about how well their students are doing and have historically cared deeply about their pupils, it is possible that they have underestimated the power of their involvement to influence the level of student well-being.

Hoferichter F *et al.* (2021) investigate the relationship between parents, friend, and teacher support and kids' well-being. The study looks at 733 teenage German students in grades 7 and 8 (Mage = 13.97, SD = 0.41, 52% girls) and their perceptions of supportive connections at home and at school. Gender, economic circumstance, and school form are all considered potential confounders in the study. According to the structural equation model results, subjective teacher support was positively associated to students' feelings of worth and physical health, while support from peers was associated with psychological well-being. Students who believed their parents to be supportive reported higher levels of well-being across all three aspects studied. According to the study, kids who perceived parental support have higher sense of worth both in psychological well-being, and overall health.

Delany, D. E. (2021) wants to know if there are differences in rates of involvement between parents, if participation is associated with adolescents' school and wellbeing consequences, and if mother vs. father involvement has various implications for adolescents' outcomes. The study's second purpose was to see if contextual factors (such as parent-adolescent interactions, belonging to the community, and social support) moderated the connections between parental participation and teenage adjustment. Participants were middle school aged teenagers (N = 116; 60 female and 56 males; mean

age = 13.2). Adolescents completed online surveys that included basic demographic information as well as questions about the quality of parent-child relationships, perceived social assistance, academic and socio-emotional adjustment, and well-being. The findings revealed significant disparities in the degrees of mother and father participation, with moms being found to be more involved than fathers. Though there were variations in rates of parent participation between mothers and fathers, the effects of their involvement for adolescents' outcomes were similar. The quality of the parent-adolescent connection significantly impacted the relationship between parental participation, including mother and father involvement, and adolescents' socioemotional skills. Similarly, community membership was discovered to modify the relationships between parental participation and adolescent academic achievement. (e.g., grades). While parental participation is typically beneficial to teenage results, other contexts and the social capital earned within them can enhance these benefits to adolescents' intellectual and socio-emotional adjustment.

Shek (2008) performed a longitudinal investigation on Chinese adolescents' financial challenges, subjective family life quality, and emotional well-being. The sample was drawn from secondary students who were economically disadvantaged, with a high socioeconomic background also included. The studies also look at the standard of parenting and the parent-child relationship, as well as the distinctions between a mother-to-child relationship and a father-to-child relationship. Based on the findings of the study, two plausible factors contribute to the considerably poorer parental control in economically disadvantaged families. First, the financial disadvantage of parenting harmed the parents' psychological well-being. Second, because impoverished parents may be distracted with financial strain and other related difficulties, they may spend less time on parenting chores, affecting adolescents' psychological well-being. Furthermore, in terms of psychological well-being, adolescents with no source of income differed from adolescents suffering economic disadvantage. The data also show that teenagers facing economic adversity have lower psychological well-being than adolescents who have not faced economic difficulties. Adolescents with and without financial struggles have varying levels of emotional well-being. Although adolescents experiencing varied

levels of economic hardship differed in several father parenting processes, no variations in additional indicators of family life quality or emotional well-being were detected.

Carlo et al. (2007) investigated the relationships between parenting styles, parental behaviors, sympathy, and pro-social actions in adolescents. 233 teenagers (M age = 16.7 years; 69% girls; largely white) from public schools in the Midwestern United States conducted measures of pro-social behavior, parental styles, methods of parenting, and sympathy. The findings suggest that parenting practices are linked to teenagers' pro-social behaviors and pro-social behavior developed mostly as a result of research that consistently revealed that warm, caring parenting benefits childhood and adolescent health and well-being in a variety of ways. Warm and accepting parenting approaches and practices have been demonstrated to produce favorable outcomes in children and adolescents including kindness, helpfulness, and empathy.

In their study, Jackson et al. (1998) investigated teenagers' perceptions of communication with their parents in terms of parent happiness and adolescents' ability to make decisions and conflict with parents (Study I), and measures of self-esteem, well-being, and coping. (Study II). The findings lend some support to the psychometric properties of the Parent-Adolescent Communication Scale (PACS), implying that effective family communication is connected with family satisfaction and a lack of dispute between adolescents and parents. They also show a link between interaction with family members and adolescent a sense of self certain components of adolescent well-being, and the type of coping mechanism used. Family communication tactics that emphasize encouragement and openness have also been shown to boost adolescent self-worth and ego strength. (Von der Lippe & Moller, 2000). In a similar way having supportive living conditions and family communication habits that encourage speech and discussion about family difficulties assists young adults in maintaining higher levels of mental health and autonomy when transitional periods to adult and life outside the family home (Koesten & Anderson, 2004; Marta, 1997).

In contrast, families that emphasize conformity and obedience to authority are inclined to be progressively more demanding and aggressive when dealing with family conflicts (Sillars et al., 2014), patterns that have been linked to lower adolescent life satisfaction (Jackson et al., 1998), greater levels of anxiety and sadness (Milevsky et al.,

2007; Schrodt et al., 2007), lower self-esteem (Bulanda & Majumdar, 2009), (Parletta, Peters, Owens, Tsiros, & Brennan, 2012). FCP has been demonstrated to have an ongoing impact on infant and adolescent emotional and social outcomes in general (Schrodt et al., 2008).

Gecas (1971) and Wilkinson (2004) examined the series of experiences that an adolescent has encountered as part of the parent-child relationship are the main source and basis of introspection and social relationship formation by adolescents, i.e. the type and nature of parent-child relationship is thought to be indicative of the adolescent's behavior towards his identity and the quality of social relationships of an individual.

Sunita (2018) investigates the academic achievement motivation of adolescents in the Haryana districts of Jhajjar and CharkhiDadri in her article. The literary technique was used to choose a sample of 400 senior secondary school teenagers from the district's senior secondary schools. The General well-being questionnaire by Dr. Ashok Kumar Kalia and Anita Deshwal (2011) and the Academic Achievement Motivation test (2011) by Dr. T. R. Sharma were utilized in this descriptive survey-type procedure. ANOVA (one-way) and product moment correlations were employed for data analysis. The findings demonstrate that the three categories of motivated teenagers had significant differences in their overall well-being. General well-being is favorably associated to academic achievement motivation, while school well-being is especially associated with academic achievement motivation. The study suggests that if school well-being is prioritized, academic motivation will develop.

2.17 Critical analysis of the review of the literature

From the review of the literature, it was observed that there are copious studies on parent-child relationships among adolescents, student-teacher relationships among adolescents, and the well-being of adolescents. The studies are mostly conducted by educators, academicians and research scholars and focused on building the relationship and enhancing patterns of relationship in a different context. Some of the literature has a significant focus on the well-being of adolescents and the effects of their relationship with parents, teachers and vice versa. Despite a large number of empirical studies, certain gaps could be observed.

Firstly, there are numerous studies on parent-child, and student-teacher relationships among adolescents and the well-being of adolescents at global and national levels. However, there have been few studies on the well-being of parents and teachers concerning the relationship pattern.

Secondly, there are few empirical studies on parent-child relationships, student-teacher relationship and well-being among adolescents in the context of the Northeast, in particular, Mizoram. Even these studies have not been done extensively at a macro level at different educational institutions, and different age groups such as children, adolescents, and adult children. There are notable studies in these areas of the region, state and district.

Thirdly, there are scarce scientific studies on adolescents in the context of Mizoram with a specific interest in their relationship with parents and teachers and their general well-being. Therefore, the present study attempts to fill the research gaps by conducting a scientific exploration of the parent-child, student-teacher relationship and well-being among adolescents in Aizawl District, Mizoram.

2.18 Conceptual Framework

The researcher would like to present the conceptual framework of the study based on the understanding and analysis of parent-child and student-teacher relationships and concepts like adolescents and well-being. Since the concept of adolescents is a transitional stage, is associated with teenage years, social constraint and the different phases of their life cycle. Therefore, the researcher preferred to have the World Health Organization (2015) classification of adolescents where the adolescents' age was classified into 10-19 years.

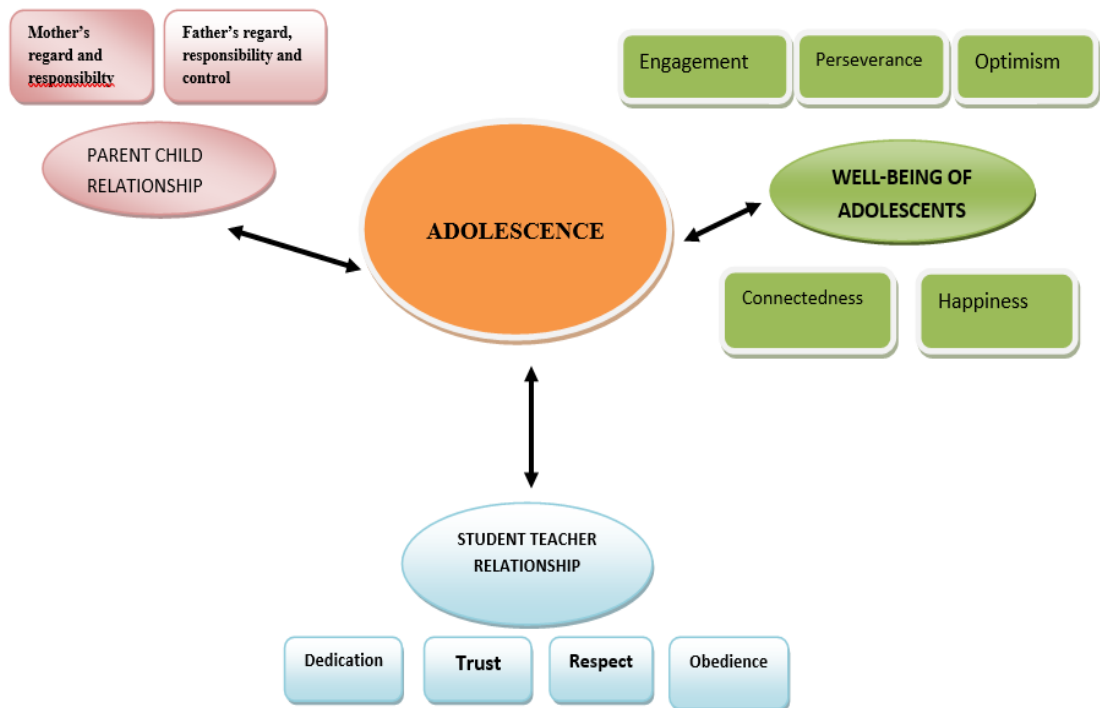
Also, the researcher took the important variables of adolescents such as gender, age, and type of school to associate with parent-child, student-teacher relationship and well-being. The concept of a parent-child relationship is measured by the factors made by C.Peisah et.al (2019). The collection of items was an asymmetric dual-factor solution (regard and responsibility, including 13 items) for the mother and a three-factor solution for the father. (regard, responsibility and control, comprising 13 items). And for a student-teacher relationship, based on the development and validation of measures on

the student-teacher relationship in the Indian context by Yadhav S et.al. (2022) the researcher adopted four dimensions: devotion, trust, respect and obedience.

Furthermore, the well-being of adolescents is perceived in terms of the definition given by Margaret L. Kern (2011). It was classified into five dimensions: engagement, perseverance, optimism, connectedness and happiness.

In the light of the above-mentioned parameters, provides an overall picture of a parent-child relationship, student-teacher relationship and well-being of the adolescents for assessment in the present study.

Figure 2.1 Conceptual framework of the study



2.19 Conclusion

The present chapter reviewed the existing literature on adolescence, parent-child relationship, student-teacher relationship and wellbeing of adolescents. In light of this, the next chapter presents the settings of the present study and research methodology adopted for the study.

CHAPTER - III

METHODOLOGY

The earlier chapter presented a critical review of the literature and the major research gaps therein. In this chapter, the setting of the present study and methodology are presented, description of the studying process and the interview techniques that were used. This chapter has been divided into two major sections. The first section deals with the profile of the study area and schools. The second section deals with the methodological aspects of the present study such as pilot study, research design, sampling, tools of data collection, sources of data, pretesting, analysis, operational definition and limitations.

3.1 The Settings: Field of the Study Area

The setting of the present study includes the state of Mizoram, Aizawl core and periphery, Rural District block core and periphery and the selected schools.

The State of Mizoram

From the traditional source, the Mizos came out of a very big stone called 'sinlung' variantly 'Chhinlung'. In the modern scientific age, it is hard to believe that a man came out of a stone. There had been wide speculation regarding the location of 'Chhinlung' which could be identified with the Chinese city of Xinlong situated in the Szechwanbv province of China beside the western side of the Yulong River and on the east of the Yangtze Kiang river. Some sections of the Mizo yet think that they are the descendants of the lost tribe of Israel in the house of Ephraim. However, the majority felt that the case is not a proven fact and nothing can be gained by the such claim.

Historians believe that the Mizos are a part of the Mongolian race spilling over into eastern and southern India centuries ago. They came under the influence of the British and Christian Missionaries during the 19th century and currently, the majority of the Mizo people are Christians. They introduced a formal education system and also introduced Roman script for the Mizo language. They played a vital role in the development of the Mizo people in particular in education and literacy.

The term 'Zo' comprises all tribes of the zo ethnic group. It is broadly divided into two main linguistic groups. A group that finds it difficult to pronounce 'R' are

Lusie, Hmar, Ralte, Lai, Mara, Rangkhoh, Darlong, Khawibu, Biete, Baawm, Pang, Maring, Aimol, Kom, Chiru, Lamkang, Moyon, and Monsang. The groups that is difficult to pronounce 'G' are Thadou-Kuki, Paite, Tiddim-chin, Gangte, Zou, Simte and Vaiphei. When ZORO was founded on 18th May 1988 at Champhai, it proposed a name called 'Zo' to accommodate the zo ethnic group.

The term 'Mizo' represents the men who live on the hills (Mi-Men, Zo- hills) or the highlanders. This group of tribes is of Mongoloid origin speaking dialects of Tibeto-Burman origin. They are linguistically kin to the kuki-chin group of tribes. They have also a close cultural resemblance. It is a generic term for different tribes or clans who inhabit the entire perimeter of the present Mizoram and whose culture, traditions, dialect, language and lifestyle are commonly designated by the term 'Mizo'.

Mizo is broadly classified into two groups. The first group includes the Lusei, Hmar, Ralte, Chawngthu, Pawi, Khawhring, Khiangte, Chawhte, Ngente, Renthlei, Tlau, Pautu, Rawite, Zongte, Vangchhia, Punte, Paite, Fanai, Pawi, Thlado, Lakher, Pangkhua and Mawk. They inhabit the northern and middle parts of Mizoram. The second group is formed by the Pawi and Lakher with their different sub-clan which are concentrated in the south and the southeastern parts of Mizoram bordering Myanmar. Mizoram formerly known as the Lushai Hills was occupied by the British in 1890 and was administered from Aizawl Headquarters. It was elevated to a status of an Autonomous District Council in 1953. The Northern Eastern Reorganization Act of 1971 granted the status of Union Territory under its present name, Mizoram and attained statehood on 20th February 1987.

The name of the state is a combination of two words 'mizo' and 'ram'. The word 'ram' means land or country; hence, Mizoram means the land of the Mizos. Mizoram is one of the states of Northeast India; Aizawl is the state capital and is the biggest city of the State. Mizoram means 'Land of the Highlanders' and the official language is Mizo. The land of Mizoram covers a total area of 21087 sq. km. and is located between 21° 58' and 24° 35' North latitude and 92° 15' East and 93° 29' East longitudes. Mizoram is 277 km long from north to south and 121 km wide from west to East and has eight districts. It is bounded on the north by the Cachar District of Assam with the state of Manipur on

the northeast, on the east by Manipur state and Myanmar (Burma) and south by Burma and Bangladesh and on the west by Bangladesh.

Mizoram has a rugged mountain terrain and most of them are from north to south directions. Generally, Mizoram comprises primarily sandstone and shale which are laid down in deltas and river banks and no valuable mineral deposits have been discovered in Mizoram. Most of the river flows in the north-south direction and River Tlawng is the longest river in Mizoram. The rivers are fed by monsoon wind and the average rainfall reaches 254 cm per annum. The average height of the mountain ranges is 900 meters. The temperature varies from 11°C to 24 in the winter and 18°C to 20° C in the summer.

Mizoram enjoys rich biodiversity and is one of the mega biodiversity hotspots of the world. Natural vegetation comprises tropical evergreen in the lower altitudes and semi-evergreen on the upper slopes. About 90.68 percent of the State's total geographical area is covered under forests. The land is rich in natural resources and the State has 130 square km of very dense forest, a moderately dense forest of 5841 sq. km and 12, 960 sq. km of open forest (India Forest Report, 2015). The present notified forests (reserved/protected forests) constitute about 38% of the geographical area and even most of these are open, degraded and subject to the pressure of shifting cultivation, encroachments, fire, illicit felling etc. Mizoram has abundant natural bamboo resources which cover 31 percent (6446 sq. km) of its geographical area and as many as 35 species of bamboo have been identified in the state. At present, the total crop area in Mizoram is 132, 634, 00 hectare which is 6.28 percent of the total area of Mizoram.

According to the 2011 census Mizoram's population constitute 1,091,014 and it is the second least populous state in the country. It comprises eight districts namely, Aizawl district, Kolosib district, Serchhip district, Mamit district, Lunglei district, Champhai district, Siaha district, and Lawngtlai district. In, India, Mizoram is one of three states with a Christian majority which constitutes 87% of the total State population. Mizoram has a higher literacy rate than the average literacy rate in India. In the 2011 census, the literacy rate had reached 92%, and is second to Kerala, it is higher than the total literacy rate of India (74%). There were 3,894 schools in Mizoram as of 2012, 42% are owned and managed by Central/State governments, 28% are private without government subsidies, 21% are private with government subsidies, and the rest

are primary and middle schools that are government financed run by three Autonomous District Councils of Mizoram.

Figure 3.1: Political map of Mizoram



Source: State Load Dispatch Centre, Govt. of Mizoram (<https://sldc.mizoram.gov.in/page/mizoram-profile>)

Aizawl District

Aizawl is the capital of the state of Mizoram in India. Aizawl was officially established on 25 February 1890. With a population of 293,416, it is the largest city in the state. It is also the centre of administration containing all the important government offices, the state assembly house and the civil secretariat. The population of Aizawl strongly reflects the different communities of the ethnic Mizo people.

Aizawl district is one of the eleven districts of Mizoram state in India. The district is bounded on the north by the Kolasib district, on the west by the Mamit district,

on the south by the Serchhip district, on the southwest by the Lunglei district and on the east by the Champhai district. The district occupies an area of 3,577 square kilometres (1,381 sq mi). The headquarters of the district is Aizawl city, the capital of Mizoram. As of 2011, it is the most populous district of Mizoram (then out of 8, now 11).

The district is named after its headquarters, Aizawl city. In the Mizo language, *ai*, also known as *aidu*, refers to a species of turmeric while *zawl* means *plain* or *field*. The name of the city was probably derived from the abundance of the *aidu* in the area during previous years.

This district is bounded by Assam in the North, Manipur in the North East, Champhai District in the East, Serchhip District in the South, Lunglei District in the South West, Mamit District in the West and Kolasib District in the North West.

Figure 3.2: Map of Aizawl District



Source: Map of India 2012

As of the 2011 Census of India, Aizawl had a population of 293,416. Females constitute 50.61% of the population and males made up the remaining 49.39%. Mizos from various tribes makes up the majority of the population. Christianity forms the majority of the city population about 93.63%. Other minority religions are Hinduism 4.14, Islam 1.52, Buddhism 0.45, Others 0.09%, Sikhism 0.03% and Jainism 0.02%. 0.11% of people did not state their religion.

Presbyterians make up the majority of the population. However, there are also significant numbers of the Salvation Army, Baptists, Seventh-day Adventists, United Pentecostal Church and Roman Catholics in the city. There are also some culturally based Christian sects. Hinduism and Islam are also represented in very small numbers in the city population.

Education in Aizawl

The first formal education was started in 1894 by two British Christian Missionaries at Aizawl. They taught only two select students whom they could trust for further teaching and their own evangelism. The first government school was started in 1897 at Aizawl. The first middle school opened in 1906, and the secondary school in 1944. The first higher education institute Pachhunga University College was started in 1958. The first university Mizoram University was established in 2001 by the University Grants Commission of India.

There are both state and private schools. Parochial schools are run by the Baptist Church of Mizoram, the Presbyterian Church of India (Synod), several Roman Catholic (St. Paul's Higher Secondary School, Mary Mount School, St. Lawrence School, St. Mary's School) religious orders and the Seventh-day Adventists (Helen Lowry). Kendriya Vidyalaya, Aizawl, is another school run by the Kendriya Vidyalaya Sangathan, the school situated close to Zemabawk. Other schools include Home Missions School, Mount Carmel School, Oikos Higher Secondary School etc

District division

The district has five Rural Development (RD) Blocks, Aibawk, Darlawn, Thingsulthliah and Tlangnuam.

Aibawk Block

Aibawk is Block in Mizoram state, Aibawk Block population in 2023 is 22,609. According to the 2011 census of India, the Total Aibawk population is 17,128 people living in this Block, of which 8,758 are male and 8,370 are female. Aibawk population is estimated to be 21,924 in 2022. Literate people are 14,271 out of 7,318 are male and 6,953 are female. The total number of workers is 9,272 depending on multi-skills out of which 5,205 are men and 4,067 are women. A total of 6,423 Cultivators are dependent on agriculture farming out of 3,589 are cultivated by men and 2,834 are women. 553 people work in agricultural land as labour in Aibawk, men are 396 and 157 are women.

Aibawk is a Block in the Aizawl District of Mizoram State, India. Aibawk Block Head Quarters is Aibawk town. Aizawl City, Champhai City, Lunglei City, and Saiha City are the nearby Cities of Aibawk. Aibawk consists of 25 Villages and 20 Panchayats.

Darlawn Block

Darlawn is Block in Mizoram state, Darlawn Block's population in 2023 is 34,383. According to the 2011 census of India, the Total Darlawn population is 26,048 people living in this Block, of which 13,377 are male and 12,671 are female. Darlawn population is estimated to be 33,341 in 2022. Of literate people 20,754 out of 10,687 are male and 10,067 are female. The total number of workers is 12,845 depending on multi skills out of which 7,336 are men and 5,509 are women. A total of 9,239 Cultivators are dependent on agriculture farming out of 5,405 are cultivated by men and 3,834 are women. 475 people work in agricultural land as labour in Darlawn, men are 297 and 178 are women.

Darlawn Block has a total of 32 locations/villages. The literacy percentage is 79.68 percent, out of these 41.03 percent are male literate and 38.65 percent are female literate. The total Workers percentage is 49.31 percent, out of these 28.16 percent are male workers and 21.15 percent are female workers.

In Darlawn Block out of the total population, 12,845 were engaged in work activities. 90.8% of workers describe their work as Main Work (Employment or Earning more than 6 Months) while 9.2% were involved in Marginal activity providing a livelihood for less than 6 months. Of 12,845 workers engaged in Main Work, 9,239 were cultivators (owner or co-owner) while 475 were Agricultural labourers.

Thingsulthliah Block

Thingsulthliah is Block in Mizoram state, Thingsulthliah Block population in 2023 is 42,371. According to the 2011 census of India, the Total Thingsulthliah population is 32,099 people living in this Block, of which 16,098 are male and 16,001 are female. Thingsulthliah population is estimated to be 41,087 in 2022. Literate people 26,626 out of 13,408 male and 13,218 female. The total number of workers is 16,452 depending on multi-skills out of which 9,650 are men and 6,802 are women. A total of 8,946 Cultivators are dependent on agriculture farming out of 5,000 are cultivated by men and 3,946 are women. 2,274 people work in agricultural land as labour in Thingsulthliah, men are 1,548 and 726 are women.

Thingsulthliah Block has a total of 23 locations/villages. The literacy percentage is 82.95 percent, out of these 41.77 percent is male literate and 41.18 percent is female literate. The total Workers percentage is 51.25 percent, out of these 30.06 percent are male workers and 21.19 percent are female workers. The total Block Agriculture farmers percentage is 27.87 percent in Thingsulthliah, out of these 15.58 percent are male farmers and 12.29 percent are female farmers. Thingsulthliah's Labor percentage is 7.08 percent, out of these 4.82 percent is male labour and 2.26 percent is female labour. Thingsulthliah Block people are divided between male and female members of the population.

Tlangnuam Block

Tlangnuam is Block in Mizoram state, Tlangnuam Block population in 2023 is 411,485. According to the 2011 census of India, the Total Tlangnuam population is 311,731 people living in this Block, of which 154,270 are male and 157,461 are female. Tlangnuam population is estimated to be 399,016 in 2022. Literate people are 268,239 out of 132,584 males and 135,655 females. The total number of workers is 129,334 depending on multi-skills out of which 78,570 are men and 50,764 are women. A total

of 6,731 Cultivators are dependent on agriculture farming out of 3,890 are cultivated by men and 2,841 are women. 4,850 people work in agricultural land as labour in Tlangnuam, men are 2,956 and 1,894 women.

Tlangnuam Block has a total of 12 locations/villages. The literacy percentage is 86.05 percent, out of these 42.53 percent are male literate and 43.52 percent are female literate. The total Workers percentage is 41.49 percent, out of these 25.20 percent are male workers and 16.28 percent are female workers. The total Block Agriculture farmers percentage is 2.16 percent in Tlangnuam, out of these 1.25 percent are male farmers and 0.91 percent are female farmers. Tlangnuam's Labor percentage is 1.56 percent, out of these 0.95 percent is male labour and 0.61 percent is female labour. Tlangnuam Block people are divided between male and female members of the population.

3.1.1 Pilot Study

In the preliminary stage of the pilot study, the researcher discussed the present study with the school authorities and teachers of the school to seek permission and support to conduct the present study. The researcher also explained the objectives and the scope of the study. The pilot study ascertained the feasibility of carrying out the present study with the student respondents. The school authorities offered full cooperation to conduct the study.

3.1.2 School Descriptions

Table no 3.1 The schools selected for the collection of data are described in the table below:

Sl.No	Name of School	Type of School	District/Block	Year of Establishment
1	Govt. Mizo Higher Secondary School	Government	Aizawl	1996
2	St. Pauls Higher Secondary School	Private	Aizawl	1996
3	Govt. Lungdai High School	Lumpsum	Tlangnuam Block	2011
4	Govt. Aibawk High School	Lumpsum	Aibawk Block	2012
5	Aizawl Christian Academic	Private	Aibawk Block	2012

3.2 Methodology

This section discusses the methodological aspects that are undertaken for the present study. The sub-headings include the objectives, hypotheses, research design, population sampling, tools of data collection, pre-testing, data collection, validity and reliability of the tools, data processing, concept and operational definition and limitations of the study.

3.2.1 Research Design

The present study is cross-sectional in nature and descriptive in design. The descriptive design is used to describe the various socio-economic factors that are included in the present study. According to Green et.al (1970), "a research design is the specification of methods and procedures for acquiring the information needed. It is the overall operational pattern or framework of the project that stipulates what information is to be collected from which sources by what procedures". As the name itself implies, the purpose of this research design is to describe an individual, a community, a society, an event or any other unit under investigation. The descriptive design is used to describe the various socio-economic factors that are included in the present study. The study intends to explain and assess the parent-adult-child relationship, student-teacher relationship and well-being among adolescents through various scales and measures.

The present study is based on primary data collected through quantitative and qualitative methods. In the qualitative method, participatory methods included the case study and focus group discussion was conducted. The quantitative data were collected by using a structured questionnaire. The secondary data was collected from books, journals, articles, and annual reports. The study makes use of appropriate scales to measure parent-child, student-teacher relationships and well-being among adolescents.

3.2.2 Population and unit of the study

The population of the study is adolescents. Here, adolescents who are going to higher secondary school represent the unit of the study. The collection of data was done between April - December 2019.

3.2.3 Sampling

The study was carried out in selected schools across Aizawl city and rural block i.e, core and periphery. The researcher was able to collect the list of schools in Aizawl

and Rural Block from the Department of Technical and Higher Education, Mizoram. Adolescents who studied in Higher schools from Aizawl city and Rural Block were selected for the present study. It was found that the total population of government school adolescents is 7519 and the population of private school adolescents is 3629 of a total of 11148. The respondents for the study were adolescents in the age group of 10-19 years were selected. From the selected five schools there were 1525 adolescents were found with the national average of adolescents representing 21 percent by taking into consideration of total adolescents, it was derived 320 samples for the study. The samples were drawn by adopting stratified random sampling in which a disproportionate sampling method was used since in each stratum by gender, core and periphery area, and government and private schools the adolescent population varies invariably.

3.2.4 Inclusion criteria

Using the inclusion criteria (listed below), a list of adolescent's school going who fall within the inclusion criteria and are willing to give informed consent was chosen as the final sample.

- 1) Selected Government Higher Secondary Schools and Private Schools both in Aizawl city and Rural Block, Aizawl District
- 2) Male and female school-going adolescents
- 3) All streams in the school
- 4) All willing students for the study

3.2.5 Exclusion criteria

The exclusion criteria include:

- 1) Uneducated adolescents
- 2) School dropout students

3.2.6 Ethical Consideration

The research has been carried out as per the fundamental ethical principles of research. At first, permission for conducting research was sought from the respective schools/institutions. Then, class representatives (CR) were approached and inquired about their support in the dissemination of the questionnaire and arrangements for focus group discussions and case studies. Respondents were willing to give informed consent for participation in the study took part in the study and confidentiality was maintained.

3.2.7 Tools of Data Collection

The present study is based on primary data collected from school students using quantitative methods through a questionnaire. The questionnaire was divided into four sections. The first section of the questionnaire deals with the profile of the respondents including family profile, socioeconomic status and academic profile. The second section deals with the parent-adult-child relationship. The researcher adopted a standardised scale for assessing parent-adult-child relationships called Parent-Adult Relationship Questionnaire (PACQ) developed by C. Peisah et.al. 1999. The tool was also checked for its feasibility and reliability. The third section consists of the student-teacher relationship among adolescents. Forty questionnaires were developed by the researchers after a review of related literature for measuring the student-teacher relationship by Yadav S et.al. (2022). Standard procedure was followed in the process of scale construction. The study illustrated a four-factor (dedication, trust, respect, and obedience) model of the student-teacher relationship, confirmed this model and ensured the reliability and validity of the scale. In the final section, Well-being was measured with the Well-being scale EPOCH developed by Margaret L. Kern et al., 2011. In the qualitative method, participatory methods like a case study and focus group discussion were included.

3.2.8 Description of Parent-Adult Child Relationship Questionnaire

The parent-adult-child relationship is complex and may depend on past aspects of the relationship, the student's well-being, the gender of the parent and the child, as well as other factors. The Parent Adult Child Questionnaire (PACQ) was designed to measure the relationship between adults and their parents as perceived by the adult child. Considerably shorter than other measures of relationships which range from 25 to 50 items, the instrument is simple to complete, efficient and applicable to both sexes. Its psychometric properties suggest that it is reliable and valid. Subjects were asked to provide demographic information and rate their responses to 97 items on a four-point Likert-type scale ranging from 0 ('very true') to 3 ('not true at all'). Two identical versions of the 26-item scale were administered to each subject, one which referred to 'mother' and the other to 'father'. All tests were two-tailed and within each sample,

figures for mother and father differed if subjects had only one living parent. It has both positive and negative items.

Table 3.2 Description of PACR Scale

Sl. No	PACR	Domain	No. of items
1	Mother	Regard	5
		Responsibility	8
2	Father	Regard	5
		Responsibility	4
		Control	4
Total			26

3.2.9 Student-teacher relationship scale

The primary objective of the present study was to develop a scale on the student-teacher relationship in the Mizo context. To achieve this objective, an extensive literature review was done. Based on the review of the literature, an item pool was prepared. After thoroughly examining the items, a questionnaire was prepared which included a consent form and demographic details. The questionnaire was administered to the target sample. Obtained data were analyzed using appropriate statistical methods. The item pool was prepared concerning the concerned construct and its dimensions. Few negative items were included in the item pool. The item pool of each dimension was discussed with the supervisor and the researcher. Items which were found not suitable for particular dimensions got modified or rejected. After the completion of this exercise, a scale of 40 items was finalized, which comprised four dimensions. The participants were requested to choose a response that best represented their perception of each statement, on a five-point Likert scale (from 1 = strongly disagree to 5 = strongly agree).

Table 3.3. Dimension of Student-Teacher Relationship Scale

Sl. No	Dimension of Student-Teacher Relationship	No. of items
1	Dedication	10
2	Trust	10
3	Respect	10
4	Obedience	10
Total		40

Source: Yadav S.et.al (2022) Development and Validation of Measure on Student-Teacher relationship in Indian Context Article

3.2.10 Wellbeing Scale

The well-being (EPOCH) scale is developed by Margaret L. Kern et.al (2011). The model consists of five different positive characteristics that together support higher levels of well-being: engagement, perseverance, optimism, connectedness, and happiness. The participants completed a questionnaire, which included the 20-item EPOCH measure. Across domains, each item is scored on a 1 to 5 scale (rarely/ not at all like me = 1; almost always/ very much like me = 5). Scores are computed for each domain as the average of the four items, and results can be presented as a profile across domains. The score of the respondents was rated into five dimensions viz., almost never, sometimes, often, very often and almost always. The well-being scale measures five dimensions as below:

Table 3.3 Description of Wellbeing Scale

Sl. No	Dimension of Wellbeing	No. of items
1	Engagement	4
2	Perseverance	4
3	Optimism	4
4	Connectedness	4
5	Happiness	4
Total		20

Source: Margaret L. Kern et.al. (2011) EPOCH Measurement Article

3.2.11 Sources of Data Collection

The source of data is one of the most significant segments, without which, it is very difficult to gain knowledge of the present study. There were two sources of data used by the researcher. They were primary and secondary sources. The primary data was collected from the respondents of the schools through a structured questionnaire. In the qualitative method, participatory methods included the case study and focus group discussion. The secondary data was collected from books, journals, websites and others.

3.2.12 Pre-Testing

The finalized tool was pretested with 25 Providence Schools, and 25 respondents from classes 11 and 12 were selected for the study in order to find out the feasibility and adoptability of the tool. For them to comprehend and provide accurate replies, the researcher explains each question in their native tongue. The content and flow were appreciated. The researcher modified the questions as suggested by the student respondents based on the pretesting of the tool which helped to focus the present study exactly on what the researcher wanted to study based on the objectives.

3.2.13 Data Collection

The data collection was done by the researcher. The data were collected from the selected government and private school respondents during April – December 2019. The questionnaire was distributed to the respondents and the data was collected. There were four phases in the data collection process. In Phase, I and Phase II, a government school and private school respondents of selected Aizawl city were taken into consideration. Similarly, in Phase III and Phase IV, a government school and private school respondents from selected Rural blocks were taken for data collection.

3.2.14 Reliability Test

The standardized tools of the Parent Adult Child relationship were statistically tested for validity and reliability after the final data collection was over and entered in SPSS. The Cronbach Alpha and the Guttman split-half coefficient values of the Parent Adult Child Relationship Questionnaire (PACQ) were .653 and .717. The Cronbach Alpha and the Guttman split-half coefficient values of Student Teacher Relationship were .849 and .739. The Cronbach Alpha and the Guttman split-half coefficient values of Well-being were .898 and .882. Thus, the tools were found to be reliable and accepted for further data collection.

3.2.15 Data Analysis

The raw data are processed and analyzed with the help of a computer package known as Statistical Package for Social Sciences (SPSS). The data were interpreted based on the objectives of the present study. The data are analyzed in the form of descriptive statistics and inferential statistics. The descriptive statistics mean and standard deviation, proportions and percentages and Karl Pearson's co-efficient of

correlation was also applied in the study. The inferential statistics parametric tests test was also used in the present study for testing hypotheses.

3.2.16 Concepts and Operational Definitions

Child: A child refers to the age group of 10-19 years (World Health Organization, 2015)

Parent-Child Relationship: Parent-child relationship can be described as the socialization between parent and child (Sears, 1951). The parent-child relationship consists of a combination of behaviors, feelings and expectations that are unique to a particular parent and a particular child. The relationship involves the full extent of a child's development of many different relationships people form throughout the life span, the relationship between parent and child is among the most important.

Student Teacher relationship: Student-teacher relationship refers to caring and authentic relationships between teachers and students. According to Pianta, (1999), student-teacher relationships are defined by 'emotions-based experiences that emerge out of teachers' ongoing interactions with their students.

Relationship between parent-child and the teacher-student relationship: This relationship refers to the influence both have upon each other i.e. parent-child relationship and teacher-student relationship in the socialization of adolescence in Mizoram.

Well-being: Well-being is defined as attending to a person's capabilities, needs, hopes and anxieties here and now, and promoting their mental, emotional and physical well-being and welfare Alexander (2009).

3.2.17 Limitations of the study

The limitations of the study are

- The present study is primarily conducted on adolescents.
- The present study is focused to study only on the district of Aizawl so it cannot represent the entire adolescent parent-child relationship, student-teacher relationship and well-being.
- Due to the respondents' homogeneity, the data appears to be consistent within a friend circle.
- The present study was conducted among school adolescents and it may not encompass the whole of Mizoram.

In this chapter, an attempt has been made to present the empirical contexts of the present study area. It also described the various facets of the methodology of the present study in terms of research design, sampling procedure, sources of data, tools of data collection, processing and analysis and limitation of the study. In the next chapter results and discussions are described.

3.2.18 Conclusion

The present chapter has attempted to describe the settings of the study area and methodology applied for the study research design, sampling, tools of data collection, scales used in the study, pre-testing, data processing and analysis, ethical considerations and operational definitions. The following chapters will deliberate on the findings of the study starting with the socio-demographic characteristics of school students in the Aizawl District.

CHAPTER - IV

SOCIO-DEMOGRAPHIC CHARACTERISTICS OF ADOLESCENTS

The previous chapter discussed the methodology used in the research study and the limitations of the present study. There are certain norms which are socially constructed in every society. One of the most important factors that reveal diverse social and economic processes in a community is gender. Apart from this, age and domicile also represent important parameters for multiplicity in a society. In addition, age and place of residence also serve as significant determinants of multiplicity in a society.

In this chapter, an attempt has been made to present the socio-demographic characteristics of the population studied. This is a set of social and demographic characteristics that define people in a particular group or population. Characteristics such as age, gender, ethnicity, religion, family composition, income, and so on are generally included.

4.1 Demographic Profile of the Respondents by Gender

The demographic characteristics of the respondents are important in understanding the population studied. In this study, the demographic characteristics include age classification, religion, and denomination, type of school and sub-tribe of the respondents. They are presented by gender as in **Table 4.1**.

In the current study, age is classified as per the World Health Organization definition as adolescents who are in the age group of 10-19 years. More than half of the respondents (50.94%) belong to adolescents (15-17) wherein females (58.06%) consist of a higher percentage than males (41.04%). Almost half of the respondents (49.06%) fall into the age group of 18 and above (late adolescence) whereas male respondents (58.96%) are found to be more than female (41.94) respondents. The findings show that the majority (50.94%) of the respondents belong to adolescents (15-17 years) whereas females composite the majority (58.06%).

Among the respondents, more than half (60%) belong to Government Schools females (66.13%) are more than males (51.49%). While less than half of the respondents (40%) belong to a private school male (48.51%) more than females (33.87%). The finding shows that the majority of the respondents are from Government schools.

The type of student is classified into day scholar and hosteller. Among the respondents, more than three fourth (79.38%) are day scholars with which females (83.87%) are more than males (73.13%). Two fifth (20.63%) of the respondents are hostellers where males (26.87%) composite more than females (16.13%). Thus the table shows that the majority of the respondents are students who commute from their homes to school as day scholars.

Table 4.1 Profile of the respondents by Gender

Sl.no	Characteristics	Gender		Total
		Male	Female	
		n=134	n=186	N=320
1	Age			
	15-17(adolescent)	55	108	163
		(41.04)	(58.06)	(50.94)
	18 and above (late adolescence)	79	78	157
		(58.96)	(41.94)	(49.06)
2	Type of School			
	Govt. School	69	123	192
		(51.49)	(66.13)	(60.00)
	Private School	65	63	128
		(48.51)	(33.87)	(40.00)
3	Type of Student			
	Day Scholar	98	156	254
		(73.13)	(83.87)	(79.38)
	Hosteller	36	30	66
		(26.87)	(16.13)	(20.63)

Source: Computed

Figures in parentheses are percentages

Table 4.2 Religious and Ethnic Background of the Respondents by Gender

The religious and ethnic background of the respondents is important in understanding the cultural and religious beliefs of the population studied. In this study, the religious and ethnic background includes religion, denomination and sub-tribe of the respondents. **Table 4.2** shows the religious and ethnic backgrounds of the respondents.

Religion determines one's beliefs and morality. The current study classified religion into Christianity, Hinduism, and Others. Since the Mizo community is a Christian community. The state of Mizoram is a Christian-populated area. Thus, the majority of the respondents belong to the Christian community. Hindus and others respectively form a minority population across the state of Mizoram.

Within the Christian belief, there are certain denominations that the respondents follow with varying practices and doctrines such as Presbyterian, Baptist, Roman Catholic, Seven Day Adventist, The Salvation Army, UPC Mizoram, UPC NEI and Others. Among the respondents, more than two third (73.75%) belong to Presbyterian females (74.19%) more than males (73.13%). A few (5.63%) are Baptists of which males (5.97%) are more than females (5.38%). Also, few (5.31) who belong to the Salvation Army male (6.72%) are more than females (4.30%). Roman Catholic forms 3.75 percent which females (5.38%) are more than males (1.49%). United Pentecostal Church (NE) also shares 2.81 percent in which females (3.76%) are more than males (1.49%). United Pentecostal Church (Mizoram) shares 1.56 percent in which males (2.24%) are little more than females (1.08%). The remaining (5.63%) are invalid for this section as they belong to other religious groups apart from Christianity. Thus, the table shows that by denominational division, Presbyterians form a majority in the state and the least belong to UPC (NE).

In the sub-tribe, the respondents belong to Lusei/Lushai, Hmar, Lai, Mara, Paihte, Chakma and others. Among the sub-tribes, the majority (62.81%) belongs to Lusei where the male (67.16%) are more than females (59.68%). This is followed by Lai (11.25%) in which females (12.37%) are more than males (9.70%). A tenth (10.63%) belongs to Hmar tribes in females (12.90%) more than males (7.46%). Almost a tenth (8.13%) belongs to Not-Applicable in which the respondent both male and female does not know to which tribe they belong. A few (3.44%) are Paihte where female (3.23%)

shares a higher percentage than male (3%). A few (1.25%) are Mara in which males (1.49%) are more than females (1.08%). A few (1.25%) belongs to Chakma of which male (2.99%) represents all. The remaining (1.25%) constitute Others (Non-Mizo) in which males (1.49%) are more than females (1.08%). Hence, the table reveals that Lusei/Lushai is the predominant tribe in the state of Mizoram.

Table 4.2 Religious and Ethnic Background of the Respondents by Gender

Sl.no	Characteristics	Gender		Total N=320
		Male n=134	Female n=186	
		I Religion		
	Christian	129 (96.27)	186 (100.00)	315 (98.44)
	Hindu	1 (0.75)	0 (0.00)	1 (0.31)
	Others	4 (2.99)	0 (0.00)	4 (1.25)
II Denomination				
	Presbyterian	98 (73.13)	138 (74.19)	236 (73.75)
	7 th Day Adventist	1 (0.75)	4 (2.15)	5 (1.56)
	United Pentecostal Church (NE)	2 (1.49)	7 (3.76)	9 (2.81)
	United Penticostal Church (Mizoram)	3 (2.24)	2 (1.08)	5 (1.56)
	Baptist	8 (5.97)	10 (5.38)	18 (5.63)
	Roman Catholic	2 (1.49)	10 (5.38)	12 (3.75)
	Salvation Army	9 (6.72)	8 (4.30)	17 (5.31)
	Others	11 (8.21)	7 (3.76)	18 (5.63)
III Sub Tribe				
	No Responds	8 (5.97)	18 (9.68)	26 (8.13)
	Lusei	90 (67.16)	111 (59.68)	201 (62.81)

	Hmar	10 (7.46)	24 (12.90)	34 (10.63)
	Lai	13 (9.70)	23 (12.37)	36 (11.25)
	Mara	2 (1.49)	2 (1.08)	4 (1.25)
	Paihte	5 (3.73)	6 (3.23)	11 (3.44)
	Chakma	4 (2.99)	0 (0.00)	4 (1.25)
	Others	2 (1.49)	2 (1.08)	4 (1.25)

Source: Computed

Figures in parentheses are percentages

4.3 Familial characteristics

Family is the primary institution of any society. **Table 4.3** represents the respondents' family profile by gender in terms of the type of family, forms of family and family size. A nuclear family includes a couple and their dependent children while a joint family is an undivided family where more than one generation lives together in one house.

Among the respondents, more than half (59.06%) lives in a nuclear family in which male (59.70%) are more than female (58.60%). Whereas, two fifth (40.94%) belongs to a joint family in which female (41.40%) more than male (40.30%).

The form of family is classified into the stable, broken and reconstituted family. A vast majority (88.75%) of the respondents are from a stable family in which male (91.04) shares more percentage than female (87.10%). While a few (8.75%) come from a broken family with which males (8.96%) a little bit more than females (8.60%). The remaining (2.50%) belongs to a reconstituted family whereas the female (4.30%) represents all. Hence, the table reveals that the majority of the respondents are born and brought up in a stable family and there is no gender difference in this regard.

Table 4.3 Family profile of the respondents by Gender

Sl.No	Characteristics	Gender		Total
		Male	Female	
		n=134	n=186	
I	Type of Family			
	Nuclear	80	109	189
		(59.70)	(58.60)	(59.06)
	Joint	54	77	131
		(40.30)	(41.40)	(40.94)
II	Form Of Family			
	Stable	122	162	284
		(91.04)	(87.10)	(88.75)
	Broken	12	16	28
		(8.96)	(8.60)	(8.75)
	Reconstituted/Step Family	0	8	8
		(0.00)	(4.30)	(2.50)

Source: Computed

Figures in parentheses are percentages

4.4 Socio-Structural Bases of the family

The **Table 4.4** shows the socio-structural bases of the respondents by gender. This section is necessary in order to understand the living conditions of the respondents. The Socio structural bases are categorized into three domains such as socio-economic status, ownership of house and domicile (urban and rural).

Socioeconomic status is classified into APL, BPL and AAY. Among the respondents, three fourth (70%) belongs to the APL family in which female (71.51) shares a little more than male (67.91). While only a third (27.81%) belongs to the BPL family where the male (30.60%) are than females (25.81%). The remaining (2.19) falls within the AAY category in which female (2.69%) is more than male (1.49%). The table shows that the majority of the respondents belong to APL (Above Poverty Line).

Table 4.4 Socio-Structural Bases of the Family

Sl.No	Characteristics	Gender		Total N=320
		Male	Female	
		n=134	n=186	
I	Socio-economic status			
	AAY	2	5	7
		(1.49)	(2.69)	(2.19)
	BPL	41	48	89
		(30.60)	(25.81)	(27.81)
	APL	91	133	224
		(67.91)	(71.51)	(70.00)
II	Ownership of House			
	Owned	104	147	251
		(77.61)	(79.03)	(78.44)
	Rented	30	39	69
		(22.39)	(20.97)	(21.56)
III	Domicile			
	Rural	59	77	136
		(44.03)	(41.40)	(42.50)
	Urban	75	109	184
		(55.97)	(58.60)	(57.50)

Source: Computed Figures in parentheses are percentages

Ownership of the house is divided into owned and rented. Among the respondents, more than two-thirds (78.44%) possess their own house whereas females (79.03%) are a little more than males (77.61%). While only a fifth (21.56%) lives in rented houses males (22.39%) are more than females (20.97%). Hence, the table shows that the majority of the respondents owned their own houses.

Domicile is categorized into rural and urban regions. Among the respondents, more than half (57.50%) permanently reside in urban areas in female (58.60%) a little bit more than males (55.97%). Whereas, more than two-fifths (42.50%) reside in rural

areas where the male (44.03%) are little more than females (41.40%). The table shows that the majority of the respondents (57.50%) are from urban areas.

4.5 Economic profile of the respondent's father

Table 4.5 shows the family details of the respondents in terms of the educational qualification of the father and occupation of the father.

Parents' occupation and education play an important role in the positive outcome of the children. The educational qualification of the father is categorized into illiterate, primary, middle, HSLC, HSSLC, Graduate and Post Graduate and PhD. More than a fourth (25.94%) of the father attained education up to the high school level. A little less than a fourth (23.44%) of the father studies up to Graduate, and almost a fifth (19.38%) did their schooling till middle and HSSLC. A little less than a tenth (7.81%) managed to complete their education till Post Graduate. A few (2.81%) reached the primary level of education. A few (0.94%) of the respondents' fathers reached up to PhD level while only 0.31 percent are illiterate. From the analysis of the data, the table shows that both Middle and Higher Secondary Education are equally represented (44%). Therefore, almost two third of the respondents' fathers' education is up to middle and Higher secondary school.

Occupation of the respondents' father and mother is classified into government servant, agriculture, skilled labor, business and self-employed. Almost one-third (31.25%) of the respondents' fathers are engaged in small businesses. While one-third (30.63%) of the respondents' fathers work in the government sector. More than a tenth each (17.81%, 14.06%) of the respondents' fathers are daily laborer and doing business at various levels. Only a few (6.25%) of the respondents' fathers are practicing agriculture and allied activities. Hence, the table shows that the respondents' fathers' main occupations are engaged in other forms of work

Table 4.5 Respondents' Socio-Economic Characteristics by Gender

Sl.No	Characteristics	Gender		Total
		Male	Female	N=320
1	Father's Education			
	Illiterate	0 (0.00)	1 (0.54)	1 (0.31)
	Primary	3 (2.24)	6 (3.23)	9 (2.81)
	Middle	24 (17.91)	38 (20.43)	62 (19.38)
	High School	36 (26.87)	47 (25.27)	83 (25.94)
	Higher Secondary School	24 (17.91)	38 (20.43)	62 (19.38)
	Graduate	32 (23.88)	43 (23.12)	75 (23.44)
	Post Graduate	15 (11.19)	10 (5.38)	25 (7.81)
	PhD	0 (0.00)	3 (1.61)	3 (0.94)
2	Father's Occupation			
	Govt.Servant	39 (29.10)	59 (31.72)	98 (30.63)
	Business	18 (13.43)	27 (14.52)	45 (14.06)
	Daily Wage Labourer	22 (16.42)	35 (18.82)	57 (17.81)
	Cultivator	10 (7.46)	10 (5.38)	20 (6.25)
	Others	45 (33.58)	55 (29.57)	100 (31.25)

Source: Computed

Figures in parentheses are percentages

4.6 Economic profile of the respondent's mother

Table 4.6 Respondents' Socio-Economic Characteristics by Gender

Sl.No	Characteristics	Gender		Total
		Male	Female	
1	Mother Education			
	Illiterate	1 (0.75)	0 (0.00)	1 (0.31)
	Primary	4 (2.99)	9 (4.84)	13 (4.06)
	Middle	14 (10.45)	29 (15.59)	43 (13.44)
	High School	49 (36.57)	61 (32.80)	110 (34.38)
	Higher Secondary School	27 (20.15)	41 (22.04)	68 (21.25)
	Graduate	26 (19.40)	35 (18.82)	61 (19.06)
	Post Graduate	12 (8.96)	10 (5.38)	22 (6.88)
	PhD	1 (0.75)	1 (0.54)	2 (0.63)
2	Mother Occupation			
	Govt. Servant	32 (23.88)	22 (11.83)	54 (16.88)
	Business	25 (18.66)	34 (18.28)	59 (18.44)
	Daily Wage laborer	19 (14.18)	18 (9.68)	37 (11.56)
	Cultivator	6 (4.48)	12 (6.45)	18 (5.63)
	Others	52 (38.81)	100 (53.76)	152 (47.50)

Source: Computed

Figures in parentheses are percentages

The educational qualification of a father is categorized into illiterate, primary, middle, HSLC, HSSLC, Graduate and Post Graduate and PhD. More than a fourth (25.94%) of the father attained education up to the high school level. More than one-third (34.38%) of the respondents' mothers studied up to HSLC, and a two fifth (21.25%) attained education up to HSSLC. A little less than one-fifth (19.06%) completed their graduation. Less than one-fifth (13.44%) of the respondents' mothers reached up to the level of middle school. A few each (6.88%, 4.06%) of the respondents' mothers are postgraduate and studied up to the primary level. Also, 6 percent of the respondents' mothers had PhD degrees and only 3 percent are illiterate.

Almost half (47.50%) of the respondents' mothers are engaged in other types of work. More than a tenth each (18.44%, 16.88% and 11.56%) work as a government servant, daily laborer and doing business in various sectors. A few (5.63%) are engaged in agricultural work. The table shows that there are several adolescents whose mothers are engaged in other forms of income like shop businesses and small enterprises.

4.7 Family Income of the Respondents

Table 4.7 shows the family details of the respondents in terms of their income of the family. The monthly income of the family is classified into lower Poor (<7500), Low (7500-16000), Middle (10000-42000), Upper (42000-83000) and Rich (>83000). Almost half (40.94%) falls in the middle-income category. Less than one-fifth each (15.63%, 15.31%, 15% and 13.13%) are in the category of poor, low, upper and rich income. This indicates that the respondents mostly belong to middle-class (10000-42000) income families and are living sustained life.

Table 4.7 Respondents' Socio-Economic Characteristics by Gender

Characteristics	Gender		Total
	Male	Female	
Family Income			
Poor (<7500)	21	28	49
	(15.67)	(15.05)	(15.31)
Low (7500-16000)	23	25	48
	(17.16)	(13.44)	(15.00)
Middle (10000-42000)	48	83	131
	(35.82)	(44.62)	(40.94)
Upper (42000-83000)	21	21	42
	(15.67)	(11.29)	(13.13)
Rich (>83000)	21	29	50
	(15.67)	(15.59)	(15.63)

Source: Computed Figures in parentheses are percentages

4.8 Household Profile of the Respondents

Table 4.8 demonstrates the respondents' family household profile by gender in terms of size of the family, number of dependents and number of earners.

The size of the family is classified into small, medium and large. Among the respondents, two third (65.63%) belongs to medium size family in which male (68.66%) are then female (63.44%). A fourth (26.88%) resides in a large family in which females (30.65%) are more than males (21.64%). The remaining (7.50%) reside in a small size family in which male (9.70%) is a little bit more than female (5.91%). Thus, the table reveals that the majority of the respondents live in a medium size family.

Table 4.8 Household profile of the Respondents by Gender

Sl.no	Characteristics	Gender		
		Male	Female	Total
		n=134	n=186	N=320
1	Family Size			
	Small	13	11	24
		(9.70)	(5.91)	(7.50)
	Medium	92	118	210
		(68.66)	(63.44)	(65.63)
	Large	29	57	86
		(21.64)	(30.65)	(26.88)
2	Number of dependents			
	Low	91	109	200
		(67.91)	(58.60)	(62.50)
	Medium	38	72	110
		(28.36)	(38.71)	(34.38)
	High	5	5	10
		(3.73)	(2.69)	(3.13)
3	Number of earners			
	Low	115	159	274
		(85.82)	(85.48)	(85.63)
	Moderate	18	26	44
		(13.43)	(13.98)	(13.75)
	High	1	1	2
		(0.75)	(0.54)	(0.63)

Source: Computed

Figures in parentheses are percentages

The number of dependents in a family is categorized into low, medium and high. Among the respondents, two-thirds (62.50%) of the respondents' families have few dependents, with more males (67.91%) than females (58.60%). One-third (34.38%) have the medium level in which females (38.71%) are more than males (28.36%). Only a few

(3.13%) are having a high number of dependents in their family where males (3.73%) are more than females (2.69%). Hence, the table shows that the respondents' families do not have sustained economic activity.

The number of earners in a family is classified into low, moderate and high. A vast majority (85.63%) have a low number of earners in their families in which the gender proportion between males (85.82%) and females (85.48%) is evenly distributed. A little more than a tenth (13.75%) of the families have moderate earners in which the gender proportion of females (13.98%) and males (13.43%) are also evenly distributed. Whereas, the remaining only a percent 0.63 are highly desirable in which both males (0.75%) and females (0.54%) are even. Therefore, the table reveals that there is fair and sustainable economic activity among the respondents' families and there is no significant gender difference.

Table 4.9 Academic records of the Respondents

Table 4.9 shows the academic records of the respondents. The academic records help in understanding the respondents' past and present educational performances both in high school and higher secondary school. In this study, the academic records are classified into the respondents' level of performance such as distinction, first division, second division and third division in class VII, HSLC and HSSLC.

Academic records (VII) are classified into four levels – distinction, first, second and third division. Among the respondents, half (51.56%) secured distinction with which females (54.30%) more than males (47.76%). One-third (36.25%) obtained the first division in which there is an equally distributed proportion between males (37.31%) and females (35.48%). A few (11.25%) of the respondents secured second divisions in which males (13.43%) are more than females (9.68%). The remaining (9%) passed out as the third division in which male (1.49%) is more than females (0.5%). The table shows that the majority of the respondents in class VII academic records a distinction in which females are better than males.

Academic records (HSLC) are also classified into four levels- distinction, first, second and third. A little more than half (51.25%) secured the first division in which there is an equally distributed proportion between males (52.99%) and females (50%). A little more than a fifth (23.75%) secured distinction in which there is also an equally

distributed proportion between males (23.88%) and females (23.66%). Also, a little more than a fifth (21.56%) passed out in the second division in which there is an equally distributed proportion of females (22.58%) and males (20.15%). The remaining (3.44%) obtained the third division in which males (8.21%) are a little bit more than females (7.53%). The table shows that the majority of the respondents in HSLC secured First Division in which males are better than females.

Academic records (HSSLC) are again classified into four levels- distinction, first, second and third. A little more than one-third (36.88%) secured distinction in which there is an equally distributed proportion of females (37.10%) and males (36.57%). Also, a little more than one-third (35.63%) of the respondents passed out as the first division in which there is an equally distributed proportion of females (36.02%) and males (35.07%). A few (19.69%) secured second division in which males (20.15%) are a little bit more than females (19.35%). The remaining (7.81%) obtained the third division in which male (8.21%) is more than females (7.53%). Hence, the table shows that the majority of the respondents in HSSLC secured both distinction and first in which females are better than males. From the analysis of the data and the academic records of the respondents, the table shows that the performance of the students gradually decreases from the lower class to the higher class.

Table 4.9 Academic records by Gender

Sl.no	Characteristics	Gender		
		Male	Female	Total
		n=134	n=186	N=320
1	Academic records (VII)			
	Distinction	64	101	165
		(47.76)	(54.30)	(51.56)
	First	50	66	116
		(37.31)	(35.48)	(36.25)
	Second	18	18	36
		(13.43)	(9.68)	(11.25)
	Third	2	1	3
		(1.49)	(0.54)	(0.94)
2	Academic records (HSLC)			

	Distinction	32	44	76
		(23.88)	(23.66)	(23.75)
	First	71	93	164
		(52.99)	(50.00)	(51.25)
	Second	27	42	69
		(20.15)	(22.58)	(21.56)
	Third	4	7	11
		(2.99)	(3.76)	(3.44)
3	Academic records (HSSLC)			
	Distinction	49	69	118
		(36.57)	(37.10)	(36.88)
	First	47	67	114
		(35.07)	(36.02)	(35.63)
	Second	27	36	63
		(20.15)	(19.35)	(19.69)
	Third	11	14	25
		(8.21)	(7.53)	(7.81)

Source: Computed Figures in parentheses are percentages

4.10 Conclusion

This chapter discusses the socio-demographic characteristics of the adolescents in terms of demographic profile, family profile, socio-structural bases of the family, the economic profile of the family, household profile and academic records of the respondents. We can conclude that the majority of the respondents are female and in the age group between 16 and 19 years of age. The majority come from a nuclear family and falls in the middle-income category. In terms of domicile, urban and rural adolescents are equally distributed and the performance of the students gradually decreases from lower class to higher class in terms of academic performance. While a majority of the respondent's families have not sustained and stable economic activity. The next chapter discusses the relationship between parents and teachers.

CHAPTER - V

PARENT-CHILD RELATIONSHIP AMONG ADOLESCENTS

The preceding chapter offered an understanding of the demographic characteristics of adolescents. This chapter discusses the relationship between parents and child among adolescents in Aizawl district in terms of the relationship between fathers and the relationship between mothers. Qualitative studies in the form of case studies and focus group discussions are also presented.

5.1 Mother's level of the parent-child relationship by gender and age

Table 5.1 shows the level of mother relationship with adolescents by gender and age. Gender is classified into male and female and age into the middle (15-17 years) and late adolescents (18 and above years).

More than half of the respondents (56.56%) have a low level of mother-adolescent relationship in which male (58.96%) is higher than females (54.84%). A third (34.69%) of adolescents have a moderate level of relationship with their mothers in males (35.07%) is higher than in females (34.41%). A little less than a tenth (8.13%) of adolescents have a very low level of relationship with their mothers in females (9.68%) is higher than in males (5.97%). A few (0.63%) of adolescents have a high level of relationship with their mother in females (1.85%) composite.

More than half of the respondents (56.56%) have a low level of relationship with their mothers in which adolescents (60.74%) in the age group of 15-17 years is higher than late adolescents (52.23%). One-third (34.69%) of adolescents have a moderate level of relationship with their mothers and late adolescents (39.49%) are higher than middle age (30.06%). A little less than a tenth (8.13%) of adolescents has very low levels of relationship with their mothers which middle age (9.20%) is higher than late adolescents (7.01%). A few (0.63%) of adolescents have high levels of relationship with their mothers in late adolescents (1.27%) constitute all.

Table 5.1 Mother's Level of Parent-Child Relationship by Gender and Age

Sl.No.		Gender		Total N = 320
		Male n= 134	Female n =186	
1	Mother's Level CR(Binned)			
	Very Low (<= 17)	8	18	26
		(5.97)	(9.68)	(8.13)
	Low (18 - 29)	79	102	181
		(58.96)	(54.84)	(56.56)
	Moderate (30 - 40)	47	64	111
		(35.07)	(34.41)	(34.69)
	High (41+)	0	2	2
		(0.00)	(1.08)	(0.63)
		Age		
		15- 17(Middle) n = 163	18 > (Late) n = 157	Total N = 320
2	Mother's Level CR(Binned)			
	Very Low (<= 17)	15	11	26
		(9.20)	(7.01)	(8.13)
	Low (18 - 29)	99	82	181
		(60.74)	(52.23)	(56.56)
	Moderate (30 - 40)	49	62	111
		(30.06)	(39.49)	(34.69)
	High (41+)	0	2	2
		(0.00)	(1.27)	(0.63)

Source: Computed

Figures in parenthesis are percentages

5.2 Mother's Level of Parent-Child Relationship by Area and Type of School

Table 5.2 shows the mothers' level of the parent-child relationship by area and type of school. The area of the school is classified into rural and urban and the type of school is categorized into government and private schools.

More than half of the respondents (56.56%) have a low level of relationship with their mothers with which adolescents who reside in urban (57.07%) higher than adolescents who reside in rural (55.88%). A third (34.69%) of adolescents have a moderate level of relationship with their mothers and adolescents who reside in rural (36.03%) are higher than adolescents who reside in urban (33.70%). A little less than a tenth (8.13%) of adolescents have a very low level of relationship with their mothers and adolescents residing in urban (8.70%) are higher than adolescents residing in rural (7.35%). The remaining (0.63%) of adolescents have a high level of relationship with their mothers with which adolescents resides in rural (0.74%) is higher than adolescents residing in urban (0.54%) areas.

More than half of the respondents (56.56%) have a low level of relationship with their mothers and adolescents who enrolled in govt. the school (60.42%) is more than adolescents enrolled in private (50.78%). A third (34.69%) of adolescents have a moderate level of relationship with their mothers and adolescents enrolled in private (39.06%) are more than adolescents enrolled in govt. the school (31.77%). A little less than a tenth (8.13%) of adolescents have a very low level of relationship with their mothers which adolescents enrolled in private (9.38%) is more than adolescents enrolled in govt. school (7.29%). The remaining (0.63%) of adolescents have a high level of relationship with their mothers which adolescents enrolled in private (0.78%) are higher than adolescents enrolled in govt. school (0.52%) areas.

Table 5.2 Mother's Level of Parent-Child Relationship by Area and Type of School

Sl.No.		Area of Living		Total N = 320
		Rural n = 136	Urban n = 184	
1	Mother's Level CR(Binned)			
	Very Low (<= 17)	10	16	26
		(7.35)	(8.70)	(8.13)
	Low (18 - 29)	76	105	181
		(55.88)	(57.07)	(56.56)
	Moderate (30 - 40)	49	62	111
		(36.03)	(33.70)	(34.69)
	High (41+)	1	1	2
		(0.74)	(0.54)	(0.63)
		Type of school		
		Govt. n = 192	Private n = 128	Total N = 320
2	Mother's Level CR(Binned)			
	Very Low (<= 17)	14	12	26
		(7.29)	(9.38)	(8.13)
	Low (18 - 29)	116	65	181
		(60.42)	(50.78)	(56.56)
	Moderate (30 - 40)	61	50	111
		(31.77)	(39.06)	(34.69)
	High (41+)	1	1	2
		(0.52)	(0.78)	(0.63)

Source: Computed

Figures in parenthesis are percentage

5.3 Father's level of the parent-child relationship by gender and age

Table 5.3 shows the level of father relationship with adolescents by gender and age. Gender is classified into male and female and age into middle (15-17 years) and late adolescents (18 and above years).

Three fourth of the respondents (70.63%) have a low level of father-adolescent relationship in which male (78.36%) is higher than females (65.05). A sixth (16.56%) of adolescents have a very low level of relationship with their fathers in which female (19.89%) is higher than males (11.94%). A little more than a tenth (11.25%) of adolescents have a moderate level of relationship with their fathers in which female (13.44%) is higher than males (8.21%). A few (1.56%) of adolescents have a high level of relationship with their mother in which females (1.61) is higher than males (1.49%).

Table 5.3 Father's Level of Parent-Child Relationship by Gender and Age

Sl. No.		Gender		Total N = 320
		Male n = 134	Femalen = 186	
1	Father's Level of PCR (Binned)			
	Very Low (<= 16)	16	37	53
		(11.94)	(19.89)	(16.56)
	Low (17 - 28)	105	121	226
		(78.36)	(65.05)	(70.63)
	Moderate (29 - 40)	11	25	36
		(8.21)	(13.44)	(11.25)
	High (41+)	2	3	5
		(1.49)	(1.61)	(1.56)
		Age		
		15-17(Middle) n= 163	18 > (Late) n = 157	Total N = 320
2	Father's Level of CR (Binned)			
	Very Low (<= 16)	32	21	53
		(19.63)	(13.38)	(16.56)
	Low (17 - 28)	113	113	226
		(69.33)	(71.97)	(70.63)
	Moderate (29 - 40)	16	20	36
		(9.82)	(12.74)	(11.25)
	High (41+)	2	3	5
		(1.23)	(1.91)	(1.56)

Source: Computed

Figures in parenthesis are percentages

Three fourth of the respondents (70.63%) have a low level of relationship with their fathers in which late adolescents (71.97%) is higher than middle age (69.33%). A sixth (16.56%) of adolescents have a very low level of relationship with their fathers in which middle age (19.63%) of adolescents is higher than late adolescents (13.38%). A little more than a tenth (11.25%) of adolescents have moderate levels of relationship with their fathers in which late adolescents (12.74%) is higher than middle age (9.28%). A few (1.56%) of adolescents have high levels of relationship with their fathers in which late adolescents (1.91%) are higher than middle age (1.23%) adolescents.

Table 5.4 Father's Level of Parent-Child Relationship by Area and Type of School

Table 5.4 shows fathers' level of the parent-child relationship by area and type of school. The area of a school is classified into rural and urban and the type of school is categorized into government and private schools.

The majority of the respondents (70.63%) have a low level of relationship with their fathers in which adolescents who reside in rural (72.79%) are higher than adolescents who reside in urban (69.02%). A sixth (16.56%) of adolescents have a very low level of relationship with their fathers in which adolescents who reside in urban (21.74%) are higher than adolescents who reside in rural (9.56%). A little more than a tenth (11.25%) of adolescents have a moderate level of relationship with their fathers in which adolescents resides in rural (16.18%) is higher than adolescents residing in urban (7.61%). The remaining (1.56%) of adolescents have a high level of relationship with their fathers in which adolescents residing in urban (1.63%) higher than adolescents residing in rural (1.47%) areas.

To find out the fathers' level of a parent-child relationship between urban and rural by applying the T-test, a hypothesis is derived as below:

Ho: There is no relationship between fathers' level of parent-child and area.

H1: There is a relationship between fathers' level of parent-child and area.

Since the P value is less than 0.01, the null hypothesis is rejected at 1% level and the alternative hypothesis is accepted with regards to area and fathers' level of parent-child relationship which indicates that there is a significant difference between levels of father's parent-child (binned) and areas (binned).

The majority of the respondents (70.63%) have a low level of relationship with their fathers in which adolescents who enrolled in govt. school (71.35%) is more than adolescents enrolled in private (69.53%). A sixth (16.56%) of adolescents have a very low level of relationship with their fathers in which adolescents enrolled in private (21.88%) is more than adolescents enrolled in govt. school (13.02%). A little more than a tenth (11.25%) of adolescents has a very moderate level of relationship with their fathers in which adolescents enrolled in govt. school (14.58%) is more than adolescents enrolled in private (6.25%). The remaining (1.56%) of adolescents have a high level of relationship with their fathers in which adolescents enrolled in private (2.34%) is higher than adolescents enrolled in govt. school (1.04%) areas.

To find out the fathers' level of a parent-child relationship between urban and rural by applying the T-test, a hypothesis is derived as below:

Ho: There is no relationship between fathers' level of parent-child and the type of school.

H1: There is a relationship between fathers' level of parent-child and the type of school.

Since the P value is less than 0.05, the null hypothesis is rejected at 5% level and the alternate is accepted with regards to the type of school and levels of fathers' parent-child relationship which indicates that there is a significant difference between the type of school (binned) and levels of fathers' parent-child relationship (binned).

Table 5.4 Father's Level of Parent-Child Relationship by Area and Type of School

Sl.no		Area of Living			X^2	P value	
		Rural n = 136	Urban n = 184	Total N = 320			
1	Father's Level of CR (Binned)						
	Very Low (<= 16)	13 (9.56)	40 (21.74)	53 (16.56)	12.278 ^a	.006**	
	Low (17 - 28)	99 (72.79)	127 (69.02)	226 (70.63)			
	Moderate (29 - 40)	22 (16.18)	14 (7.61)	36 (11.25)			
	High (41+)	2 (1.47)	3 (1.63)	5 (1.56)			
	Type of school						
	2	Father's Level of CR (Binned)	Govt. n = 192	Private n = 128	Total N = 320		
		Very Low (<= 16)	25 (13.02)	28 (21.88)	53 (16.56)	9.245 ^a	.026*
Low (17 - 28)		137 (71.35)	89 (69.53)	226 (70.63)			
Moderate (29 - 40)		28 (14.58)	8 (6.25)	36 (11.25)			
High (41+)		2 (1.04)	3 (2.34)	5 (1.56)			

Source: Computed

*p<0.05

**p<0.01

Table 5.5 Respondents' Level of Relationship between Mothers' and Father's Level

Table 5.5 shows the Chi-square test for respondents' level of relationship between mother and father. Mothers' level (binned) is classified as very low (<17), low (18-29), moderate (30-40), and high (41+). Fathers' level (binned) is classified as very low (<16), low (17-28), moderate (29-40), and high (41+). Among the respondents, more than half (56.56%) have a low (18-29) level of mothers relationship.

To find out the relationship between levels of mothers and fathers' by applying the Chi-square test, a hypothesis has been formulated as below:

H0: There is no relationship between levels of adolescents' mother and father.

H1: There is a relationship between levels of adolescents' mother and father.

Since the P value is less than 0.01, the null hypothesis is rejected at 1% level and the alternative hypothesis is accepted with regards to the level of relationship between mother and father which indicates that there is a positive relationship between mother (binned) and father (binned) of adolescents.

Table 5.5 Respondents' Level of Relationship between Mothers' and Father's Level

	Father's Level of CR (Binned)				Total	X ²	p-Value
	Very Low (<= 16)	Low (17 - 28)	Moderate (29 - 40)	High (41+)			
Mother's Level CR(Binned)							
Very Low (<= 17)	14 (26.42)	12 (5.31)	0 (0.00)	0 (0.00)	26 (8.13)	72.859 ^a	.000 ^{**}
Low (18 - 29)	35 (66.04)	137 (60.62)	7 (19.44)	2 (40.00)	181 (56.56)		
Moderate (30 - 40)	4 (7.55)	75 (33.19)	29 (80.56)	3 (60.00)	111 (34.69)		
High (41+)	0 (0.00)	2 (0.88)	0 (0.00)	0 (0.00)	2 (0.63)		
Total	53 (100.00)	226 (100.00)	36 (100.00)	5 (100.00)	320 (100.00)		

Source: Computed

*p<0.05

**p<0.01

5.6 Parent-Adult Child Relationship by Gender and Age

Table 5.6 shows the parent-adult-child relationship by gender, age, and T-test distribution. The Parent Adult Child relationship measures the relationship between adults and parents as perceived by their child. For the maternal relationship, an orthogonal two-factor for sons and daughters, the regard factor was limited to five items and the responsibility factor to eight items. For the paternal relationship, an orthogonal three-factor consisted of regard and responsibility, conceptually similar but with different items to those derived for the mother, plus an additional factor termed control, including four items on the regard factor, four on the responsibility factor, and five on the control factor. Thus, the control factor was retained only for fathers. The parent-child relationship is categorized into gender i.e., male/female and age into two groups i.e., middle (15-17) and late (18 and above). Among the respondents' mean scores, the majority (26.25) is overall parent adult child mother in which the majorities (26.66) mean scores are male respondents. Mother's responsibility has a mean score (14.15) in which the majority are male (14.56). Among the respondents' mean scores, the majority (21.87) is overall parent adult child father in which majority (22.31) are male. The mean score (48.12) of the respondents is overall parent adult-child relationship in which the majority are male (48.96) respectively.

To find out the relationship between parent-adult relationship and gender by applying the T-test, a hypothesis is derived as below:

Ho: There is no relationship between parent-adult child and gender.

H1: There is a relationship between parent-adult child and gender.

Since the P value is less than 0.01, the null hypothesis is rejected at 1% level with regards to the father's control towards adolescents. Hence, there is a significant difference between males and females concerning the father's control. Based on the mean score, fathers elicit greater control over their sons as compared to their daughters. Hence, the table reveals that the majority of respondents' fathers are less involved in their daughters' behavior patterns and character, whereas respondents' fathers place more authority and control over their sons.

There is no significant difference between males and females concerning the overall parent-adult child mother and father and overall parent-adult child relationship.

Hence, the null hypothesis is accepted at 5% level with regards to the overall mother's regard, responsibility as well as overall father's regard, responsibility, and control and overall parent-adult-child relationship which indicates that adolescents have equal connections with their parents.

Among the respondents' the mean score (26.25) is overall parent adult child-mother relationship by age in which the majority (26.90) belongs to late adolescents (18 years and above). Among the respondents' the overall mean score (21.87) is parent adult child father in which the majority (22.65) belongs to late adolescents. The overall mean score (48.12) is parent adult child in which the majority (48.96) belongs to middle age (15-17 years).

To find out the relationship between parent-adult relationship and age by applying the T-test, the hypothesis is derived as below:

Ho: There is no relationship between parent-adult child and age.

H1: There is a relationship between parent-adult child and age.

Since the P value is less than 0.05, the null hypothesis is rejected at 5% level with regards to mothers' responsibility among adolescents of middle and late years of age. Hence, there is a significant difference between parents and adult child with mother responsibility among adolescents. Based on the mean score, adolescents in their late years (18 years and above) feel responsible for their mother's future and happiness because adolescents in their late years are capable of shouldering responsibility for their parents, especially their mothers.

There is no significant difference between age concerning the parent-adult-child relationship with mothers' regard and the overall parent-adult-child relationship with mothers. Hence, the null hypothesis is accepted at 5% level concerning parent adult child, overall parent adult child with mother and age because adolescents perceived their mother as caring and supportive in their life. And that there is no age difference when it comes to mothers' regard towards adolescents and the overall parent-adult-child relationship.

Since the P value is less than 0.01, the null hypothesis is rejected at 1% level with regards to the father's control towards adolescents by age. Hence, there is a significant difference between ages concerning fathers' control over their children. Based

on the mean score, fathers show more power and control towards their late adolescents who are in the age group of 18 years and above because adolescents in their late years require more control as they enter the reality of modern life, where technology occupies the majority of their time.

Since the P value is less than 0.05, the null hypothesis is rejected at 5% level with regards to overall fathers' regard, responsibility, and control towards adolescents and overall parent-child relationship with fathers by age. Hence, there is a significant difference between ages concerning fathers' regard, responsibility, and control towards adolescents. Based on the mean score, adolescents who are in their late years are more attached and feel responsible for their parent's happiness and future. In addition, they are more protective and controlled by their parents as they enter the world of maturity.

Hence, the table reveals that the majority of the respondents show equal respect, love, and care for both their fathers and mothers, with the majority being males aged 18 and above. While male adolescents are more protected and controlled by their fathers than female adolescents.

Table 5.6 Parent-Child Relationship by Gender and Age

PCR Factors	Gender				Total		t value	P value
	Male		Female		N = 320			
	Mean	SD	Mean	SD	Mean	SD		
Mother's Regard	12.10	2.53	12.11	2.87	12.10	2.73	-034	.973
Mother's Responsibility	14.56	3.61	13.85	4.63	14.15	4.24	1.484	.140
Overall PCAM	26.66	5.14	25.96	6.75	26.25	6.13	1.007	.315
Father's Regard	9.54	2.38	9.75	2.56	9.67	2.48	-.739	.460
Father's Responsibility	5.26	2.73	5.34	2.91	5.31	2.83	-.258	.797
Father's Control	7.50	3.30	6.46	3.23	6.89	3.30	2.824	.005**
Overall PCAF	22.31	6.48	21.55	7.06	21.87	6.82	.973	.331
Overall PCR	48.96	9.70	47.51	12.21	48.12	11.24	1.141	.255

PCR Factors	Age				Total N = 320	t value	P value	
	15-17(Middle) n = 163		18 and above (Late) n =157					
	Mean	SD	Mean		Mean	SD		
Mother's Regard	12.02	2.78	12.19	2.68	12.10	2.73	-.565	.572
Mother's Responsibility	13.60	4.07	14.71	4.35	14.15	4.24	-2.363	.019*
Overall PCA	25.62	6.01	26.90	6.20	26.25	6.13	-1.882	.061
Father's Regard	9.68	2.37	9.65	2.59	9.67	2.48	.113	.910
Father's Responsibility	5.05	2.67	5.58	2.98	5.31	2.83	-1.680	.094
Father's Control	6.39	3.12	7.42	3.40	6.89	3.30	-2.836	.005**
Overall PCAF	21.12	6.33	22.65	7.24	21.87	6.82	-2.019	.044*
Overall PCR	46.74	10.91	49.55	11.43	48.12	11.24	-2.257	.025*

Source: Computed

*P<0.05

**P<0.01

5.7 Level of Parent-Child Relationship by Gender and Age

Table 5.7 shows the relationship between parents and adolescents by gender and age. Gender is classified into male and female and age into adolescents (15-17 years) and late adolescents (18 and above years).

The majority of the respondents (64.69%) have a moderate level of the parent-child relationship in which male (67.91%) is higher than female (62.37%). A little less than a third (25%) of adolescents have a very low level of relationship with their parents in which female (26.34%) is higher than males (23.13%). A little less than a tenth (8.44%) of adolescents have a high level of relationship with their parents in which there is an equal distribution of males (8.96%) and females (8.06%). The remaining (1.88%) of adolescents have a very low level of relationship with their parents in which females (3.23%) composite all.

The majority of the respondents (64.69%) have a moderate level of relationship with their parents in which late adolescents (66.24%) is higher than middle age

(63.19%). A little less than a third (25%) of adolescents have a very low level of relationship with their parents in which middle age (26.99%) of adolescents is higher than late adolescents (22.93%). A little less than a tenth (8.44%) of adolescents have high levels of relationship with their parents in which late adolescents (10.19%) is higher than middle age (6.75%). A few (1.88%) of adolescents have very low levels of relationship with their parents in which middle age (3.07%) is higher than late adolescents (0.64%).

Table 5.7 Parent-Child Relationship by Gender and Age

Sl.No.		Gender		Total N = 320
		Male n = 134	Female n = 186	
1	Parental Level of CR (Binned)			
	Very Low(<= 22)	0	6	6
		(0.00)	(3.23)	(1.88)
	Low (23 - 42)	31	49	80
		(23.13)	(26.34)	(25.00)
	Moderate(43 - 62)	91	116	207
		(67.91)	(62.37)	(64.69)
	High (63+)	12	15	27
		(8.96)	(8.06)	(8.44)
		Age		
		15-17(Middle)	18 > (Late)	Total N = 320
2	Parental Level of CR (Binned)			
	Very Low(<= 22)	5	1	6
		(3.07)	(0.64)	(1.88)
	Low (23 - 42)	44	36	80
		(26.99)	(22.93)	(25.00)
	Moderate(43 - 62)	103	104	207
		(63.19)	(66.24)	(64.69)
	High (63+)	11	16	27
		(6.75)	(10.19)	(8.44)

Source: Computed

Figures in parentheses are percentages.

5.8 Parent-Adult Child Relationship by Area and Type of school

Table 5.8 shows the parent-child relationship by area and type of school. The area of the school is classified into rural and urban and the type of school is categorized into government and private schools. Among the respondents' mean score, the majority (26.25) is overall mother's regard and responsibility in which the majority (26.65) belongs to rural areas. Among the respondents' mean score, the majority (21.87) is overall fathers' regard, responsibility, and control in which the majority (23.54) belongs to rural areas. The overall mean score (48.12) is a parent-adult-child relationship in which the majority (50.19) belongs to rural areas.

To find out the relationship between parent-adult relationship and area by applying the T-test, the hypothesis is derived as below:

Ho: There is no relationship between parent-adult child and area.

H1: There is a relationship between parent-adult child and area.

Since the P value is less than 0.01, the null hypothesis is rejected at 1% level with regards to fathers' regard, responsibility, and control, overall parent-adult child father, and overall parent-adult child relationship. Hence, there is a significant difference between rural and urban areas with regards to fathers' regard for responsibility, control and overall parent adult child father and overall parent adult child relationship because fathers in rural areas show more regard, responsibility, and control towards their adolescents' child.

There is no significant difference between rural and urban adolescents concerning mothers' regard, responsibility, and overall parent adult child relationship mother. Hence, the null hypothesis is accepted at 5% level concerning mothers' regard, responsibility, and overall parent adult child relationship mother because mothers of rural and urban areas have received equal love and care from their adolescents' child. Therefore, there is not much difference in the level of relationship patterns with their mothers between rural and urban adolescents.

Among the respondents' mean scores, the majority (26.25) is the overall parent-adult-child relationship with the mother in which the majority (26.78) is enrolled in private school. Among the respondents' mean score, the majority (21.87) is an overall parent-adult-child relationship with the father in which the majority (22.53) is enrolled

in govt. school. The overall parent-adult-child relationship mean score (is 48.12) in which the majority (48.42) is enrolled in govt. school.

To find out the relationship between parent-adult relationship and type of school by applying the t-test, a hypothesis is derived as below:

Ho: There is no relationship between a parent-adult child and the type of school.

H1: There is a relationship between a parent-adult child and the type of school.

Since the P value is less than 0.01, the null hypothesis is rejected at 1% level with regards to the father's responsibility and the father's control over their adolescent child. Hence, there is a significant difference between govt. and private school with regards to the father's responsibility and father's control. Based on the mean score, the father shows more responsibility to private school than adolescents who enrolled in govt. school. And in the control factor, there is a difference between govt. and private schools in which fathers' control is more in private school than govt. school.

Since the P value is less than 0.05, the null hypothesis is rejected at 5% level concerning an overall parent-adult-child relationship with the father. Hence, there is a significant difference in govt. and private school with regards to parent-adult child relationship with the father. Based on the overall mean score, fathers show regard and responsibility, control, and parent-adult-child relationship with fathers more in govt. than private schools among the respondents.

There is no significant difference between govt. and private school with regards to overall mother relationship with adolescents, fathers regard and overall parent-adult-child relationship. Hence, the null hypothesis is accepted at 5% level concerning the overall mother relationship with adolescents, father's regard, and overall parent-adult-child relationship because the relationship of adolescents with their mothers did not differ and there is equity both in males and females when nurturing their children.

Hence the table shows that there is a significant difference between adolescents and their mothers concerning the care, love, protection, and taking responsibility. There is a relationship difference between adolescents and their fathers in which adolescents' fathers are more controlled in rural areas than in urban areas.

Table 5.8 Parent-Child Relationship by Area and Type of School

PCR Factors	Area				Total N = 320		t- Value	p Value
	Rural n = 136		Urban n = 184					
	Mean	SD	Mean	SD	Mean	SD		
Mother's Regard	12.38	2.67	11.90	2.77	12.10	2.73	1.535	.126
Mother's Responsibility	14.28	4.25	14.05	4.24	14.15	4.24	.480	.631
Overall PCAQM	26.65	6.01	25.95	6.21	26.25	6.13	1.015	.311
Father's Regard	10.21	2.16	9.27	2.63	9.67	2.48	3.404	<i>.001**</i>
Father's Responsibility	5.88	2.85	4.89	2.75	5.31	2.83	3.155	<i>.002**</i>
Father's Control	7.45	3.20	6.48	3.31	6.89	3.30	2.613	<i>.009**</i>
Overall PCAQF	23.54	6.57	20.64	6.76	21.87	6.82	3.840	<i>.000**</i>
Overall PCAQ	50.19	10.81	46.59	11.32	48.12	11.24	2.869	<i>.004**</i>
PCR Factors	Type of School				Total N =320		t- Value	p Value
	Govt. n = 192		Private n =128					
	Mean	SD	Mean	SD	Mean	SD		
Mother's Regard	11.95	2.67	12.34	2.82	12.10	2.73	-1.247	.213
Mother's Responsibility	13.95	4.12	14.45	4.42	14.15	4.24	-1.028	.305
Overall PCAQM	25.90	5.92	26.78	6.42	26.25	6.13	-1.267	.206

Father's Regard	9.53	2.50	9.87	2.45	9.67	2.48	-1.187	.236
Father's Responsibility	5.72	2.74	4.70	2.86	5.31	2.83	3.213	.001**
Father's Control	7.28	3.13	6.32	3.46	6.89	3.30	2.564	.011**
Overall PCAQF	22.53	6.62	20.88	7.03	21.87	6.82	2.122	.035*
Overall PCAQ	48.42	11.19	47.66	11.33	48.12	11.24	.590	.555

Source: computed

*p<0.05

**p<0.01

Table 5.9 Level of Parent-Child Relationship by Area and Type of School

Table 5.9 shows the level of relationship between parents and adolescents by area and type of school. The area of a school is classified into rural and urban and the type of school is categorized into government and private schools.

The majority of the respondents (64.69%) have a moderate level of relationship with their parents in which adolescents who reside in rural (72.06%) higher than adolescents who reside in urban (59.24%). A little less than a third (25%) of adolescents have a very low level of relationship with their parents with which adolescents who reside in urban (31.52%) being higher than adolescents who reside in rural (16.18%). A little more than a tenth (8.44%) of adolescents has a high level of relationship with their parents which adolescents residing in rural (10.29%) is higher than adolescents residing in urban (7.07%). The remaining (1.88%) of adolescents have a very low level of relationship with their parents in which adolescents residing in urban (2.17%) is higher than adolescents residing in rural (1.47%) areas.

To find out the level of parent-child relationship and area by applying the T-test, a hypothesis is derived as below:

Ho: There is no relationship between the area and levels of a parent-child relationship.

H1: There is a relationship between areas and levels of a parent-child relationship.

Since the P value is greater than 0.05, the null hypothesis is rejected at 5% level with regards to the area and levels of a parent-child relationship. Therefore, there is a significant difference between rural and urban adolescents with regards to the level of parent-child relationship because adolescents living in rural areas have a good relationship with their parents as their parents show a moderate level of parenting and those adolescents also show respect and love for their parents more in rural areas.

The majority of the respondents (64.69%) have a moderate level of relationship with their parents in which adolescents who enrolled in govt. school (67.71%) is more than adolescents enrolled in private (60.16%). A little less than a third (25%) of adolescents have a very low level of relationship with their parents in which adolescents enrolled in private (30.47%) is more than adolescents enrolled in govt. school (21.35%). A little less than a tenth (8.44%) of adolescents has a high level of relationship with their parents in which there is an equal distribution of adolescents enrolled in govt. school (8.33%) and adolescents enrolled in private (8.59%). The remaining (1.88%) of adolescents have a very low level of relationship with their parents in which adolescents enrolled in govt. school (2.60%) is higher than adolescents enrolled in private (0.78%) schools.

To find out the level of the parent-child relationship and type of school by applying the T-test, a hypothesis is derived as below:

Ho: There is no relationship between the type of school and levels of a parent-child relationship.

H1: There is a relationship between the type of school and levels of a parent-child relationship.

Since the P value is less than 0.05, the null hypothesis is rejected at 5% level with regards to the area and levels of a parent-child relationship. Therefore, there is a significant difference between rural and urban adolescents with regards to the level of parent-child relationship because adolescents living in rural areas have a good relationship with their parents as their parent shows a moderate level of parenting and those adolescents also show respect and love for their parents more in rural areas.

Table 5.9 Level of Parent-Child Relationship by Area and Type of School

Sl.No.		Area of Living		Total N = 320	X^2	P value
		Rural n= 136	Urban n = 184			
1	Parental Level of CR (Binned)					
	Very Low(≤ 22)	2	4	6	10.525 ^a	.015*
		(1.47)	(2.17)	(1.88)		
	Low (23 - 42)	22	58	80		
		(16.18)	(31.52)	(25.00)		
	Moderate(43 - 62)	98	109	207		
		(72.06)	(59.24)	(64.69)		
	High (63+)	14	13	27		
	(10.29)	(7.07)	(8.44)			
		Type of school				
		Govt n = 192	Private n = 128	Total N = 320		
2	Parental Level of CR (Binned)					
	Very Low(≤ 22)	5	1	6	4.597	.208
		(2.60)	(0.78)	(1.88)		
	Low (23 - 42)	41	39	80		
		(21.35)	(30.47)	(25.00)		
	Moderate(43 - 62)	130	77	207		
		(67.71)	(60.16)	(64.69)		
	High (63+)	16	11	27		
	(8.33)	(8.59)	(8.44)			

Source; Computed

*p<0.05

**p<0.01

Table 5.10 Inter-correlations Matrix of Parent-child Relationship

Table 5.10 shows Pearson's Inter Correlation of Matrix of display concerns in a relationship of parents and child in terms of mothers' regard and responsibility and fathers' regard, responsibility, and control.

The correlation coefficient between mothers' regard and responsibility value is .525** which indicates there is a moderate positive correlation between mothers' regard and responsibility. There is also a moderate positive correlation between the father's regard, responsibility, and control at 0.01 level (.406**, .402**, and .595**). There is a correlation between mothers' regard, and responsibility and fathers' regard, responsibility, and control at 0.01 level (.184**, .427**, .378**, .291**, and .595**). With regards to overall PCAQM and PACQF, the P values (.808**, .925**, .358**, .498**, .504**, .671**, .849**, and .836**) are significant at 0,01 level which shows that there is a strong positive correlation between overall mother and father regards, responsibility and fathers' control. With regards to overall PACQ, the P values (.658**, .807**, .851**, .629**, .744**, .714**, and .882**) are significant at 0.01 level which shows that there is a strong positive correlation between overall mothers regard, responsibility and fathers regard, responsibility and control.

Table 5.10 Intercorrelations Matrix of Parent-child Relationship

		1	2	3	4	5	6	7	8
1	Mother's Regard	1							
2	Mother's Responsibility	.525**	1						
3	Overall PCAQM	.808**	.925**	1					
4	Father's Regard	.485**	.274**	.406**	1				
5	Father's Responsibility	.222**	.462**	.418**	.402**	1			
6	Father's Control	.184**	.427**	.378**	.291**	.595**	1		
7	Overall PCAQF	.358**	.498**	.504**	.671**	.849**	.836**	1	
8	Overall PCAQ	.658**	.807**	.851**	.629**	.744**	.714**	.882**	1

** . Correlation is significant at the 0.01 level (2-tailed).

5.11 Qualitative section

This section presents the qualitative techniques and tools adopted for the present study. The qualitative techniques are such as case studies and focus group discussions (FGD) among adolescents in Mizoram.

5.11.1 Case Studies

A case study is one of the qualitative tools in which a systematic investigation is done on one-on-one basis; a person learns the underlying problem in-depth by using qualitative research ethics.

Case 1

Name: Mr. X (fictitious name)

Age: 17

Sex: Male

Family Background: Stable/Joint Family

Mr. X comes from a stable family and lives with his parents and grandparents. He has five siblings and he is the youngest child. His father and mother both work for the government, which is the family's primary source of income. His father is an alcoholic and does not pay attention to his family matters. His father did not play a big role in his upbringing and was mostly watched over by her mother and grandparents. Mr. X tries to find comfort and assurance in his father, but as his father becomes more focused on alcohol and social activities, he feels alone and rejected. As a result of his rejection, he becomes angry with his father and keeps his distance from him. His schoolwork has suffered, and he has become moody and sensitive due to the loneliness and feeling of rejection. His mother and grandparents were concerned about his grades and made an effort to assist him in improving in both school and extracurricular activities.

He wishes that he had a different father and thinks that his father doesn't want to get close as he would like. He is dissatisfied with his current situation, and his well-being has been impacted by his relationship with his father.

Case 2

Name: Mr. Y (fictitious name)

Age: 18

Sex: Male

Family Background: Widow

Mr. Y is the oldest child in the family, having two siblings. The main occupation of the family is business. His mother passed away and his father was the only one who looks after them. They were staying in a rented house and his father owns a small shop near their house. With a little amount of income, they manage to go to a government school. His father relies on him but he enjoys his teenage life and is unconcerned regarding his family's financial situation. He hailed from a family where there was no one to educational principles and good morals because his mother had died when he was quite young. As a result, he battled with issues relating to his studies and felt insecure. He never shares his problems and troubles with his father and gets upset easily around his father. He usually deals with his problems and difficulties within himself, which causes him stress and causes him to avoid his parents.

He thought that there was no happiness in life because of their family's low income and the relationship between his fathers, and at times he just wanted to disappear from this world. As a result, Mr. Y has low self-esteem and wishes his mother was still alive.

Case 3

Name: Miss XX (fictitious name)

Age: 18

Sex: Female

Family Background: Stable/Nuclear Family

Miss XX is the middle child and lives in a city from a well-to-do family having two siblings. Her father is a government employee and her mother owns her business shop. She has several friends within her community and loves to participate in certain activities including school and community. She has a good relationship with his parents, friends, and teachers. She is confident and she has good performance in terms of academics. As her father's occupation usually needs to stay out of town, she barely sees

her father and is more connected to her mother. She can express herself and her thoughts to her peers, but not to her family, and very optimistic about her future. She wants to have a decent job so that she can be independent and can look after her parents as well.

Due to his father's occupation, she felt close to her mother than her father and turns to her mother for comfort and assurance. She is content with her current life and standard of living, but she wishes she and her father could spend more time together.

Case 4

Name: Miss XY (fictitious name)

Age: 19

Sex: Female

Family Background: Broken Family

Miss XY is living with her father and grandmother; she has three siblings and she is the oldest child. When she was 7 years old her parents get divorced and they lived with their father and grandmother. Her mother got remarried and lives in other cities. Her father is an alcoholic and works as a carpenter. His father's daily wages are their only source of income. His father does not involve much in parenting, only her grandmother is the only one who teaches him good morals and how to face life. As the oldest child, she is quite mature compared to her age and feels responsible for her family in many ways. She has many friends she can rely on and share her opinion and thought and she hardly got a chance to spend quality time with her father even when she had a problem; she usually shares with her friends.

She gets upset easily around his father as her father did not take on paternal roles and enjoys a more social life than his family. Even when she discusses issues with her father, he is uninterested in her viewpoint and never pays attention to her. Due to a broken family and lower income than her friends, she sometimes lost confidence and felt insecure.

Case 5

Name: Miss YY (fictitious name)

Age: 19

Sex: Female

Family Background: Stable Family

Miss YY is the only daughter and two siblings and lives with her parents. She has a lot of friends and enjoys spending time with them. She enjoys music and is an excellent singer. Her mother is a college lecturer, and her father also works for the government. Having a good source of income, she is very content with her current life and has a good relationship with her parents as well. As the only girl child, she felt her father was more attached to her brother than to her and felt that her father doesn't want to get close to her as she would like. She wishes that she had a different father who listens to her and cares about her point of view.

She does well in school, but her father rarely acknowledges it, which causes her to become irritated around her father. Apart from these, she enjoys her life and is optimistic about her future.

From the case study, we can conclude that adolescents are very in touch with their friends and parents as they want to build a good relationship with them. Their relationship with their father had a great impact on their overall well-being and development of the adolescents.

5.11.2 Focus Group Discussion (FGD)

Focus Group discussion is used as a qualitative tool to have an understanding of the issues in a short duration by focusing on the key issues through discussion. The method aims to collect data from a selected group rather than conduct from a representative sample based on the relevance and relationship to the subject of the study. The present study focuses on the adolescents' view toward their fathers and teacher and its impact on their well-being. The study was conducted separately among adolescent boys and girls. The group of boys and girls consists of ten members each in the age group of 16-20 years.

Focus Group Discussion (FGD): Adolescent boys in Aizawl city

The discussion began with an introduction that stated clearly what was to be discussed. The first discussion was on how they understand the well-being concept. The majority of adolescent boys define well-being as a sense of happiness and contentment in their lives. And discuss how happy they are with their current life situations, with the majority of the participants responding that they are happy with their current life situations. They also state that they maintain a healthy relationship with their friends,

teachers, and their father. They are happy with their social life and most of them played internet games and futsal in their free time, which also hinders their study life. They do not let their socioeconomic status or physical attributes prevent them from interacting with people or from being confident.

The next topic was a discussion of relationships with their teachers. The majority of the boys in the adolescent group stated that their teachers go above and beyond to assist them with their schoolwork and that they genuinely care about their students. They all believe that school is important, yet they do not participate well or put in their best effort. Also, they stated that teachers should communicate well with them and understand that no human beings are alike. Concerning well-being, they considered themselves as having good emotional well-being, where they usually can encounter the normal challenges in their life.

Focus Group Discussion (FGD): Adolescent girls in Aizawl city

Among the adolescent girls, the discussion started with an introduction and clarification about the research topic. The first discussion was about the challenges they encounter in their current life, they state that being an adolescent they hardly have quality time with their parents, especially with their father, and they do not share their feelings and opinions with their father. In terms of well-being, they state that they are satisfied and happy in their life and that whenever they had problems or challenges, they usually cope with their friends as well as their mother. They are only discontent with one aspect of their lives: they believe that their father fails to take on daily responsibilities and is too dependent on their mother to parent them.

Among the adolescent girls, religious activity plays an important role and most of the participants are active members of the church youth as well as in society. With regards to their relationship with their teachers, they agreed to the statement that their school teacher cares about them and that they make an extra effort in helping with their studies. Due to technological advancements, the participants frequently used social media to connect with their peers, such as Instagram, Facebook, and WhatsApp, which caused them to focus less on their studies and more on the realm of technology.

They also give suggestions that are important for the parents to have a good relationship with their parents and teachers. They stated that having a positive

relationship with their parents and teachers has a significant impact on their overall well-being, and they feel confident and content within themselves as well as in society. Parents should try to have a broader perspective of modern society because their children are born in this developing world, and they should also try to adapt to the modern world. Teachers should also strive for an effective and meaningful method of educating students while maintaining a positive relationship and treating all students with respect and equality.

From the focus group discussion, the researcher understood that the primary institutions of family, friends, and school play an important role in fostering positive relationships and enhancing adolescents' well-being. The adolescent boys mention that they have a healthy relationship with their parents while the girls state that they hardly have quality time with their parents, especially among their fathers. Both adolescent boys and girls have a good relationship with their teachers, and they enjoy their school and life.

According to the discussion, adolescents are more involved in social activities and other church-related responsibilities. There is a disparity between social activities and the educational pressures that parents expect without taking into account the social reality of today.

5.12 Conclusion

In this chapter, the relationship between parents and adolescents is discussed. The relationship they formed with their parents has a great impact on their relationship. Parents are the primary motive for positive relationships and positive outcomes for their well-being. The next chapter focuses on relationships between teachers and students among adolescents in Aizawl, District.

CHAPTER - VI

STUDENT AND TEACHERS RELATIONSHIPS AMONG ADOLESCENTS

The previous chapter focuses on the relationship between parents and adolescents in Aizawl District, Mizoram. This chapter discusses the relationship between students and teachers among adolescents concerning gender, age, type of school, and areas of adolescents. Also, their associations are measured through statistical tests, Chi-Square, and Inter-correlation matrix.

6.1 Respondents' Level of Student-Teacher Relationship by gender and age

Table 6.1 shows the respondents' level of student-teacher relationship by gender and age T-test distribution. The table illustrated a four-factor dimension (dedication, trust, respect, and obedience) model of a student-teacher relationship. The student-teacher relationship scale is characterized by the dedication of the student toward the teacher, trusting the teacher, showing respect, and following the instructions of the teacher. Gender is categorized into male and female while age is classified into adolescent (15-17 years) and late adolescents (18 years and above).

More than half of the respondents (55.94%) have a moderate level of the student-teacher relationship in which there is an equal distribution of females (57.53%) and males (53.73%). A little less than a fourth (23.75%) has a low level of student-teacher relationship in which there is also an equal distribution of females (24.19%) and males (223.13%). A little less than a fifth (18.75%) has a high level of the student-teacher relationship in which male (22.39%) is higher than female (16.13%). A few (1.56%) have a very low level of student-teacher relationship in which female (2.15%) is higher than male (0.75%).

More than half of the respondents (55.94%) have moderate levels of the student-teacher relationship in which there is an equal distribution of adolescents who are in the age group middle (57.67%) is higher than late adolescents (54.14%). A little less than a fourth (23.75%) has a low level of the student-teacher relationship in which there is an equal distribution of middle age (24.54%) and late adolescents (22.93%). A little less than a fifth (18.75%) has a high level of the student-teacher relationship in which late adolescents (21.66%) is higher than middle age (15.95%). A few (1.56%) have a very

low level of the student-teacher relationship in which middle age (1.84%) is higher than late adolescents (1.27%).

Table 6.1 Respondents' Level of Student-Teacher Relationship by Gender and Age

Sl.No.		Gender		Total N = 320
		Male n = 134	Female n = 186	
1	Overall STR (Binned)			
	Very Low (<= 31)	1	4	5
		(0.75)	(2.15)	(1.56)
	Low (32 - 60)	31	45	76
		(23.13)	(24.19)	(23.75)
	Moderate (61 - 89)	72	107	179
		(53.73)	(57.53)	(55.94)
	High (90+)	30	30	60
		(22.39)	(16.13)	(18.75)
		Age		
		15- 17(Middle) n = 163	18 > (Late) n = 157	Total N = 320
2	Overall STR (Binned)			
	Very Low (<= 31)	3	2	5
		(1.84)	(1.27)	(1.56)
	Low (32 - 60)	40	36	76
		(24.54)	(22.93)	(23.75)
	Moderate (61 - 89)	94	85	179
		(57.67)	(54.14)	(55.94)
	High (90+)	26	34	60
		(15.95)	(21.66)	(18.75)

Source: Computed

Figures in Parentheses are percentages

6.2 Respondents' Level of Student-Teacher Relationship by Area and Type of school

In this section, the association between student-teacher and areas of living is analyzed and discussed with statistical tests to measure the differences and associations among the variables. In this section, the T-test is used to identify the relationship with certain levels of student-teacher relationship by area and type of school. Chi-square is also used in the same manner. Anova is used to analyze the associations with age groups. Inter correlation matrix is also conducted based on the objectives and hypothesis.

Table 6.2 shows the Chi-square test for the relationship between student-teacher (binned) and areas of living (binned). Student-teacher (binned) has been categorized into very low (<31), low (32-60), moderate (61-89), and high (90+). Among the respondents, more than half (55.94%) have a moderate (61-89) level of the student-teacher relationship in which more than half (63.97%) belong to rural areas.

To find out the relationship between levels of overall student-teacher and areas by applying the Chi-square test, a hypothesis has been formulated as below:

H0: There is no relationship between levels of overall student-teacher and area.

H1: There is a relationship between levels of overall student-teacher and area.

Since the P value is less than 0.01, the null hypothesis is rejected at 1% level of significance which indicates that there is a strong positive significant relationship between the level of overall student-teacher (binned) and area.

Among the respondents, more than half (55.94%) have a moderate (61-89) level of the student-teacher relationship in which more than half (58.85) are enrolled in govt. school.

Table 6.2 Respondents' Level of Student-Teacher Relationship by Area and Type of school

Sl.No.		Area		Total N = 320	X ²	P-Value
		Rural n = 136	Urban n = 184			
1	Overall STR (Binned)					
	Very Low (<= 31)	0	5	5	19.498 ^a	.000**
		(0.00)	(2.72)	(1.56)		
	Low (32 – 60)	18	58	76		
		(13.24)	(31.52)	(23.75)		
	Moderate (61 – 89)	87	92	179		
		(63.97)	(50.00)	(55.94)		
	High (90+)	31	29	60		
		(22.79)	(15.76)	(18.75)		
2		Type of school				
		Govt. n = 192	Private n = 128	Total N = 320		
	Overall STR (Binned)					
	Very Low (<= 31)	4	1	5	3.352 ^a	.340
		(2.08)	(0.78)	(1.56)		
	Low (32 – 60)	40	36	76		
		(20.83)	(28.13)	(23.75)		
	Moderate (61 – 89)	113	66	179		
		(58.85)	(51.56)	(55.94)		
	High (90+)	35	25	60		
		(18.23)	(19.53)	(18.75)		

Source: Computed

*p<0.05

**p<0.01

There is no significant relationship between levels of student-teacher relationship (binned) and type of school with regards to the level of student-teacher relationship by government and private schools. Hence, the null hypothesis is accepted at 5% level of significance which indicates that teachers at both govt. and private school students perceive the same school environment and feels connected to their teachers. It was found that students at both types of schools are provided with opportunities by their teachers to work hard and help them to understand the subject matter easily. They provide students with different experiences so that they will work efficiently. They help students to study hard and encourage them to think creatively. They are encouraged to participate in different activities.

Table 6.3 Respondents Student Teacher Relationship by Gender and Age

Table 6.3 shows the respondents' student-teacher relationship by gender and age. Gender is classified into male and female and age is categorized as middle age (15-17 years) and late adolescents (18 years and above). The table illustrated a four-factor dimension (dedication, trust, respect, and obedience) model of a student-teacher relationship. The student-teacher relationship scale is characterized by the dedication of the student toward a teacher, trusting the teacher, showing respect, and following the instructions of the teacher. Among the respondents' mean scores, the majority (73.62) are overall factors in the majority (74.42) are male respondents.

To find out the relationship between students and teachers by gender by applying the T-test, a hypothesis is derived as below:

H0: There is no relationship between student and teacher among adolescents by gender.

H1: There is a relationship between student and teacher among adolescents by gender.

There is no significant difference between males and females concerning the relationship between adolescents and teachers of dedication, trust, respect, and obedience. Hence, the null hypothesis is accepted at 5% level concerning dedication, trust, respect, and obedience in which there is no significant association between the student-teacher relationship and the gender of the respondents.

Among the respondents' mean scores, the majority (73.62) is overall factors in which the majority (74.62) belongs to the age group of late adolescents. The obedience factor has a mean score (17.15) in which the majority belongs to the age group of late adolescents (17.36).

To find out the relationship between student and teacher and age by applying the T-test, a hypothesis is derived as below:

H0: There is no relationship between student and teacher among adolescents by age.

H1: There is a relationship between student and teacher among adolescents by age.

There is no significant difference in age concerning the relationship between adolescents and teachers of dedication, trust, respect, and obedience. Hence, the null hypothesis is accepted at 5% level concerning dedication, trust, respect, and obedience in which there is no significant association between the student-teacher relationship and the age of the respondents.

Table 6.3 Respondents Student Teacher Relationship by Gender and Age

Factors	Gender				Total		t-value	P-value
	Male n = 134		Female n = 186					
	Mean	SD	Mean	SD	Mean	SD		
Dedication	18.67	5.83	18.19	5.45	18.39	5.61	.752	.453
Trust	19.22	5.79	19.44	5.06	19.35	5.37	-.368	.713
Respect	19.36	5.58	18.27	5.36	18.73	5.47	1.763	.079
Obedience	17.17	5.61	17.14	5.83	17.15	5.73	.049	.961
Overall STR	74.42	18.66	73.04	18.32	73.62	18.45	.657	.512
Factors	Age				Total		t-value	P-value
	15-17 (middle)		18 > (late adolescence)					
	Mean	SD	Mean	SD	Mean	SD		

Dedication	18.07	5.22	18.73	5.99	18.39	5.61	-1.060	.290
Trust	19.23	5.19	19.46	5.56	19.35	5.37	-.386	.700
Respect	18.39	5.37	19.07	5.57	18.73	5.47	-1.108	.269
Obedience	16.96	5.56	17.36	5.91	17.15	5.73	-.623	.534
Overall STR	72.65	17.49	74.62	19.40	73.62	18.45	-.957	.339

Source: Computed

*<p0.05

**p<0.01

Table 6.4 Respondents Student Teacher Relationship by Area and Type of School

Table 6.4 shows the respondents' student-teacher relationship by area of school and type of school. The table illustrated a four-factor dimension (dedication, trust, respect, and obedience) model of a student-teacher relationship. Among the respondents' mean scores, the majority (73.62) is overall factors in which the majority (78.98) reside in rural areas.

To find out the relationship between student and teacher and area of living by applying the T-test, a hypothesis is derived as below:

H0: There is no relationship between student and teacher among adolescents by area.

H1: There is a relationship between students and teachers among adolescents by area.

There is a significant relationship between students and teachers in areas of living in all dimensions. Students' dedication to teacher has a significant relationship at 0.05 level of significance (.006**), trust at a significant relationship at 0.05 level of significance (.000**), respect at a significant relationship at 0.05 level of significance (.000**), obedience at a significant relationship at 0.05 level of significance (.001**) and overall student-teacher relationship scale of four dimensions at a significant relationship at 0.05 level of significance (.000**). The result shows that adolescents both in urban and rural areas have a strong relationship and they show respect, trust, obedience, and devoted towards their teacher. Therefore, we can conclude that there is a relationship between the student and teacher and the domicile of the respondents.

Among the respondents' mean scores, the majority (73.62) is overall factors in which the majority (74.67) enrolled in govt. school. The obedience factor has a mean

score (17.15) in which the majority of the respondents enrolled in govt. the school (17.89).

To find out the relationship between student and teacher and the type of school by applying the T-test, hypothesis is derived as below:

H0: There is no relationship between student and teacher among adolescents and type of school

H1: There is a relationship between student and teacher among adolescents and type of school.

From the dimension of a student-teacher relationship and type of school, the table value is not significant, the null hypothesis H0 is accepted and H1 the alternate hypothesis is rejected. Whereas, in one dimension of the student-teacher relationship there is a significant relationship found at 0.01 level of significance (.005**). From the study, it is found that adolescents are devoted to their teachers and show respect and trust towards their teachers in respect of govt. school and private school. Whereas, adolescents who enrolled in govt. school obeys their teachers more than adolescents who enrolled in private schools. Hence, the findings reveal that whether it is a government school or private school there is no difference in terms of the overall student-teacher relationship among adolescents.

Table 6.4 Respondents Student Teacher Relationship by Area and Type of School

Factors	Area of Living				Total N = 320		t-value	P-value
	Rural n = 136		Urban n = 184					
	Mean	SD	Mean	SD	Mean	SD		
Dedication	19.40	4.99	17.65	5.93	18.39	5.61	2.779	.006**
Trust	20.71	4.92	18.34	5.47	19.35	5.37	4.005	.000**
Respect	20.49	4.59	17.42	5.71	18.73	5.47	5.166	.000**
Obedience	18.38	5.65	16.25	5.64	17.15	5.73	3.329	.001**
Overall STR	78.98	15.39	69.66	19.53	73.62	18.45	4.607	.000**

Factors	Type of school				Total N = 320		t-value	P-value
	Govt. n = 192		Private n = 128					
	Mean	SD	Mean	SD	Mean	SD		
Dedication	18.42	5.44	18.36	5.88	18.39	5.61	.089	.929
Trust	19.54	5.20	19.05	5.62	19.35	5.37	.794	.428
Respect	18.82	5.43	18.58	5.54	18.73	5.47	.392	.696
Obedience	17.89	5.70	16.05	5.63	17.15	5.73	2.829	.005**
Overall STR	74.67	18.41	72.05	18.47	73.62	18.45	1.246	.214

Source: Computed

*p<0.05

**p<0.01

Table 6.5 Inter-Correlation Matrix of Student-Teacher Relationship

Table 6.5 shows Pearson's Inter Correlation of Matrix displays concerns in the relationship between students and teachers in terms of dedication, trust, respect, and obedience.

The correlation coefficient between dedication and trust value is .685** which indicates there is a positive correlation. There is also a strong positive correlation between dedication, trust, and respect at 0.01 level (.714**, .792**). There is also a moderate correlation between obedience with dedication, trust, and respect at 0.01 level (.414**, .480**, .469**). With regards to overall student-teacher relationship factors, there is a strong correlation between dedication, trust, respect, and obedience at 0.01 level (.844**, .833**, .890**, and .715**).

Hence the table reveals that there is a strong correlation in all factors of the student-teacher relationship with adolescent students.

Table 6.5 Inter-Correlation Matrix of Student-Teacher Relationship

Factors	Dedication	Trust	Respect	Obedience	Overall STR
Dedication	1				
Trust	.685**	1			
Respect	.714**	.792**	1		
Obedience	.414**	.480**	.469**	1	
Overall STR	.844**	.833**	.890**	.715**	1

** Correlation is significant at the 0.01 level (2-tailed).

6.6 Conclusion

The present chapter discusses the relationship between students and teachers among adolescents. The level of relationship includes relationship levels of teachers concerning age, gender, domicile, and type of school. It reveals most adolescents have a moderate level of relationship with their teachers. The next chapter focuses on the well-being of adolescents relating to relationship patterns of parents and teachers including their associations.

CHAPTER – VII

ADOLESCENTS AND WELLBEING

The preceding chapter focuses on adolescents' well-being. Also, their associations are measured through statistical tests like the 't-test, Chi-square, and Inter-correlation.

7.1 Respondent Wellbeing by Gender and Age

To assess the well-being of adolescents, various statistical tests and analyses are done to measure the difference and associations among the variables. In this section, parametric tests such as the 't-test, inter-correlation matrix, and non-parametric tests like the chi-square test are used to find out the relationship and associations among adolescents' student-teacher and parent-child and well-being.

Table 7.1 shows respondents' well-being by gender and age T-test distribution. The well-being model consists of five different positive characteristics that together support a higher level of well-being: engagement, perseverance, optimism, connectedness, and happiness. Among the respondent's mean scores, the majority (10.98) is a connectedness in which the majorities (11.54) mean scores are female respondents. Both optimism and happiness have a mean score (9.12, 9.00) in which the majority are male (9.28, 9.08). Again, both engagement and perseverance have a mean score (7.96, 7.92) in which the majority are male (8.19, 8.18) respectively.

To find out the relationship between well-being and gender among adolescents by applying the T-test, a hypothesis is derived as below:

H0: There is no relationship between well-being and gender among adolescents.

H1: There is a relationship between well-being and gender among adolescents.

A significant relationship for well-being connectedness was found at the 0.01 level of significance (.004*). According to the mean score, female respondents have connectedness, which is associated with feeling loved, supported, and valued by others.

There is no significant relationship between the other characteristics of well-being. Hence, the null hypothesis is accepted at 5% level concerning engagement, perseverance, optimism, and happiness. Thus, the table reveals that female adolescents

have satisfying relationships with others and that they are cared for and loved, esteemed and valued, and providing friendship or support to others that foster their well-being in life. Further, from the overall characteristics of well-being and gender, the table P value (.977*) is not significant, the null hypothesis is accepted and the alternate hypothesis is rejected. Hence, the table shows that there is no significant association between the well-being and gender of the respondents.

Age is an important factor that is attributed to the well-being of adolescents. Among the respondents' mean scores, the majority (10.98) is a connectedness in which the majority (11.49) means score belongs to the age group of middle (15-17 years) respondents. Both happiness and optimism have a mean score (of 9.12, 9.00) in which the majority belongs to the age group of middle. The engagement has a mean score (7.96) in which the majority belongs to the age group of middle whereas perseverance has a mean score (7.92) in which the majority belongs to the age group of late adolescents (18 years and above) respectively.

To find out the relationship between well-being and gender among adolescents by applying the T-test, a hypothesis is derived as below:

H0: There is no relationship between well-being and age group among adolescents.

H1: There is a relationship between well-being and age group among adolescents.

There is a significant relationship between well-being and age among adolescents with regards to adolescents engagement found at 0.05 level of significance (.028*) Adolescents who are in the age group of 15-17 years are likely to have more capacity to become absorbed in and focused on what they are doing, as well as involvement and interest in life activities and tasks than late adolescents.

There is no significant difference between middle and late adolescents concerning perseverance and optimism of adolescents' well-being. Hence, the null hypothesis is accepted at 5% level concerning well-being characteristics of perseverance and optimism. It shows that adolescents both in the age group can pursue one's goals to completion, even in the face of obstacles and hopefulness and confidence about the future.

Again, in one characteristic of well-being connectedness (.024*), there is a significant relationship found at 0.05 level of significance. The results indicate that adolescents who are in middle age group have more confidence in life and are being loved and cared for. While the characteristics of well-being with regards to happiness (.886), there is no significant relationship, and therefore null hypothesis is accepted at 5% level of adolescent well-being. From the overall characteristics of well-being and age the table value (.172) is not significant, the null hypothesis H0 is accepted and the alternate hypothesis H1 is rejected. Hence, the table reveals that adolescents are content in their lives and they have a feeling of being loved, cared and valued which majority belong to the age of middle.

Table 7.1 Respondents' Wellbeing by Gender and Age

Characteristics	Gender				Total N = 320		t value	p-value
	Male n = 134		Female n = 186					
	Mean	SD	Mean	SD	Mean	SD		
Engagement	8.18	3.45	7.80	3.16	7.96	3.28	1.016	.310
Perseverance	8.19	3.08	7.72	3.04	7.92	3.06	1.382	.168
Optimism	9.08	3.43	8.94	3.15	9.00	3.26	.396	.692
Connectedness	10.22	3.86	11.54	4.21	10.98	4.11	-2.870	.004**
Happiness	9.28	4.10	9.00	3.92	9.12	3.99	.610	.542
Overall Wellbeing	44.95	13.61	44.99	12.25	44.97	12.82	-.029	.977
Characteristics	Age				Total N = 320		t value	p-value
	15-17 (Middle)		18 >(Late) n= 157					
	Mean	SD	Mean	SD	Mean	SD		
Engagement	8.36	3.40	7.55	3.11	7.96	3.28	2.214	.028*
Perseverance	7.84	2.98	7.99	3.16	7.92	3.06	-.447	.656
Optimism	9.10	3.29	8.89	3.24	9.00	3.26	.565	.572
Connectedness	11.49	3.94	10.46	4.23	10.98	4.11	2.261	.024*
Happiness	9.15	3.96	9.08	4.04	9.12	3.99	.144	.886
Overall Wellbeing	45.93	12.36	43.97	13.24	44.97	12.82	1.368	.172

Source: Computed

*p<0.05

**p<0.01

7.2 Respondent's Wellbeing by Area and Type of School

Table 7.2 shows respondents' well-being and domicile t-test distribution of all five characteristics of well-being and the overall well-being and area and type of school. Among the respondents' mean scores, the majority (10.98) is a connectedness in which the majority (11.54) resides in rural areas. Happiness and optimism have mean scores (9.12, 9.00) in which the majority belong to rural areas (10.00, 9.10). Engagement and perseverance have mean scores (7.96, 7.92) in which the majority of the respondents reside in rural areas (8.39,8.29).

To find out the relationship between well-being and area among adolescents by applying the T-test, a hypothesis is derived as below:

H0: There is no relationship between well-being and area among adolescents.

H1: There is a relationship between well-being and area among adolescents.

Since the P value is less than 0.05, the null hypothesis is rejected at 5% level with regards to well-being connectedness among adolescents. Hence, there is a significant difference between rural and urban areas concerning connectedness characteristics of well-being. Based on the mean score, adolescents from rural areas have more positive relationships with their parents, peers, and teachers. They also have a great correlation with their life satisfaction, positive affect, and meaning and purpose in their lives, all of which contribute to their overall well-being than adolescents living in urban areas.

There is no significant difference between rural and urban adolescents concerning perseverance and optimism. Hence, the null hypothesis is accepted at 5% level concerning perseverance and optimism in which both rural and urban adolescents have less purpose, hope, school engagement and a feeling of connection to peers, and tenacity to stick with things and pursue a goal.

There is also a significant difference between rural and urban adolescents with regards to connectedness at 0.05 level of significance (.036*) and happiness at 0.01 level of significance (.001*). From the study, it is found that rural and urban adolescents share a common sense of satisfaction in their life and have steady states of positive mood and feeling content with one life, rather than a momentary emotion. They have a strong bond with peer connectedness, showing that peer groups play a significant role in their

happiness. From the overall well-being between rural and urban adolescents, there is also a significant difference at 0.01 level of significance (.005**) therefore the null hypothesis is rejected and the alternate hypothesis is accepted. Hence, the table shows that there is a significant difference in adolescent well-being, with adolescents living in rural areas being happier, content, and satisfied and having better relationships with their parents, peers, and teachers than adolescents living in urban areas.

The respondents' type of school is categorized into govt. and private schools. Among the respondents' mean scores, the majority (10.98) is a connectedness in which the majority of the adolescents are enrolled in govt. the school (11.30). The overall well-being of the respondents (44.97) in which the majority (46.93) are enrolled in govt. school.

To find out the relationship between well-being and area among adolescents by applying the T-test, a hypothesis is derived as below:

H0: There is no relationship between well-being and the type of school among adolescents.

H1: There is a relationship between well-being and the type of school among adolescents.

Since the P value is less than 0.01, the null hypothesis is rejected at 1% level concerning adolescents' engagement and perseverance. Hence, there is a significant difference between govt. and private school concerning engagement and perseverance. Based on the mean score, adolescents enrolled in govt. the school are more satisfied in their lives and have a meaningful and purposeful life, and engaged in school and a feeling of connecting to peers.

There is no significant relationship between adolescents enrolled in govt. and private schools concerning optimism and connectedness. Hence, the null hypothesis is accepted at 5% level concerning adolescents both enrolled in govt. and private school and therefore, there is not much difference in positive expectations for the future and positive relationships with parents, peers, and teachers.

Since the P value is less than 0.05, the null hypothesis is rejected at 5% level with regards to the happiness of adolescents. Hence, there is a significant difference among adolescents enrolled in govt. school and a private school with regards to

happiness as adolescents both in govt. and private schools are happy and content in their lives and they have a positive outcome in their well-being and form a positive relationship with their parents, teachers, and peers. From the overall characteristics of well-being among adolescents both in govt. and private school, there is a significant relationship at 0.01 level of significance, the null hypothesis is rejected and the alternate hypothesis is accepted. Hence, the table shows that there is a significant difference in adolescent well-being, with adolescents enrolled in govt. school being happier, content, and satisfied and having better relationships with their parents, peers, and teachers.

Table 7.2 Respondents' Wellbeing by Area and Type of School

Characteristics	Area of Living				Total N = 320		t-value	p-value
	Rural n = 136		Urban n = 184		Mean	SD		
	Mean	SD	Mean	SD				
Engagement	8.39	3.30	7.64	3.24	7.96	3.28	2.026	.044*
Perseverance	8.25	3.11	7.67	3.01	7.92	3.06	1.684	.093
Optimism	9.10	3.19	8.92	3.33	9.00	3.26	.499	.618
Connectedness	11.54	4.12	10.57	4.06	10.98	4.11	2.106	.036*
Happiness	10.00	4.09	8.46	3.80	9.12	3.99	3.465	.001**
Overall Wellbeing	47.29	13.08	43.26	12.38	44.97	12.82	2.808	.005**
Characteristics	Type of School				Total N = 320		t-value	p-value
	Govt. n = 192		Private n = 128		Mean	SD		
	Mean	SD	Mean	SD				
Engagement	8.37	3.31	7.34	3.15	7.96	3.28	2.767	.006**
Perseverance	8.45	3.10	7.12	2.84	7.92	3.06	3.891	.000**
Optimism	9.07	2.96	8.88	3.69	9.00	3.26	.510	.611
Connectedness	11.30	3.96	10.51	4.29	10.98	4.11	1.699	.090
Happiness	9.74	4.02	8.18	3.78	9.12	3.99	3.483	.001**
Overall Wellbeing	46.93	12.27	42.03	13.11	44.97	12.82	3.406	.001**

Source: Computed

*p<0.05

**p<0.01

Table 7.3 Respondents' Level of Wellbeing by Area and Type of School

Table 7.3 shows respondents' level of well-being by area and type of school. The area respondents are divided into urban and rural. The type of school is categorized as government and private.

A little less than half (47.50%) of the respondents have a moderate level of overall well-being in which there is an equal distribution of adolescents living in rural (47.79%) and urban (47.28%) areas. A fourth (25%) has a low level of overall well-being with which adolescents living in urban areas (29.35%) are higher than rural areas (19.12%). A little less than a fourth (22.19%) has a high level of overall well-being in which adolescents living in rural areas (28.68%) higher than urban areas (17.39%). A few (5.31%) have very low levels of overall well-being in which adolescents living in urban areas (5.98%) are higher than rural areas (4.41%).

To find out the relationship between well-being and area among adolescents by applying the Chi-square test, a hypothesis has been formulated as below:

H0: There is no relationship between well-being and area among adolescents.

H1: There is a relationship between well-being and area among adolescents.

Since the P value is less than 0.05, the null hypothesis is accepted at 5% level and the alternate is rejected with regards to the overall well-being (binned) and living areas (binned) of the adolescents that indicate there is a significant difference between overall wellbeing and adolescents living in rural and urban areas.

A little less than half (47.50%) of the respondents have a moderate level of overall well-being in which adolescents enrolled in govt. school (51.56%) are higher than private schools (41.41%). A fourth (25%) has a low level of overall well-being in which adolescents enrolled in private school (32.81%) are higher than govt. school (19.79%). A little less than a fourth (22.19%) has a high level of overall well-being in which adolescents enrolled in govt. school (25.52%) is higher than private schools (17.19%). A few (5.31%) have a very low level of overall well-being in which adolescents enrolled in private schools (8.59%) are higher than in rural areas (3.13%).

To find out the relationship between well-being and type of school among adolescents by applying the Chi-square test, a hypothesis has been formulated as below:

H0: There is no relationship between well-being and the type of school among adolescents.

H1: There is a relationship between well-being and the type of school among adolescents.

Since the P value is less than 0.01, the null hypothesis is accepted at 1% level of significance which indicates that there is a significant relationship between adolescents' overall well-being (binned) and the type of school (binned) among adolescents.

Table 7.3 Respondents' Level of Wellbeing by Area and Type of School

Sl.No.		Area		Total N = 320	X ²	p-value
		Rural n = 136	Urban n = 184			
1	Overall Well-being (Binned)					
	Very Low (<= 22)	6 (4.41)	11 (5.98)	17 (5.31)	8.128 ^a	.043*
	Low (23 - 39)	26 (19.12)	54 (29.35)	80 (25.00)		
	Moderate (40 - 55)	65 (47.79)	87 (47.28)	152 (47.50)		
	High (56+)	39 (28.68)	32 (17.39)	71 (22.19)		
		Type of school		Total N = 320	X ²	p-value
		Govt. n = 192	Private n = 128			
	2	Overall Well-being (Binned)				
Very Low (<= 22)		6 (3.13)	11 (8.59)	17 (5.31)	13.603 ^a	.003**
Low (23 - 39)		38 (19.79)	42 (32.81)	80 (25.00)		
Moderate (40 - 55)		99 (51.56)	53 (41.41)	152 (47.50)		
High (56+)		49 (25.52)	22 (17.19)	71 (22.19)		

Source: Computed

*p<0.05

**p<0.01

Table 7.4 Respondents' Level of Wellbeing by Gender and Age

Table 7.4 shows respondents' level of well-being by gender and age. Gender is classified into male and female. Age is categorized into middle (15-17 years) and late adolescents (18 years and above).

Among the respondents, a little less than half (47.50%) have a moderate level of overall well-being in which females (50.54%) are higher than males (43.28%). One-fourth (25%) of the respondents have low levels of overall well-being in which male (26.87%) is higher than females (23.66%). A little less than one-fourth (22.13%) of the respondents has high levels of overall well-being in which males (24.63%) are higher than females (20.43%). A few (5.31%) of the respondents have a very low level of overall well-being in which there is an equal distribution of males (5.22%) and females (5.38%).

Table 7.4 Respondents' Level of Wellbeing by Gender and Age

Sl.No.		Gender		Total N = 320
		Male n = 134	Female n = 186	
1	Overall Well-being (Binned)			
	Very Low (<= 22)	7	10	17
		(5.22)	(5.38)	(5.31)
	Low (23 - 39)	36	44	80
		(26.87)	(23.66)	(25.00)
	Moderate (40 - 55)	58	94	152
		(43.28)	(50.54)	(47.50)
	High (56+)	33	38	71
		(24.63)	(20.43)	(22.19)
		Age		
		15-17(Middle) n = 163	18 > (Late) n = 157	Total N = 320

2	Overall Well-being (Binned)			
	Very Low (<= 22)	7	10	17
		(4.29)	(6.37)	(5.31)
	Low (23 - 39)	37	43	80
		(22.70)	(27.39)	(25.00)
	Moderate (40 - 55)	81	71	152
		(49.69)	(45.22)	(47.50)
	High (56+)	38	33	71
		(23.31)	(21.02)	(22.19)

Source: Computed Figures in parentheses are percentages

A little less than half (47.50%) of the respondents have a moderate level of overall well-being in which there is an equal distribution of middle age (49.69%) and late adolescents (45.22%). A fourth (25%) of the respondents have low levels of overall well-being in which there is also an equal distribution of late adolescents (27.39%) and middle age (22.70%). A little less than a fourth (22.19%) has a high level of overall well-being in which there is an equal distribution of middle (38%) and late adolescents (33%). A few (5.31%) have a very low level of overall well-being in which late adolescents (6.37%) are higher than middle age (4.29%).

Table 7.5 Respondents Inter-correlation Matrix of Wellbeing

Table 7.5 shows Pearson’s Inter Correlation Matrix of Well-being among adolescents taking into consideration of the indicators like engagement, perseverance, optimism, connectedness, happiness, and overall well-being.

The correlation coefficient between engagement and perseverance, the P value is .373** which indicates a weak positive correlation between engagement and perseverance. There is a moderate positive correlation between engagement, perseverance, and optimism at 0.01 level (.389**, .464**). There is a correlation between connectedness with engagement, perseverance, and optimism at 0.01 level (.396**, .244**, and .379**). Happiness correlates with engagement, perseverance, optimism, and connectedness at 0.01 level of significance (.345**, .308**, .474**, and .596**). With regards to overall well-being the P values (.679**, .627**, .735**, .596**).

.763**, and .785**) are significant at 0.01 level which shows that there is a moderate correlation between engagement, perseverance, optimism, connectedness, and happiness. Further, the value shows there is a strong positive correlation between the overall wellbeing of adolescents.

Table 7.5 Respondents Inter-correlation Matrix of Wellbeing

Sl.No	Characteristics	1	2	3	4	5	6
1	Engagement	1					
2	Perseverance	.373**	1				
3	Optimism	.389**	.464**	1			
4	Connectedness	.396**	.244**	.379**	1		
5	Happiness	.345**	.308**	.474**	.596**	1	
6	Overall Wellbeing	.679**	.627**	.735**	.763**	.785**	1

Source: Computed **Correlation is significant at 0.01 level (2-tailed)

Conclusion

The present chapter discusses the descriptive statistics of adolescents and their well-being. The chapter concludes that adolescents have a happy and content life and have good wellbeing. The next chapter focuses on the relationship between parent-child, student-teacher, and wellbeing among adolescents.

CHAPTER – VIII
PARENT-CHILD, STUDENT-TEACHER, AND WELL-BEING AMONG
ADOLESCENTS

The previous chapter focuses on the relationship between teachers and adolescents in Aizawl District, Mizoram. This chapter discusses the relationship between parent and child, students and teachers among adolescents, and well-being among adolescents concerning gender, age, type of school, and areas of adolescents. Also, their associations are measured through statistical tests, Chi-Square, and an Inter-correlation matrix.

Table 8.1 Respondents' Level of Relationship between Parent, Student, and Teacher

Table 8.1 shows the respondents' level of relationship between parents, students, and teachers by Chi-square test. More than half of the respondents (55.94%) have moderate levels of student-teacher relationships. While two third (62.32%) have moderate levels of parent-child relationship among adolescents.

To find out the relationship between parent, student, and teacher by applying the T-test, a hypothesis is derived as below:

H₀: There is no relationship between parent, student, and teacher among adolescents.

H₁: There is a relationship between parents, students, and teachers among adolescents.

There is a significant relationship between the student-teacher relationship and parent-adult-child level of relationship among adolescents since the P value is less than 0.01. Hence, the null hypothesis is accepted at 1% level concerning the level of relationship between parents, teachers, and adolescents.

Table 8.1 Respondents' Level of Relationship between Parent, Student, and Teacher

	Parental Level of CR (Binned)				Total	X ²	p-value
	Very Low (<= 22)	Low (23 – 42)	Moderate (43 – 62)	High (63+)			
Overall STR (Binned)							
Very Low (<= 31)	2	2	1	0	5	80.913 ^a	.000**
	(33.33)	(2.50)	(0.48)	(0.00)	(1.56)		
Low (32 - 60)	1	36	37	2	76		
	(16.67)	(45.00)	(17.87)	(7.41)	(23.75)		
Moderate (61 - 89)	3	34	129	13	179		
	(50.00)	(42.50)	(62.32)	(48.15)	(55.94)		
High (90+)	0	8	40	12	60		
	(0.00)	(10.00)	(19.32)	(44.44)	(18.75)		
Total	6	80	207	27	320		
	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)		

Source: Computed

*p<0.05

**p<0.01

Table 8.2 Respondents' Level of Relationship between Parental and Wellbeing

Table 8.2 shows the Chi-square test for the relationship between relationships between parental and well-being. Parental (binned) are classified into very low (<22), low (23-42), moderate (43-62), and high (63+). Wellbeing (binned) is classified into very low (<22), low (23-39), moderate (40-55), and high 56+). Among the respondent's parental relationships (binned), a little less than half (47.50%) have a moderate (40-55) level of parental relationship among adolescents. Among the respondent's overall well-being (binned), a little less than a third (29.63%) have moderate (40-55) levels of overall adolescent well-being.

To find out the relationship between levels of parental and overall well-being among adolescents by applying the Chi-square test, a hypothesis has been formulated as below:

H0: There is no relationship between levels of parental and overall well-being among adolescents.

H1: There is a relationship between levels of parental and overall well-being among adolescents.

Since the P value is less than 0.01, the null hypothesis is accepted at 1% level and the alternative hypothesis is rejected concerning the level of parental (binned) and overall well-being (binned) among adolescents.

Therefore, there is a significant relationship between levels of parental and overall well-being among adolescents.

Table 8.2 Respondents' Level of Relationship between Parental and Wellbeing

	Parental Level of CR (Binned)				Total	X ²	p-value
	Very Low (<= 22)	Low (23 - 42)	Moderate (43 - 62)	High (63+)			
Overall Well-being (Binned)							
Very Low (<= 22)	3	2	11	1	17	44.781 ^a	.000**
	(50.00)	(2.50)	(5.31)	(3.70)	(5.31)		
Low (23 - 39)	1	31	41	7	80		
	(16.67)	(38.75)	(19.81)	(25.93)	(25.00)		
Moderate (40 - 55)	1	41	99	11	152		
	(16.67)	(51.25)	(47.83)	(40.74)	(47.50)		
High (56+)	1	6	56	8	71		
	(16.67)	(7.50)	(27.05)	(29.63)	(22.19)		
Total	6	80	207	27	320		
	(100.00)	(100.00)	(100.00)	(100.00)	(100.00)		

Source: Computed

*p<0.05

**p<0.01

Table 8.3 Respondents' Relationship between Level of Wellbeing and Student-Teacher Relationship

Table 8.3 shows the Chi-square test for the relationship between levels of overall well-being and the student-teacher relationship. Overall well-being (binned) is classified into very low (<22), low (23-39), moderate (40-55), and high (56+). Overall student-teacher relationship (binned) is classified into very low (<31), low (32-60), moderate (61-89), and high (90+). Among the respondents, more than half (55.94%) have moderate levels (40-55) of overall well-being. Among the respondents' overall student-teacher relationship, a little less than a third (26.76%) have moderate (61-89) levels.

To find out the relationship between levels of overall well-being and student-teacher among adolescents by applying the Chi-square test, a hypothesis has been formulated as below:

H0: There is no relationship between levels of overall well-being and student-teacher among adolescents.

H1: There is a relationship between levels of parental and overall well-being and student-teacher among adolescents.

Since the P value is less than 0.01, the null hypothesis is accepted at 1% level and the alternative hypothesis is rejected concerning the level of overall well-being (binned) and student-teacher relationship (binned) among adolescents.

Therefore, there is a significant relationship between levels of overall well-being and student-teacher relationship among adolescents.

**Table 8.3 Respondents' Relationship between
Level of Wellbeing and Student-Teacher Relationship**

	Overall Well-being (Binned)				Total	X ²	p- Value
	Very Low (≤ 22)	Low (23 - 39)	Moderate (40 - 55)	High (56+)			
Overall STR (Binned)							
Very Low (≤ 31)	2 (11.76)	2 (2.50)	1 (0.66)	0 (0.00)	5 (1.56)	30.376 ^a	.000**
Low (32 - 60)	2 (11.76)	26 (32.50)	38 (25.00)	10 (14.08)	76 (23.75)		
Moderate (61 - 89)	9 (52.94)	47 (58.75)	81 (53.29)	42 (59.15)	179 (55.94)		
High (90+)	4 (23.53)	5 (6.25)	32 (21.05)	19 (26.76)	60 (18.75)		
Total	17 (100.00)	80 (100.00)	152 (100.00)	71 (100.00)	320 (100.00)		

Source: Computed

*p<0.05

**p<0.01

Table 8.4 Inter correlation Matrix of PCAR, Wellbeing, and Student-Teacher Relationship

Table 8.4 shows Pearson's Inter Correlation Matrix of the Overall Parent Adult-Child Relationship, Overall Well-being, and Overall Student-Teacher Relationship among adolescents.

The correlation coefficient between the overall parent-adult-child relationship and overall well-being value is .242** which indicates a positive correlation between the overall parent-adult-child relationship and overall well-being. Between the overall student-teacher relationship, overall parent-adult-child relationship, and overall wellbeing, the P value (.365** and .281**) is significant at 0.01 level which indicates a relationship between overall parent-adult-child relationship, overall student-teacher relationship, and overall wellbeing among adolescents.

This shows that there is a strong relationship between parent-adult-child relationships, overall student-teacher relationships, and overall well-being among adolescents.

Table 8.4 Inter correlation Matrix of PCAR, Wellbeing, and Student-Teacher Relationship

Correlations	Overall PCAQ	Overall Wellbeing	Overall STR
Overall PCAQ	1		
Overall Wellbeing	<i>.242**</i>	1	
Overall STR	<i>.365**</i>	<i>.281**</i>	1

Source: Computed **Correlation is significant at 0.01 level (2-tailed)

8.5 Conclusion

This chapter discusses the relationship between parent-child, student-teacher, and the wellbeing of adolescents. The chapter concludes that there is a positive relationship between parents and child, students and teachers, and adolescent's well-being. The next chapter focuses on the conclusions and suggestions of the study.

CHAPTER - IX

CONCLUSION AND SUGGESTIONS

The present chapter focuses on the major findings, conclusions, and suggestions. The study mainly discusses the nature and forms of relationship between parents and teachers among adolescents and the well-being of adolescents in Aizawl district. The study also attempts to understand the associations between parent-child, student-teacher, and assess the adolescents' well-being and offer suggestive social work measures for the adolescents, parents, and teachers.

9.1 Summary

The thesis consists of eight chapters. The first chapter briefly discusses, in general, an overview of key concepts of Parent-Child, Student-teacher relationship, and the well-being of adolescents and the current scenario of relationships and well-being among parents, teachers, and adolescents. The theoretical framework, need, and significance of the study are also covered.

The second chapter presents the available literature in the related area of studies like adolescents, parents, and adolescents' relationships, teachers' and adolescents' relationships, and the well-being of adolescents.

The third chapter highlights the methodology employed in the study including research design, sampling and data processing procedures.

The fourth chapter narrates the socio-demographic profile of the respondents like family profile, economic status of the family, socio-demographic bases of the respondents' family, and academic records.

The fifth chapter discusses descriptive statistics for the relationship between parent-child among adolescents. The relationship of father and mother by gender and age, area, and type of school among the respondents is also discussed. The association between parent-child by statistical tools like Pearson's correlation, Chi-square and 't-test and non-parametric like Chi-square has also been used. The sixth chapter describes a relationship between students and teachers by gender, age, area and type of school and discusses the association between student-teacher by statistical tools like Pearson's correlation, Chi-square and 't-test.

The seventh chapter discusses adolescents and their well-being by statistical tools like Pearson's correlation, Chi-square and 't'-test.

The eight-chapter discusses the relationship between parent-child, student-teacher and well-being among adolescents by statistical tools like Pearson's correlation, ANOVA, Chi-square and test.

The last chapter summarizes the major findings, discussions, conclusion, and implications for social work intervention and the scope for further research.

Indian population comprised 8.6% of the tribal population and 9% among them were adolescents in the 2011 census of India. It has been found that a larger proportion of tribal adolescents exhibit depressive and anxiety symptoms. Self-esteem has a significant negative relation with emotional and behavioral problems in the adolescent period. High self-esteem is considered to be a prominent marker of happiness, life satisfaction, and well-being (Gujar NM et.al. 2019).

Adolescence, which includes an important stage in human life span, represents an important in which many changes and developments occur, as well as their relationship with parents, teachers and their well-being in life. Adolescents' perceptions of negative parenting and unfavorable relationships with their teachers are associated with their own decreased well-being. It is especially important to help adolescents develop essential skills, such as emotional and communication skills, to tackle challenges, take responsibility, effectively communicate with parents, and teachers and build a more constructive relationship. On the other hand, parents and teachers need to understand the changes and developmental needs during adolescence to have best practices and enhance adolescents' well-being.

The relationships between parents, teachers and adolescents are associated with many important structural bases. Many positive and negative characteristics gained in the family and school can affect the relationships with other people in their social life as well as their overall well-being. The adolescents use the patterns they have gained from their parents and teachers in their relationship with the outside world and others.

The adolescents are different from the central part of India in terms of culture, customs and traditions, religion, ethnicity, land and topography. Based on these variations, the socio-economic conditions and their educational standard and the

relationship they form with their parents and teachers and their well-being in the urban and rural areas of their living standard is transformed. Therefore, adolescents are a significant group and also the transition period covered in the present study.

Moreover, in today's context, adolescents get different exposures and also have societal pressure on their educational performance and face a lot of challenges in terms of coping with emotions and stress due to relationship and behavioral problems. Schools, teachers and parents play a vital role in the holistic development of the child. Parents are the first mentor of the child and the teacher is the second. Both have an immense contribution and responsibility in shaping their adolescents' personalities and well-being. It is necessary to promote adolescents' well-being by enhancing their positive interaction experience with parents and teachers. Both parents and teachers face challenges in adapting to changes in adolescence.

To evaluate the relationship between adolescents with their parents and teachers and well-being of adolescents, a study was undertaken with the following objectives and hypotheses.

- To assess the parent-child relationship among adolescents.
- To assess the student-teacher relationship among adolescents.
- To assess the adolescent's well-being.
- To determine the relationship among parent-adult-child relationships, student-teacher relationships and well-being among adolescents.
- To suggest policy measures for social work intervention.

The following hypotheses include:

- There is a positive relationship between the parent-child relationship and the teacher-student relationship.
- There is a positive relationship between the parent-child relationship and the well-being of the child.
- There is a significant relationship between the student-teacher relationship and the well-being of the child.

9.2 Major Findings

The major findings of the present study including quantitative and qualitative inquiry are organized and presented into headings like the socio-demographic profile of the respondent's family profile, economic status of the family, socio-demographic bases of the respondents' family and academic records; relationship patterns of parents and teachers and the association between parent-child, student-teacher and wellbeing among adolescents.

9.2.1 Socio-Demographic Profile of the Respondents

Briefly summarizing the socio-demographic data, it can be concluded that the respondents majority (50.94%) belong to the age group 15-17 years of age in which the mean age is 17.76 years. The gender proportion is not equally divided where the female population forms the majority (58.06%). More than half (60%) are enrolled in govt. a school where the female population forms the majority (66.13%) and almost all (79.38%) are day scholars. Christianity is the predominant religion with almost all (98.44%) of the respondents being Christians with more than two third (73.75%) belonging to the Presbyterian denomination. Lushei is the predominant tribe and the vast majority (62.81%) belongs to the Lushei tribe. With regards to family composition, the majority (50.96%) belongs to nuclear families and the vast majority (88.75%) are born and brought up in a stable family environment. The respondent's economic basis shows a fairly sustained status in which the majority (70%) falls in APL category wherein the majority (78.44%) own and live in their owned houses. In terms of settlement or domicile, the respondents are proportionately distributed into rural (42.50%) and urban (55.97%) areas. The majority (65.63%) of the family have a medium size (1-5 members). A majority have low (62.50%) dependents in their family also almost all (85.63%) families have low earners in their family.

Concerning the educational level and occupation of the mother and father in the family, the educational level is moderate with a majority of a father (25.94%) and mothers (34.38%) attaining education up to a higher school level. There are a greater number of children whose mother (47.50%) and father (31.25%) engaged in other forms of income like petty shop business and small enterprise. By this, a majority (40.94%) have a monthly income in the middle (Rs. 10000-42000).

In terms of academic records, the majority of the respondents gradually decrease from a lower class to a higher class and scored distinction in both class VII (51.56%) and HSSLC (36.88%) and first division marks in HSLC (51.29%) examinations.

9.2.2 Level of Parent Adult Child Relationship of Mother

To understand the level of relationship with adolescents' mothers in terms of gender, age, area, and type of school, descriptive statistics have shown that the majority of the respondents have a low level of relationship with their mothers. From the findings, adolescents who are in the age group of 15-17 years and those who reside in urban areas have a low level of relationship with their mothers compared to late adolescents and rural adolescents. In terms of gender and school type, mothers have a lower level of relationship with their sons than their daughters, while adolescents enrolled in government schools have a higher percentage of poor levels of relationship with their mothers than in private schools.

9.2.3 Level of Parent Adult Child Relationship of Father

To understand the level of relationship with adolescents' fathers in terms of gender, age, area, and type of school, descriptive statistics have shown that the majority of the male respondents have a low level of relationship with their fathers in which late adolescents score higher than adolescents who are in the age group of 15-17 years.

To understand the level of a parent-adult child of a father by area, the 't-test analysis has shown that there is a significant difference between rural and urban areas in which adolescents scored a low level of relationship whereas adolescents living in rural areas scores higher than urban adolescents.

There is a significant difference between government and private schools concerning the relationship between fathers among adolescents. Adolescents who enrolled in government schools have scored higher levels than adolescents who are enrolled in private schools. In terms of adolescents' relationship with their fathers is low in both rural and government schools.

9.2.4 Level of Relationship between respondents' mother and father

To understand the relationship level between mothers and fathers, the Chi-square test has shown that there is a significant relationship between mothers and fathers. The majority have scored a low level of relationship with their fathers. Also, that

adolescent's father did not take care of their children and tend to deal with instrumental responses and suggest ways of resolving problems without really listening or trying to understand, and adolescents did not receive more parental affection from their fathers and are more nonverbally interactive in general with fathers than their mothers.

9.2.5 Relationship between Parent-child by gender and age

From the test analysis of the relationship of parents and adults by gender, the table shows that adolescents' responsibility and regard towards their parents did not have any significant relationship with gender but had a positive relationship between males and females with the father's control. There is also no significant relationship between overall parent-child with gender. This concludes that the adolescent' perceived their parents as taking responsible with mutual respect. However, most fathers often take much more time on work than family; there is a significant difference between males and females regarding control factors. The present study found that males perceived their fathers to be controlling and demanding as compared to females. This indicates that most fathers have little time with children and that mothers tend to play as a leading factor in children's development.

In the relationship of parents and adolescents by age, the table shows that adolescents' responsibility, regard and control (father) towards their parents have a significant relationship in the overall parent-adult relationship. It reveals that adolescents of late adolescents who are in the age group of 18 years and above are more concerned with their parents' lives than adolescents who are in their middle age i.e., 15-17 years. The findings show that in modern time gender inequality is getting faded from the minds of parents as today parents are giving proper healthy and care to their child irrespective of their gender.

9.2.6 Relationship between Parent-child by area and type of school

From the 't-test analysis of the relationship of parents and adults by area, the table shows that there is a significant difference in overall parent-adult relationships concerning the living areas of the adolescents. This concludes that adolescents who live in rural areas have a close relationship with their parents than those who live in urban areas. Adolescents residing in urban areas are not giving proper attention to their parents

whereas adolescents in rural areas are very much aware and are concerned about their parents and their relationship with them.

To understand the level of the parent-child relationship by area, the test analysis shows that there is a significant difference between rural and urban adolescents. The majority have a moderate level of parent-child relationship among which adolescents living in rural areas are more than urban adolescents. This concludes that fathers in rural areas have no strong relationship with their adolescents than those in urban areas.

There is no significant difference between government and private schools which indicates that adolescents have a fair relationship with their parents.

9.2.7 Correlation Matrix of Parent-Adult Relationship

In the correlation of parent relationships among adolescents, there is a relationship in all the factors. There is a correlation between the mother's responsibility and regard and the overall parent-adult-child relationship with the mother. There is also a correlation between fathers' regard, responsibility, control, and overall parent-adult-child relationship with the father. In the overall parent-adult-child relationship, there is also a correlation with adolescents.

From the study, it has been found that adolescents and their parents have a strong connection and that the adolescents generally had a strong bond with both of their parents. Those parents who had a stronger relationship with their adolescents are being cared for and loved by their adolescent's child. The way parents nurture their children has an impact on how well-adjusted they become and how they form a strong bond with their parents. Adolescents who perceived parenting as more optimistic had more positive outcomes in their relationship. Individuals with stronger relationships with their parents have higher levels of self-worth and a sense of security.

9.2.8 Relationship between Student-Teacher by gender and age

From the 't' test analysis of the relationship between students and teachers by gender and age, the table shows that there is no significant relationship between students' devotion, trust, respect and obedience toward their teachers. This indicates that the teacher's perception of the relationship is not influenced by the child's gender.

9.2.9 Relationship between Student-Teacher by area and type of school

From the 't' test analysis of the relationship between students and teachers by area, there is a significant difference in all factors of a student-teacher relationship. This concludes that adolescents living in rural areas have a strong relationship with their teachers concerning devotion, respect, trust, and obedience as compared to adolescents living in urban areas. This is in part because rural schools can be characterized by a strong sense of community, being a central part of the community, and an extension of rural families both teachers and students generally describe the rural experience as more intimate and personal. Teachers living in or socially connected to the rural community are prone to see their students in various in- and out-of-school contexts, and, thus, they are more likely to have a more holistic perspective of their students. Consequently, rural teachers can have a special connection to and more influence on students than teachers in non-rural schools and rural students' often value and respond to the interpersonal relatedness their teachers offer. However, the teacher's connection to the community may influence the depth of the relationship with the student, as well as the holistic view of the student. Specifically, socially connected rural teachers can motivate, support, and shape students' academic and personal growth in a manner consistent with community values and necessary for local work opportunities.

From the 't' test analysis of the relationship between students and teachers by type of school, the table shows that there is a significant difference in students' obedience toward their teachers. Other factors such as devotion, trust and respect have no significant differences both in government and private schools. Further the findings reveal that rural adolescents obey their teachers in terms of school norms, rules and regulations as compared to urban adolescents. Rural adolescents and their teachers have a close relationship.

9.2.10 Level of Relationship between Student and Teacher by Area and Type of school

To understand the level of relationship between student-teacher in rural and urban, the Chi-square test has shown that there is a significant difference between rural students and urban students in which the majority has scored the level of moderate

relationship with their teachers in which rural adolescents score higher than urban adolescents.

There is no significant difference between government and private schools concerning the relationship between student and teacher. The majority have scored a moderate level of relationship in which there is an equal distribution between government and private schools.

9.2.11 Adolescents and well-being by gender and age

From the Chi-square test to understand the difference between adolescent's well-being by gender, the results show that there is a significant difference between males and females with regards to adolescent well-being of connectedness in which females have a sense of more belonging, support, and love than their male counterparts but did not have any significant differences in overall wellbeing with regards to engagement, perseverance, optimism, connectedness and happiness.

Concerning age, the table shows that there is a significant difference between middle and late adolescents in their well-being in engagement and connectedness in which adolescents who are in the age group of 15-17 years have more capacity to become absorbed in and focused on what they are doing, as well as involvement and interest in life activities and tasks than late adolescents. There are no significant differences in overall well-being by age which indicates that adolescents are content in their lives and they have a feeling of being loved, cared and valued which majority belong to the age of 15-17 years.

9.2.12 Adolescents and well-being by area and type of school

From the Chi-square test to understand the difference between adolescents' well-being by area, there is a significant difference in rural and urban adolescents in engagement, connectedness, happiness, and overall well-being characteristics but not a significant difference in perseverance and optimism characteristics of adolescents' wellbeing.

From the Chi-square test to understand the difference between adolescent's well-being by type of school, the table shows that the government school has higher characteristics of well-being in engagement and perseverance and overall well-being

characteristics but did not have significant differences in optimism, connectedness, and happiness in both government and private school.

To conclude, adolescents who live in rural areas and who are enrolled in govt. school are happier, content, and satisfied and have better relationships with their parents, peers, and teachers than adolescents living in urban areas and those enrolled in private schools.

9.2.13 Level of Wellbeing by Area and Type of School

To understand the level of well-being between rural and urban adolescents, the Chi-square test has shown that there is a significant difference concerning adolescents' well-being. The majority have scored a moderate level of well-being which rural adolescents are higher than urban adolescents.

There is a strong relationship between government and private adolescents in which the majority scores a moderate level of well-being in which adolescents enrolled in government schools have a higher level of well-being than adolescents enrolled in private schools.

This concludes that adolescents living in rural areas and going to government schools are content and feel secure among their peer groups and have a sense of belongings in society.

9.2.14 Correlation Matrix of Wellbeing among Adolescents

In the correlation of well-being among adolescents, the five factors were strongly correlated with each other. There is a correlation between engagement and perseverance. There is also a correlation between connectedness, perseverance and engagement. Connectedness correlates with engagement, perseverance, and optimism. There is a correlation between happiness, engagement, perseverance, optimism, connectedness and happiness. There is also a correlation between overall well-being with engagement, perseverance, optimism, connectedness and happiness.

Hence, the findings indicate that the five dimensions of well-being have a positive correlation with adolescents. The finding reveals that adolescents have life satisfaction, in which they have a purpose, hope, positive affect, school engagement, and feeling connected to their peers. They also have a sense of hope and positive expectations for the future. This shows a very strong correlation with life satisfaction,

having a sense of meaning/ purpose, and feeling connected to their social being. Adolescents believed that their parents show love and support. Positive interactions with parents, students, and teachers were significantly correlated with connectedness. Positive affect, meaning/purpose, and life satisfaction were all highly connected with it. The results also show that, as opposed to fleeting pleasant emotions, adolescents exhibit stable positive moods, including being usually cheerful, feeling pleased and loving life. All of these variables showed a substantial correlation with subjective well-being, good mood, and a sense of meaning and purpose. Peer connectedness was also substantially correlated with it, and as a result, it has been a major factor in happiness.

9.2.15 Relationship between Parent-Child and Adolescents' Wellbeing

From the Chi-square test to understand the relationship between parent-child and well-being, the table shows that there is a positive significance between parent-child and the well-being of adolescents.

As the family system is a close-knit society, there is a strong bond between parents and children. On the other hand, the relationship between parents and child can also have a negative impact on the child. It was found that parents particularly their fathers are more conservative and demonstrated more rigid and controlling behaviors towards their children as compared to more liberal parents which decrease the well-being of the adolescents. Our study has shown that less parental involvement leads to a child not being loved and cared for and losing a sense of belonging, emotional functioning and well-being, and has an overall positive impact on adulthood. Thus, the study has shown that more parental involvement further leads to higher levels of positive participation in society as well as in the school environment leading to improved mental and physical well-being. Positive parent-child relationships increase adolescent well-being.

9.2.16 Relationship between Student-Teacher and Adolescents' Wellbeing

From the Chi-square test to understand the relationship between student-teacher and well-being, the table shows that there is a positive association between student-teacher and well-being among adolescents.

This reveals that good teacher-student relations foster a sense of belonging among students and enhance their well-being. Teachers participate and giving an effort

in helping students develops students' well-being socially and emotionally. Our study found that the well-being of students is enhanced when the student-teacher rapport is positive. It has been found that when teachers go above and beyond in helping their students academically and in family and personal matters, their relationship improves, resulting in positive well-being and building confidence in students' lives.

9.2.17 Relationship between Parent-Child and Student-teacher Relationship

From the Chi-square test to understand the relationship between parent-child and student-teacher, the results show that there is a positive association between parent-child and student-teacher relationship among adolescents. This indicates that trust and mutual understanding between parents and teachers can foster adolescent development. The results also reveal that parents are supportive and cooperative towards their adolescents' teachers in helping to connect, understand and work with a child. It shows that if parents and teachers understand and work hand in hand, remarkable positive change can be seen in a child. A good parent-teacher relationship leads a child to be positive in every aspect of life.

9.2.18 Level of Relationship between parent, student, and teacher

To understand the level of relationship between parents, student, and teacher the Chi-square test have shown that there is a strong positive relationship. The majority of the adolescents have scored a moderate level of relationship between parents, teachers, and students which indicates that there is a positive relationship between parents and teachers.

9.2.19 Level of Relationship of Parents and Teachers and Wellbeing of Adolescents by Gender and Age

The respondents have a moderate (64.69%) level of relationship between parent and child in which the majority (67.91%) is male respondents and with regards to age, a majority (66.24%) belongs to the age group of 18 years and above. With regards to the relationship level of respondents' mother, a majority (56.56%) is not close to their mother, the majority (58.96%) is male and the majority (60.74) belongs to the age group of 15-17 years. Also, regarding the relationship level of respondents' fathers, a majority (70.63%) is not close to their father of which the majority (78.36%) is male and the majority (71.97%) belongs to the age group of 18 years and above.

In terms of the student-teacher relationship, the respondent's level of relationship with their teachers has an average (55.94%) relationship where the gender proportion varies with females forming the majority (57.53%) and the majority (57.67%) belonging to the age group of 15-17 years.

A majority (47.50%) of the respondents have an average (40-55) level of well-being in which majority (50.54%) of them are female and a majority (49.69%) belong to the age group of 15-17 years of age.

9.2.20 Level of Relationship of Parents and Teachers and Wellbeing of Adolescents by Area and Type of School

The majority (56.56%) of the respondents has a low level of relationship with their mothers in which majority (57.07%) of the adolescents is living in urban areas and majority (60.42%) is enrolled in govt. school.

9.2.21 Correlation Matrix of Parent Adult Child Relationship, Student Teacher Relationship and Wellbeing among Adolescents

From Pearson's Inter Correlation Matrix of Parent Adult Child Relationship, Student-teacher relationship and Well-being, there is a correlation between and a strong positive correlation.

This concludes that adolescents' relationship with their parents and teachers influences adolescents' well-being. It reveals that adolescents are content and happy in their lives because teachers, along with parents, show high concern for their children and student well-being, and have traditionally cared greatly about them. The findings also imply that adolescent well-being is improved by enhancing their positive interaction experience with parents and teachers. Positive teacher-student relationships and parent-adult-child relationships clearly show that teachers and parents create and nurture a classroom culture and a sense of belonging that expects and rewards excellence from them and practices allowing teachers and parents to more effectively adjust and adapt instructional practices to aid and support their wellbeing. Thus, when teachers and parents master positive relationships and implement the essential technical competencies, soft skills and positive parenting, the relationship properly results in the well-being of the adolescents.

Thus, parent-adult relationships and student-teacher relationships influence the development of adolescents in terms of their well-being as well as their behavior, and interactions and can foster a positive relationship.

9.3 Case Study

Five case studies were conducted; the selected persons were mainly from broken, stable and widower types of families. A case study conducted in this is mostly based on the father-child relationship, the respondents mostly perceive their father did not take an active role in parenting and that, it results in significant effects on them mentally, emotionally, and physically. In most cases, communication with their fathers seemed to be rare. While mothers found it easier to communicate, adolescents admitted that they too find it harder to discuss issues and problems they faced in life, especially with their fathers. Lack of communication and being an irresponsible father affected the adolescent's well-being.

9.4 Focus Group Discussion

The focus group discussion also highlights the adolescent's relationship with their fathers, and teachers and its impact on their well-being. Effective communication was low with their parents, particularly with their fathers. Although some male adolescents attending urban schools reported that they communicate with their parents on any topic, others disagreed. Those who trusted their parents' revealed that some parents were open and couldn't spread rumors about their children's problems. They are in a state of a healthy mind and their participation in society increases their social well-being and feels a sense of belonging with the community. A relationship between their teachers is good as it enables them to express themselves freely without inhibitions or fear and to work hard with better results.

As a result, adolescents at times are reluctant in accepting their parents' and teachers' input until they are comfortable with them. Developing an emotional relationship is worth attending by both parents and teachers at this stage; else, a feeling of hostility develops among the adolescents. As they are immature, sensitive, overwhelmed, and looking for a shoulder where they can express their feelings and thoughts, it leads to taking wrong decisions in life which creates adverse effects on their studies. Continuous guidance from parents and teachers in this stage leads to better

results in academics. Furthermore, this creates a positive effect on their overall personality, self-esteem, self-confidence, self-independence, and well-being.

To conclude the study in general, adolescents feel close to their parents, think highly of them, and even want to spend time with them. In addition, research shows that quality parent-child relationships are linked to a wide range of positive outcomes for adolescents, such as mental and emotional well-being, adjustment, and social competence, and to lower levels of problem behaviors, such as substance use, delinquency, and premature sexual activity. The parent-child relationship represents an important influence on adolescents' lives. Further, comparable analyses in industrialized countries indicate that greater parent-adolescent interaction is related to more positive outcomes. Thus, not only are parent-adolescent relationships and interactions generally positive, but they also matter

9.5 Suggestions

As part of the study, both from the findings of the present study and observation of the study area, the following measures are being suggested for the enhancement of adolescents in enriching their relationship with parents and teachers and improving their level of life wellbeing.

- As the study reveals that adolescents in urban areas do not have close relationship with their mothers than rural adolescents, here are some suggestions for improving parent-child relationship. Social workers can work with families through family therapy to address any communication barriers, misunderstandings or conflicts that may be hindering the parent-child relationship. Family therapy can help family members to develop better communication skills, improve understanding, and work together towards building stronger relationships. To create a supportive environment for urban adolescents by providing access to resources such as counseling services, mentorship programs, and after-school activities. Social workers can also help parents understand the unique challenges that urban adolescent's face, such as exposure to violence or substance abuse, and provide strategies for addressing these challenges. Social workers can encourage parents to be more involved in their adolescent's lives by attending school events, participating in extracurricular

activities, and spending quality time with their children. They can help bridge the cultural gap that may exist between parents and adolescents from different backgrounds by providing culturally sensitive services and addressing any cultural differences that may be contributing to sever connections between the parent and the adolescent. By providing resources, strategies, and support that can help families build stronger relationships and promote healthy adolescent development.

- The findings of the study indicate that adolescents living in rural areas and who are enrolled in government school have low relationship with their father. To strengthen and encourage their relationship with their fathers, encouraging fathers to be more involved in their adolescent's lives by attending school events, participating in extracurricular activities, and spending quality time with their children. Social workers can also help fathers develop positive reinforcement strategies to motivate their children and improve their self-esteem. Social workers can also help fathers understand the unique challenges that rural and government school adolescents face, such as limited resources, and provide strategies for addressing these challenges. By fostering open communication fathers need to develop better communication skills, promote active listening, and encourage open communication with their adolescent children. This can help to build trust and a stronger relationship between fathers and their children.
- The study also shows that rural adolescents are more close to their parents as compared to urban areas. Positive reinforcement and support system to urban parents to identify and reinforce positive interactions to between adolescents and parents such as using constructive and appreciation , show more love and respect and build support systems, such as trusted family members, friends or community resources, to help them meet the needs of their adolescents children.
- From the case studies the respondents did not have close relationship with their fathers in this regard Promoting positive father-child relationships can lead to better outcomes for adolescents, including improved academic achievement, social skills, and emotional wellbeing, which are necessary for a healthy and happy life.

- From the FGD, most of the respondents were indulge in electronic games like playing in mobile phones and engaged in social media, hence, it is bounded for parents, teachers and educationists take duties and educate, sensitize the ill effects of social media and games.
- The study shows that the relationship between students and teachers is moderate and there are no differences in terms of gender and age. With regards to areas, the findings suggest that teachers in urban areas should develop cultural sensitivity and build trust with them. As the result of the study, urban adolescent's relationship with their teachers is weak as compared to rural areas. In order to establish positive relationships with their students and building positive student-teacher relationships teachers can show that they care about their students by asking them about their interests and hobbies outside of school. This can help build trust and rapport between the teacher and student. While there may be differences in student-teacher relationships between urban and rural adolescents, these suggestions can be helpful for building positive relationships regardless of geographic location. Teachers can incorporate student interests and cultural values into their curriculum. This can help students feel more engaged in their learning and can also help validate their identities and experiences. Strength-based approaches to help students identify and build on their strengths. This can help students develop a positive self-image and can also help them feel valued and supported. It is important to note that building positive relationships with students in urban areas may require additional effort and resources. Teachers should work closely with school administrators, parents, and community organizations to provide the support and resources necessary to build positive student-teacher relationships in these challenging contexts.
- Since the majority of the respondents have good and healthy wellbeing in order to sustain healthy wellbeing, the social administration enhances healthy habits like regular exercise (sports and games, and devotion time)
- In order to promote the wellbeing of adolescent's social work intervention could be done in schools to emphasis on school social work through counseling and group work method for better enhancement of their wellbeing.

- The findings of the study indicate that adolescents are happy and have a healthy wellbeing. To enhance and strengthen adolescents' wellbeing, there is a need for support positive youth development programs that promotes engagement, such as sports team, art programs and vice versa. Promoting healthy relationships between adolescents and their families, peers and communities can strengthen the adolescents' wellbeing.
- The social professionals can impart wellbeing among the students by practicing the primary methods of social work that is social casework, social group work, and community organization in order to develop the overall wellbeing of the adolescents.
- The implement of parent-teacher education in schools requires experts; therefore, training should also be provided for the teachers and parents so that they will be able to enhance and strengthen wellbeing of adolescents. The social worker can also have linked with the State Council of Educational Research and Training to conduct more effective parent teacher education for the adolescents. The conclusion from the literature shows that good parenting and teacher help individual develop confidence, cope with difficult situations and enhance healthy wellbeing. Therefore, there is an urgent need to enhance and strengthen parenting and teacher relationships, especially among the adolescence group.
- The study's findings emphasize the importance of positive parent-child and student-teacher relationships for promoting adolescent well-being. Parental skills workshops can be organized to help parents understand adolescents development and improve communication skills with their children in order to strengthen and maintain strong relationships. Social workers can help facilitate or communicate parents to existing support groups by developing support groups for parents to discuss their problems and experiences. Using technology to provide counseling services or perform group sessions with parents and students Collaboration with community organizations such as after-school programmes and community centers can give children and their families with additional helpful resources.
- Thus, the study revealed that there is a great responsibility for social workers, teachers, and parents and policy makers to create opportunity to strengthen

relationship between parents and teachers towards wellbeing among the adolescents. The development of the nation is in the hands of the young people for nation building. The study has a wider scope in the promotion of parenting and teacher relationship based on the adolescents' wellbeing as well as in the field of psychosocial and mental health issues of young people. A separate module could be developed based on the life style of children and adolescents in the northeast context.

- In terms of policy consequences, investing in education can improve the quality of education and provide teachers with the necessary resources to support the academic, social, and emotional development of students. This can lead to positive student-teacher relationships and improved well-being. Policies like affirmative action, poverty reduction programs, and education scholarships can help bridge these gaps. Increasing access to mental health services, such as counseling and therapy, can support adolescents in managing mental health challenges and building positive relationships. Parental leave policies can help parents spend more time with their children and build stronger relationships. Policies that provide adequate parental leave for both mothers and fathers can help support positive parent-child relationships. India has a high incidence of child abuse, which can negatively impact parent-child relationships and adolescent well-being. Policies that strengthen child protection mechanisms and provide support to survivors of abuse can help protect children and support positive relationships.
- Although there is a growing body of research on the positive relationship between parent-child, student-teacher relationships, and adolescent well-being, there are still gaps in the research. Therefore, longitudinal studies can help researchers better understand how parent-child and student-teacher relationships impact adolescent well-being over time. These studies can also help identify the factors that contribute to positive or negative relationships. Future research should examine how parent-child and student-teacher relationships may differ based on various intersecting factors, such as race, gender, sexual orientation, socioeconomic status, and ability status. Given the importance of cultural values

and beliefs in shaping relationships, future research should also examine how parent-child and student-teacher relationships may vary across cultures and how cultural factors may impact adolescent well-being. Future research should also use mixed-methods approaches that combine quantitative and qualitative data to provide a more comprehensive understanding of the complex dynamics of parent-child and student-teacher relationships. Also, future research can compare the relationship of parent-child and student-teacher relationships with other relationships, such as peer relationships, and evaluate the relative significance of these relationships on adolescent well-being.

By addressing these research gaps, we can develop a more nuanced understanding of how parent-child and student-teacher relationships impact adolescent well-being and develop more effective interventions to support healthy development of adolescents.

9.6.1 Suggestion for Social Workers

The purpose of the study is to identify the social work intervention. From the findings, the researcher can link that there is a scope for social work intervention in the context of the present study. Social workers can make intervention plans as follows:

Parent-Child Relationship

- Social workers need to understand how parents and teachers are influencing the well-being of the adolescents.
- Providing counseling and support services to parents and caregivers to improve parenting skills and strengthen parent-child bond.
- Facilitating family therapy sessions to address conflicts and improve communication.
- Providing parenting education workshops to teach parents about healthy child development and positive discipline techniques.
- Referring families to community resources for additional support as needed.

Student-Teacher Relationship

- Providing training and professional development to teachers on how to build positive relationships with students and create a supportive classroom environment.
- Facilitating communication and conflict resolution between students and teachers through mediation and restorative justice practices.
- Providing individual and group counseling to students to address emotional and behavioral issues that may affect their wellbeing and relationships with their teachers.
- Implementing feedback mechanism to allow students to provide input on teaching methods and classroom environment.

Well-being of Adolescents

- Providing individual and group counseling to adolescents to address emotional and behavioral issues such as anxiety, depression, and substance abuse.
- Facilitating peer support groups to promote positive social connections and combat social isolation.
- Providing education and resources on healthy coping mechanism and stress management techniques.
- Working with school administrators to promote mental health awareness and create supportive school policies and practices.

9.6.2 Implications for Social Work Practice

The quality of parent-child and student-teacher relationships, as well as the overall well-being of adolescents, has important implications for social work practice. Here are some key considerations for practitioners:

- Foster positive relationship: Social workers can help parents and teachers understand the importance of building positive relationships with children and adolescents. By fostering a sense of trust and respect, parents and teachers can create a supportive environment that promotes healthy development.

- **Address conflict:** Conflict can arise in parent-child and student-teacher relationships, which can negatively impact the well-being of adolescents. Social workers can help mediate conflicts and facilitate open communication between all parties involved to find solutions that promote healthy relationship dynamics.
- **Promote resilience:** Adolescence can be a challenging time, and social workers can help promote resilience in adolescents by teaching coping skills and fostering a supportive social network. Helping young people to build their resilience can be invaluable in navigating the challenges of adolescence.
- **Advocacy:** Social workers can serve advocates for adolescents who may be experiencing challenges in their relationships with parents or teachers, or who may be struggling with mental health concerns. By advocating for the best interest of adolescents, social workers can ensure that they receive support and resources they need to succeed.

Social work practices, such as case work, group work, and community work, can be effective in addressing parent-child relationships among adolescents. Here are some ways in which these practices can be applied:

Case work

In case work, a social worker works with an individual or family to address specific problems or concerns. In the context of parent-child relationships, case work can involve working with an adolescent and their parents to identify areas of conflict and develop strategies to address them. For example, a social worker may work with a family to establish healthy boundaries or improve communication between parents and their adolescent children. In the context of student-teacher relationships, case work can involve working with a student who is struggling in their relationship with a particular teacher, or with a teacher who is having difficulty engaging with a particular student. For example, a social worker may work with a student who is experiencing academic difficulties to identify strategies for improving their engagement in the classroom. In the context of adolescent wellbeing, case work can involve working with an adolescent to address issues such as mental health concerns, substance use, or family conflict. For example, a social worker may work with an adolescent who is experiencing depression

to identify strategies for managing their symptoms and improving their overall wellbeing.

Group work

Group work involves bringing together individuals with similar experiences or concerns to address common issues. In the context of parent-child relationships among adolescents, group work can involve bringing together parents or adolescents to discuss issues related to family dynamics or adolescent development. This can provide a supportive environment in which participants can learn from each other and develop new skills and strategies for addressing challenges. In the context of student-teacher relationships, group work can involve bringing together students or teachers to discuss issues related to classroom dynamics or teacher-student interactions. This can provide a supportive environment in which participants can learn from each other and develop new skills and strategies for improving their relationships. In the perspective of adolescent wellbeing, group work can involve bringing together adolescents who are experiencing similar challenges, such as anxiety or stress, to provide support and build skills for managing these issues. This can provide a supportive environment in which participants can learn from each other and develop new strategies for improving their wellbeing.

Community work

Community work involves working with groups or communities to address broader social issues. In the context of parent-child relationships among adolescents, community work can involve working with schools or other community organizations to provide resources and support for families. For example, a social worker may work with a school to establish a parent-teacher organization that provides opportunities for parents to engage with their child's education and build relationships with teachers. In the context of student-teacher relationships, community work can involve working with schools or other community organizations to provide resources and support for teachers and students. For example, a social worker may work with a school to establish a mentorship program that provides additional support to students who are struggling in their relationships with teachers. In the perspective of adolescent wellbeing, community work can involve working with schools or other community organizations to provide

resources and support for adolescents. For example, a social worker may work with a school to establish a peer support program that provides additional support to students who are struggling with mental health concerns.

Social work practice can play an important role in strengthening the wellbeing of adolescents and their relationships with parents and teachers through parent-teacher association (PTA) activities. Social work practice can be applied in PTA through advocacy. Social workers can use their expertise to advocate for policies and programs that support the wellbeing of adolescents and their relationships with parents and teachers. They can work with PTAs to identify key issues affecting adolescents and their families, and help develop strategies for advocating for change. They can also provide education and training to parents and teachers on issues related to adolescent development and wellbeing. This can include topics such as mental health, substance use, and communication skills. By providing education and training, social workers can help parents and teachers better understand the needs of adolescents and develop strategies for supporting them.

Social workers can provide support to parents and teachers who are struggling to support adolescents. This can include one-on-one counseling or group support sessions, as well as referrals to other community resources as needed. By providing support, social workers can help parents and teachers build their capacity to support adolescents and promote positive relationships. Social workers can work collaboratively with PTAs to identify areas where they can work together to promote adolescent wellbeing and strengthen relationships between parents, teachers, and adolescents. This can include developing programs or activities that involve parents, teachers, and adolescents working together to address common concerns.

Overall, these social work practices can be effective in addressing parent-child relationships, student-teacher relationships among adolescents and their wellbeing by providing support and resources to families, building skills and strategies for addressing challenges, and promoting positive family dynamics.

9.6.3 Conclusion

Overall, the parent-child relationship, student-teacher relationship, and well-being of adolescents are crucial aspects of social work. These relationships have a significant impact on the growth of adolescents, shaping them into responsible and well-adjusted individuals who can thrive in society. Social workers play a critical role in facilitating and enhancing these relationships by providing guidance, support, and resources to families and schools. By promoting positive interactions between parents and children, teachers and students, and by addressing the unique needs of adolescents, social workers can create a healthy social environment that fosters the well-being of young people. Consequently, social workers must prioritize strengthening these essential relationships to benefit the overall development of adolescents in the long run.

9.6.4 Limitations of the study

The limitations of the study are:

- Due to homogeneous nature of the respondents, the data seems to be similar among a friend circle.
- Each school represents only a few percent each of the total samples, so it is difficult to understand the actual demographic representation for certain schools.

9.6.5 Scope for future research

- More research is needed, especially in the field of social work, to better understand the impact of these relationships on adolescents' wellbeing, as well as the limitations and challenges in studying them.
- In light of our findings, it is clear that future research could further explore the impact of parent-child and student-teacher relationships on the wellbeing of adolescents, including the potential for these relationships to promote academic success and psychological adjustment.
- Research on impact of the pandemic on parent-child relationships and identify ways to mitigate negative effects. For instance, discusses the challenges that parents faced during the pandemic in terms of children's schooling or child care arrangements.
- Future research can focus on investigating the impact of various factors on adolescents' well-being, including social relationships with parents, teachers, and peers.

APPENDICES

**Parent-Child, Student-Teacher Relationships and Well-Being among Adolescents In
Aizawl District, Mizoram.**

Research Scholar,
Ms. Lalrintluangi,
Department of Social Work,
Mizoram University.

Research Supervisor,
Prof. C. Devendiran,
Department of Social Work,
Mizoram University.

Dear respondent,

*Greetings! I wish to bring to your kind information that I am pursuing my PhD on the **above topic** in the Department of Social Work, Mizoram University, Aizawl. In this regard I request you to kindly fill up the questionnaire and information provided by you is kept confidential. The study is purely academic in nature and it is used for research purpose only. I am grateful for sparing your valuable time for pursuing my research work.*

Thanking you,

Yours truly,
Ms. Lalrintluangi

Date:

Place:

Section A – Profile of the respondent

1. Name : _____
2. Gender : 1 Male 2 Female
3. Age : _____ Years
4. Religion : 1 Christian 2 Hindu 3 Muslim
4 Others
5. Denomination : 1 Presbyterian 2 Adventist
3 United Pentecostal Church (NE)
4 United Pentecostal Church (Mizoram)
5 Baptist 6 Roman Catholic
7 Salvation Army
6. Sub-tribe : _____
7. Type of Family : 1 Nuclear 2 Joint
8. Form of Family : 1 Stable 2 Broken 3 Reconstituted/Step
Family
9. Ownership of house : 1 Owned 2 Rented
10. Area of living : 1. Rural 2. Urban
11. **Household Profile**
 - a) No of family members : _____
 - b) No of dependents : _____
 - c) No. of earners : _____
 - d) Total monthly household income: Rs _____

13. Type of School : 1 Govt.school 2 Private School
 14. Type of Student : 1 Day Scholar 3 Hosteller
 15. Distance between school and home: _____ kms

16. Socio economic status:

1	Economic category (Tick	AAY <input type="checkbox"/> BPL <input type="checkbox"/> APL <input type="checkbox"/>
2	Father's Occupation(Tick)	Govt.Servant <input type="checkbox"/> Business <input type="checkbox"/> Daily Wage Labourer <input type="checkbox"/> C ultivator <input type="checkbox"/> Others <input type="checkbox"/>
3	Mother's Occupation(Tick)	Govt.Servant <input type="checkbox"/> Business <input type="checkbox"/> Daily Wage Labourer <input type="checkbox"/> Cultivator <input type="checkbox"/> Others <input type="checkbox"/>
4	Father's monthly Income	(Rs _____)
5	Mother's Monthly Income :	(Rs _____)

17. Academic records (please tick mark on whatever is applicable)

Sl.No	Examinations	Division			
		Distinction	First	Second	Third
1	VII	1	2	3	4
2	XI	1	2	3	4
3	HSLC	1	2	3	4

18. Details of Educational Qualification of Family(kindly tick the appropriate)

Sl.No	Educational qualification	Grand father	Grand mother	Father	Mother	Sister	Brother
1	Illiterate						
2	Primary						
3	Middle						
4	High School						
5	Higher secondary						
6	Graduate						
7	Post Graduate						
8	PhD						

Section B – Parent – Child Relationship

19. The Parent Adolescent Relationship Questionnaire

This form contains a number of statements about relationships between adolescents and their parents.

Please read each statement carefully, and decide how well it describes your relationship with your mother and your father as it has been over the last year. Please encircle the most appropriate response of the four possible responses.

Very true

Tick if you feel that the statement describes your relationship with your parent accurately. **Moderately true**

Tick if you feel that the statement describes your relationship with your parent for the most part. **Somewhat true**

Tick if you feel that the statement describes your relationship with your parent to a small extent. **Not true at all**

Tick if you feel that the statement does not describe your relationship with your parent at all. **Please indicate your Relationship with Mother (PARQM)**

Sl.No	Relationship with Mother (PARQM)	Very true	Moderately true	Somewhat true	Not true at all
1	I look forward to seeing my mother.	3	2	1	1
2	I feel responsible for my mother's happiness.	3	2	1	1
3	I feel that I should take care of my mother because she has suffered so much in her life.	3	2	1	1
4	My mother is my best friend.	3	2	1	1
5	My mother's difficulty in making decisions has been a burden on me.	3	2	1	1
6	My mother shows her appreciation of me.	3	2	1	1
7	I am the only one my mother can rely.	3	2	1	1
8	My mother thinks I am good in a crisis so she calls on me all the time.	3	2	1	1
9	I respect my mother's opinion.	3	2	1	1

10	I feel that I have to protect my mother.	3	2	1	1
11	My mother relies on me too much.	3	2	1	1
12	I am glad to be able to repay my mother for all the love and care she gave me as a mother.	3	2	1	1
13	I feel like I parent my mother.	3	2	1	1

Please indicate your Relationship with Father (PARQF)

Sl.No	Relationship with Father (PARQF)	Very true	Moderately true	Somewhat true	Not true at all
1	If I don't do things my father's way he will nag me.	3	2	1	0
2	I respect my father's opinion.	3	2	1	0
3	Something will happen to my father if I don't take care of him.	3	2	1	0
4	I feel that my father tries to manipulate me.	3	2	1	0
5	I look forward to seeing my father.	3	2	1	0
6	I feel responsible for my father's happiness.	3	2	1	0
7	My father tries to dominate me	3	2	1	0
8	I feel that my father makes too many demands on me.	3	2	1	0
9	I know I can rely on my father to help me if I need him.	3	2	1	0
10	If I don't see my father for a week I feel guilty.	3	2	1	0
11	I don't discuss much with my father because I' m afraid of being criticized.	3	2	1	0
12	I don't mind putting myself out for my father.	3	2	1	0
13	My father thinks I' m good in a crisis so he calls on me all the time.	3	2	1	0

20. Please read carefully and give your answers (tick the most appropriate)

Sl.No	Statements	Strongly agree	Agree	Disagree	Strongly disagree
1	I find that my father doesn't want to get close as I would like.	3	2	1	0
2	I turn to my father for many things, including comfort and assurance.	3	2	1	0
3	I try to avoid getting too close to my father.	3	2	1	0
4	I tell my father my problems and troubles.	3	2	1	0
5	I get upset easily around my father.	3	2	1	0
6	When we discuss things, my father care about my point of view.	3	2	1	0
7	I wish I had a different father.	3	2	1	0

Section C – Student-Teacher Relationship

21. The student-teacher relationship is characterized by the devotion of student toward teacher, trusting the teacher, showing respect and following instructions of the teacher.

This form contains a number of statements about relationships between students and teachers. Please read each statement carefully, and decide how well it describes your relationship with your teachers.

Please circle the most appropriate response of the four possible responses.

Very true

Tick if you feel that the statement describes your relationship with your teacher accurately. **Moderately true**

Tick if you feel that the statement describes your relationship with your teacher for the most part. **Somewhat true**

Tick if you feel that the statement describes your relationship with your teacher to a small extent.

Not true at all

Tick if you feel that the statement does not describe your relationship with your teacher at all.

Devotion

Sl.No	Statements	Very true	Moderately true	Somewhat true	Not true at all
1	My teacher treats me with warmth and affection.	3	2	1	0
2	My teacher interacts with me in order to make me feel confident.	3	2	1	0
3	My teacher cares about my academic and social well-being.	3	2	1	0
4	My teacher motivates me to give my best effort.	3	2	1	0
5	My teacher acknowledges and notices my personal and family matters in both good and bad times.	3	2	1	0
6	My teacher is patient with me as I learn and develop new skills and knowledge.	3	2	1	0
7	My teacher is always available to assist us when we require support, particularly with our academic performance.	3	2	1	0
8	My teacher motivates students through inspiring teaching.	3	2	1	0
9	My teacher always compliments my effort and hard work.	3	2	1	0
10	My teacher prepares students for co-curricular activities based on our abilities and interests.	3	2	1	0

Trust

Sl.No	Statements	Very true	Moderately true	Somewhat true	Not true at all
1	My teacher is always ready to help.	3	2	1	0
2	My teacher views me as an important part of the classroom.	3	2	1	0
3	My teacher encourages students to take risks in their classroom learning activities.	3	2	1	0
4	I view my teacher as a good person and I feel that my teacher is a coach, mentor, or partner.	3	2	1	0
5	My teacher has high expectations for all of us.	3	2	1	0
7	My teacher gives us the freedom to learn at our own pace.	3	2	1	0
8	I am able to communicate with my teacher about my thoughts and feelings.	3	2	1	0
9	I can rely on my teachers for advice or assistance when I need it.	3	2	1	0
10	Students at my school can depend on teachers for help.	3	2	1	0

Respect

Sl.No	Statements	Very true	Moderately true	Somewhat true	Not true at all
1	My teachers show respect towards me and encourages in class participation.	3	2	1	0
2	My teacher is considerate of my personal and family.	3	2	1	0
3	My teacher pays attention to my concerns and acts on them.	3	2	1	0
4	My teacher is interested in what I think and feel, and in	3	2	1	0

	what I do.				
5	My teacher cares about my academic performance.	3	2	1	0
6	My teacher encourages positive interaction between students.	3	2	1	0
7	My teacher makes me feel proud when I achieve certain goals.	3	2	1	0
8	My teacher has faith in me and my abilities.	3	2	1	0
9	My teacher is considerate and thoughtful of me.	3	2	1	0
10	My teacher treats all students with respect and love.	3	2	1	0

Obedience

Sl.No	Statements	Very true	Moderately true	Somewhat true	Not true at all
1	I always complete my home assignments on time.	3	2	1	0
2	I always give importance to what my teacher says.	3	2	1	0
3	I always put an extra effort to achieve the given task.	3	2	1	0
4	I participate effectively in the classroom.	3	2	1	0
5	I try my best to respect my teacher.	3	2	1	0
6	I pay attention to my teacher and ask if I have any questions.	3	2	1	0
7	I work hard even when I'm not in class.	3	2	1	0
8	I always follow the instruction given by the teachers.	3	2	1	0
9	I make an effort to follow the teacher's instructions outside of the classroom as well.	3	2	1	0
10	I firmly believe in everything that my teacher says and teaches.	3	2	1	0

Section D – Well-being

22. This is a survey about you! Please read each of the following statements. Circle how much each statement describes you. Please be honest - there are no right or wrong answers!

Sl.No	Statements	Almost never	Some times	Often	Very often	Almost always
1	When something good happens to me, I have people who I like to share the good news with.	0	1	2	3	4
2	I finish whatever I begin.	0	1	2	3	4
3	I am optimistic about my future	0	1	2	3	4
4	I feel happy.	0	1	2	3	4
5	When I do an activity, I enjoy it so much that I lose track of time.	0	1	2	3	4
6	I have a lot of fun.	0	1	2	3	4
7	I get completely absorbed in what I am doing.	0	1	2	3	4
8	I love life.	0	1	2	3	4
9	I keep at my schoolwork until I am done with it.	0	1	2	3	4
10	When I have a problem, I have someone who will be there for me.	0	1	2	3	4
11	I get so involved in activities that I forget about everything else.	0	1	2	3	4
12	When I am learning something new, I lose track of how much time has passed.	0	1	2	3	4
13	In uncertain times, I expect the best.	0	1	2	3	4
14	There are people in my life who really care about me.	0	1	2	3	4
15	I think good things are going to happen to me.	0	1	2	3	4
16	I have friends that I really care about.	0	1	2	3	4

17	Once I make a plan to get something done, I stick to it.	0	1	2	3	4
18	I believe that things will work out, no matter how difficult they seem	0	1	2	3	4
19	I am a hard worker.	0	1	2	3	4
20	I am a cheerful person.	0	1	2	3	4

THANK YOU FOR YOUR VALUABLE TIME

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3	B. A	2010	Mizoram Board of School Education (MBSE)	55.83	Second
4	Master of Social Work	2012	Mizoram Board of School Education (MBSE)	6.44	First
5	M. Phil in Social Work	2015	Mizoram Board of School Education (MBSE)	6.87	Grade A

Seminars/Workshops/Training attended in research related

Sl/No	Seminars/Workshop etc	Organizers	Date
1	Protection of Human Rights and Assuring the Unity and Integrity of the Nation	National Human Rights Commission in collaboration with Mizoram University	7 th April – 8 th April, 2016
2	Family and Parenting Seminar	Parents Department, NexGen Aizawl Mizoram.	21 st November- 2 nd December, 2022
3	One-week National Workshop on Research Methodology	School of Social Science, MZU In collaboration with Human resource Development Centre, Mizoram University	7 th – 11 th August, 2018

Paper presented in Seminars/Workshops

Sl.No	Title of Paper	Name of Seminar/ Workshop	Organizers	Date
1	Parent-child relationship among adolescents in Aizawl, Mizoram.	National Study Conference ‘Nurturing Environments for Children: Protection Children from violence, exploitation and abuse’	Madras Christian College, Department of Social Work and World Vision, India	6 th -8 th September, 2018
2	Parent-child relationship and Wellbeing	XLI Annual National Conference of Indian Society of Professional	Indian Society of Professional Social Work	18 th – 20 th February, 2023

	among adolescents in Aizawl District, Mizoram.	Social Work, Collaboration in Social Work: A key to wellbeing for all.		
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Article published in Journals/Books

Sl.No	Title	Journal/Book	ISSN/ISBN No.
1	Parent-Child Relationship among Adolescents in Aizawl, Mizoram	Mizoram University Journal of Humanities and Social Sciences	ISSN(P): 2395-7352 ISBN:2581-6780
2	Parental Bonding Among Adolescents in Aizawl, Mizoram.	Senhri Journal of MULTidisciplinary Studies, A journal of Pachhunga University College.	ISSN (P): 2456-3757 ISSN (e): 2582-6840

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DEGREE : Doctor of Philosophy
DEPARTMENT : Social Work
TITLE OF THESIS : Parent-Child, Student-
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ABSTRACT

**PARENT-CHILD, STUDENT-TEACHER RELATIONSHIPS AND
WELL-BEING AMONG ADOLESCENTS IN
AIZAWL DISTRICT, MIZORAM**

**AN ABSTRACT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY**

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DEPARTMENT OF SOCIAL WORK

SCHOOL OF SOCIAL SCIENCES

APRIL, 2023

**PARENT-CHILD, STUDENT-TEACHER RELATIONSHIPS AND
WELL-BEING AMONG ADOLESCENTS IN
AIZAWL DISTRICT, MIZORAM**

BY

LALRINTLUANGI

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Submitted

**In partial fulfillment for the requirements of the degree of
Doctor of Philosophy in Social Work, Mizoram University, Aizawl**

Abstract

Every human being, especially during the critical time of growth and development, is a product of his environment and heredity, and his parents are the source of both. Parenting generally has a big impact on how children develop. Parents tend to have a crucial role in the lives of their children namely, teacher, playmate, caregiver and disciplinarian. The bonding or attachment that a child has with parents and teachers have a great impact on their personality and well - being. The parent – child relationship and student-teacher relationship has a great influence on an individual's development than any other relationship. It tends to be the foundation for all other relationships that an individual forms in life. Hence, the paper attempts to find out the relationship between the parent and the child, student and teacher, and well-being among adolescents in Aizawl, Mizoram.

Keywords: *Adolescence, Parent-Child Relationship, Student-Teacher Relationship, Well-being.*

INTRODUCTION

The present study attempts to study and assess parent-child, student-teacher relationships, and well-being among adolescents in Aizawl District, Mizoram.

Every human being, especially during the time of growth and development, is a product of his environment and heredity, and his parents are the source of both. Parenting generally has a big impact on how children develop. Parental attitude and parenting approach are the fundamentals, necessary for a child's behavior in society. The bond between parents and children acts as a support structure for the child's physical, emotional, and social development. Every child and his or her parent experience, cherish, and nurture this special connection.

The bond between a parent and child goes beyond simply providing for the child's needs until the latter stages of adolescence and then letting go. At every stage of our lives, we frequently count on each other. As a result of the belief that parents must take all reasonable measures and make all necessary sacrifices in order to provide their children with a better future, where adolescents develop the desire to please their parents in any cost, including some personal sacrifices.

One of the strongest relationships we experience in life is that between parents and children, whereas in India, parent-child relationships are somewhat more

intricate. In India, adolescents are not regarded as individuals who are entitled to the same rights and privilege as adults. Adolescents can express their opinions, yet this hardly matters since parents' wishes subsequently dominate.

In India and as well as in Mizoram, adolescents' well-being with the major facilitators of happiness were family belongingness, community support, self-accomplishments, teacher support in school, and a luxurious lifestyle. Friends, teachers, and family acted as essential support networks motivating students toward achieving their goals. Adolescents' belongingness with their significant others and essential virtues are the factors that facilitate happiness. Adolescents' well-being is mostly focused on interactions with family, teachers, and a friend as it is an essential source of happiness. With an increasing emphasis on the psychological well-being of adolescents in India, programs and interventions to prevent mental disorders and foster well-being have been developed and implemented.

A teacher was the institution himself in India's ancient society. He acts as the sole leader of his setup, there is no one who can supervise him or her, and therefore he is the most respected individual in his surroundings. The teacher enlightened the pupils' darkness and unknown in the world of knowledge. And this was only feasible because there was so much compassion, love, affection, and concern for the people. When a student became ill, an instructor transformed into a wonderful father, providing him with fatherly care. As a result, the teachers' connection with their students was closely associated, dedicate, innocent, and decent.

It is important to understand that a variety of factors affect how strong and significant a relationship is because it is among the most crucial in parent-child and student-teacher relationships. One of the most lasting social bonds that people can have is between parents and children, and student-teacher relationships are another. It's intriguing to see how several variables can have an impact on these bonds, positively and negatively, as well as on adolescent wellbeing. The elements which will make the relationship more beneficial between parents and the adolescents should be actively promoted by society and family units.

OVERVIEW OF LITERATURE

Studies have discussed various theories regarding the transmission of parental values, objectives, abilities, and attitudes since the beginning of the nineteenth century. For instance, John Locke (1689) proposed that children were born with a "tabula rasa" or "blank slate" by which parents and society could readily impart their values and beliefs to their children in his *Argument Concerning Human Thought*. However, Jean Jacques Rousseau (1762) thought that children were "innately good" and that it was the responsibility of society and parents to uphold and reinforce these ideals. Teaching and developmental psychology professionals are interested in learning more about the interactive socialization process through which parents try to transmit their values, aims, abilities, and views to their children, just like the philosophers of old (see Grusec, 1997; Parke and Buriel, 1998).

According to Rawatee Maharaj Sharma, "*Parents suffer if the teacher-student relationship is bad; teachers suffer if the parent-child relationship is bad. Each has a stake in the relationship that the child has with the other party. Despite this mutual interest in each other's behavior, parents and teachers seldom have a very close or significant relationship with each other. They don't see each other very often and when they do, their time together is usually extremely limited. Because of this unfortunate situation, one can understand why parents have traditionally been very ineffective in influencing teachers to change and, similarly, teachers have been equally impotent in trying to modify parents' behavior*".

In fact, parents and teachers act as different and autonomous agents, each with an essential relationship with their child/students but not much interaction with the other. This situation leads to a lot of misunderstanding between both parties, which usually work against productive education for youth. However, while many educational experts believe that this triangle relationship between teachers, parents, and students is essential for children's overall growth and development, it is not always simple to nurture a healthy relationship. Yet, an aspect indicates to be taking place in parents as their infants grow. They tend to lose their ability to instruct. They begin "training" their offspring. They start "teaching lessons." They exert too much pressure. They employ both incentives and punishments. They teach and assess. They make comparisons between their offspring and other children. They are concerned. They start blaming to those they love for failing to perform up to their parents' expectations, and they start abusing their power and control. This is a typical

occurrence in many homes, where too many parents attempt to "teach" their children before they are ready.

Parents have to understand that their role as teachers is not as important as teachers' roles at school, yet they are able to be more effective in encouraging and promoting the education of their children and if they foster the important roles of teachers in the intellectual development of the children. Students are frequently unaware of their duties and responsibilities in terms of dignity control, and respect towards teachers because their parents fail to reinforce this mindset. Parents must become teaching facilitators, working beneath the scenes to instill in their children the mindsets and perceptions that will help them be successful learners at school and successful youths at home. Children should be made aware of not only the importance of teachers, but also of their responsibilities when in class and at school. Only when parents recognize that this is an important element of their duty as parents they are able to effectively contribute to their children's academic and social development.

Positive student-teacher interactions are beneficial for students who have been at risk of lacking in school, whereas tension or disengagement between adolescents and adults can worsen that risk (Ladd & Burgess, 2001). Student-teacher relationships offer educators and others trying to better enhance the social and educational settings of schools as well as classrooms a unique entry point. Brophy (1985) suggested that teachers view themselves primarily as instructors or socializers and roles affect the way they interact with students. Teachers are not the only source of support for middle school students, the support students receive from their parents, peers, and teachers seemed to have additive, thus fairly independent, effects. Thus, teacher support among this age group may be particularly salient for students who have low levels of parent support (Harter, 1996).

There is evidence of a strong link between the quality of adolescent's intimate relationships and such outcomes as self-concept, psychological adjustment, and physical health (Bachman, Kahn, Mednick, Davidson, & Johnston, 1967; Coopersmith, 1967; Gallagher, 1976; Thomas, Gecas, ' Weieirt, & Rooney&1974). In their study of 13 to 20-year-olds, Burke and Weir (1978) found that those adolescents "expressing greater satisfaction with help received from peers, and particularly from parents, experienced greater psychological well-being. Rosenberg (1985) reported a stable relationship throughout adolescence between self-esteem

and perception of warm relationships with parents. Warm and autonomous "relations with parents are associated with higher stages of ego-identity attachment during adolescence (Garcia, 1980). Affectional identification and intimacy of communication with parents decrease the likelihood of delinquent behavior (Hirschi, 1969). There remains a considerable controversy, however, about the relative importance of relationships with parents and peers during this period of separation and achievement of autonomy.

The lives of children and their parents are intimately connected. According to Elder (1985), each member of a family has interlocking life trajectories. Jobs provide money to families, allowing parents to purchase goods such as food, a place to live, healthcare, and education. As a result, income is essential for youth development because it can help create atmospheres that promote learning and good health (Cooksey, Menaghan & Jekielek 1997). Financial difficulties can also lead to family stress and depression in parents, reducing their ability to earn caregiving, attention, and supervision. (Zubrick et al. 2000). Furthermore, money can be used to help compensate for additional asset areas that are currently under stress (Zubrick et al. 2000).

Conceptual Framework

The researcher would like to present the conceptual framework of the study based on the understanding and analysis of parent-child and student-teacher relationships and concepts like adolescents and well-being. Since the concept of adolescents is a transitional stage, is associated with teenage years, social constraint and the different phases of their life cycle. Therefore, the researcher preferred to have the World Health Organization (2015) classification of adolescents where the adolescents' age was classified into 10-19 years.

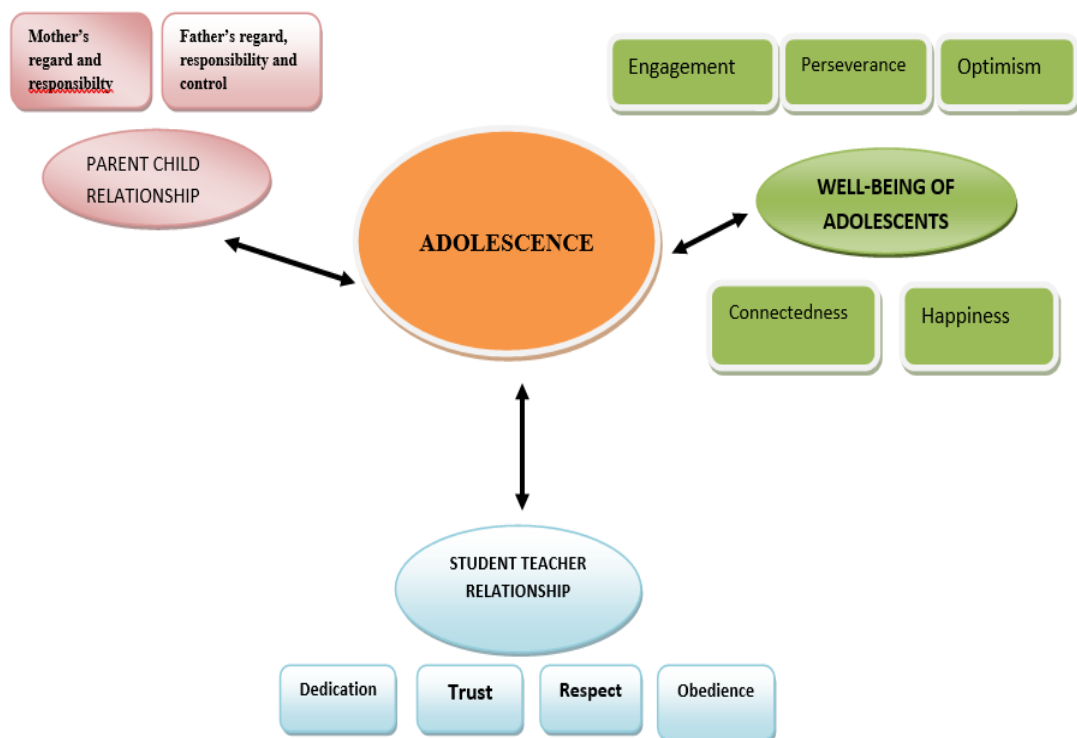
Also, the researcher took the important variables of adolescents such as gender, age, and type of school to associate with parent-child, student-teacher relationship and well-being. The concept of a parent-child relationship is measured by the factors made by C. Peisah et.al (2019). The collection of items was an asymmetric dual-factor solution (regard and responsibility, including 13 items) for the mother and a three-factor solution for the father. (regard, responsibility and control, comprising 13 items). And for a student-teacher relationship, based on the development and validation of measures on the student-teacher relationship in the

Indian context by Yadhav S et.al. (2022) the researcher adopted four dimensions: devotion, trust, respect and obedience.

Furthermore, the well-being of adolescents is perceived in terms of the definition given by Margaret L. Kern (2011). It was classified into five dimensions: engagement, perseverance, optimism, connectedness and happiness.

In the light of the above-mentioned parameters, provides an overall picture of a parent-child relationship, student-teacher relationship and well-being of the adolescents for assessment in the present study.

Figure 2.1 Conceptual framework of the study



Statement of the problem

The development of children depends on how they are socialized during their fundamental years. The relationship of children with their families and teachers are important factors that lead to well-being. With time, children are exposed to realities beyond their comprehension. Factors such as urbanization, modernization, and globalization have loosened the primary institutions and their significance to the development of children has lost its hold. This has led to detrimental consequences leading to delinquency or behavioral problems on the part of the child. Further, it also leads to other social problems such as family breakdown or conflicts, substance abuse, and mental illness among many others. Moreover, children during their

adolescence period go through many changes biologically and physically with few coping strategies. Relationships with parents can influence the relationship with teachers and vice versa. Therefore, the study of the relationship between parent-child and teacher-student relationship is of utmost importance in determining the nature of the family, the school, and most important of all, the child's as well as adolescents' development. It is in this light that, the present study focuses on the relationship between parent-child and the teacher-student relationship. Further, this study attempts to fill the gap that exists in the nature and characteristics of relationship patterns between them in rural and urban communities in Mizoram which is missing. The present studies also delve into policy implications and will arrive at suggestive measures to improve or change relationship patterns which can be useful in the overall development of children in Mizoram.

Objectives

- 1) To assess into the parent-child relationship among adolescents.
- 2) To assess the student-teacher relationship among adolescents.
- 3) To assess the adolescents well-being.
- 4) To determine the relationship among student-teacher relationship, student-teacher relationship and well-being among adolescents.
- 5) To suggest policy measure for social work intervention.

Hypotheses

- 1) There is a positive relationship between parent-child relationship and teacher-student relationship (Rawatee Maharaj- Sharma 2003)
- 2) There is a positive relationship between parent-child relationship and well-being of the child (Repetti, Taylor & Seeman 2002).
- 3) There is significant relationship between student-teacher relationship and well-being of the child (Mashburn et al. 2006).

METHODOLOGY

The present study is cross-sectional in nature and descriptive in design. The descriptive design is used to describe the various socio-economic factors that are included in the present study. According to Green et.al (1970), "a research design is the specification of methods and procedures for acquiring the information needed. It is the overall operational pattern or framework of the project that stipulates what information is to be collected from which sources by what procedures". As the name itself implies, the purpose of this research design is to describe an individual, a

community, a society, an event or any other unit under investigation. The descriptive design is used to describe the various socio-economic factors that are included in the present study. The study intends to explain and assess the parent-adult-child relationship, student-teacher relationship and well-being among adolescents through various scales and measures.

The present study is based on primary data collected through quantitative and qualitative methods. In the qualitative method, participatory methods included the case study and focus group discussion was conducted. The quantitative data were collected by using a structured questionnaire. The secondary data was collected from books, journals, articles, and annual reports. The study makes use of appropriate scales to measure parent-child, student-teacher relationships and well-being among adolescents.

Tools of Data Collection

The present study is based on primary data collected from school students using quantitative methods through a questionnaire. The questionnaire was divided into four sections. The first section of the questionnaire deals with the profile of the respondents including family profile, socioeconomic status and academic profile. The second section deals with the parent-adult-child relationship. The researcher adopted a standardized scale for assessing parent-adult-child relationships called Parent-Adult Relationship Questionnaire (PACQ) developed by C. Peisah et.al. 1999. The tool was also checked for its feasibility and reliability. The third section consists of the student-teacher relationship among adolescents. Forty questionnaires were developed by the researchers after a review of related literature for measuring the student-teacher relationship by Yadav S et.al. (2022). Standard procedure was followed in the process of scale construction. The study illustrated a four-factor (dedication, trust, respect, and obedience) model of the student-teacher relationship, confirmed this model and ensured the reliability and validity of the scale. In the final section, Well-being was measured with the Well-being scale EPOCH developed by Margaret L. Kern et al., 2011. In the qualitative method, participatory methods like a case study and focus group discussion were included.

RESULTS AND DISCUSSION

Socio-Demographic Profile of the Respondents

Briefly summarizing the socio-demographic data, it can be concluded that the respondents that majority (50.94%) belong to the age group 15-17 years of age in which the mean age is 17.76 years. The gender proportion is not equally divided where the female population forms the majority (58.06%). More than half (60%) are enrolled in govt. a school where the female population forms the majority (66.13%) and almost all (79.38%) are day scholars. Christianity is the predominant religion with almost all (98.44%) of the respondents being Christians with more than two third (73.75%) belonging to the Presbyterian denomination. Lushei is the predominant tribe and the vast majority (62.81%) belongs to the Lushei tribe. With regards to family composition, the majority (50.96%) belong to nuclear families and the vast majority (88.75%) are born and brought up in a stable family environment. The respondent's economic basis shows a fairly sustained status in which the majority (70%) falls in APL category wherein the majority (78.44%) own and live in their owned houses. In terms of settlement or domicile, the respondents are proportionately distributed into rural (42.50%) and urban (55.97%) areas. The majority (65.63%) of the family have a medium size (1-5 members). A majority have low (62.50%) dependents in their family also almost all (85.63%) families have low earners in their family.

Concerning the educational level and occupation of the mother and father in the family, the educational level is moderate with a majority of a father (25.94%) and mothers (34.38%) attaining education up to a higher school level. There are a greater number of children whose mother (47.50%) and father (31.25%) engaged in other forms of income like petty shop business and small enterprise. By this, a majority (40.94%) have a monthly income in the middle (Rs. 10000-42000).

In terms of academic records, the majority of the respondents gradually decrease from a lower class to a higher class and scored distinction in both class VII (51.56%) and HSSLC (36.88%) and first division marks in HSLC (51.29%) examinations.

Level of Relationship between respondents' mother and father

To understand the relationship level between mothers and fathers, the Chi-square test has shown that there is a significant relationship between mothers and fathers. The majority have scored a low level of relationship with their fathers. Also,

that adolescent's father did not take care of their children and tend to deal with instrumental responses and suggest ways of resolving problems without really listening or trying to understand, and adolescents did not receive more parental affection from their fathers and are more nonverbally interactive in general with fathers than their mothers.

Correlation Matrix of Parent-Adult Relationship

In the correlation of parent relationships among adolescents, there is a relationship in all the factors. There is a correlation between the mother's responsibility and regard and the overall parent-adult-child relationship with the mother. There is also a correlation between fathers' regard, responsibility, control, and overall parent-adult-child relationship with the father. In the overall parent-adult-child relationship, there is also a correlation with adolescents.

From the study, it has been found that adolescents and their parents have a strong connection and that the adolescents generally had a strong bond with both of their parents. Those parents who had a stronger relationship with their adolescents are being cared for and loved by their adolescent's child. The way parents nurture their children has an impact on how well-adjusted they become and how they form a strong bond with their parents. Adolescents who perceived parenting as more optimistic had more positive outcomes in their relationship. Individuals with stronger relationships with their parents have higher levels of self-worth and a sense of security.

Relationship between Student-Teacher by area and type of school

From the 't' test analysis of the relationship between students and teachers by area, there is a significant difference in all factors of a student-teacher relationship. This concludes that adolescents living in rural areas have a strong relationship with their teachers concerning devotion, respect, trust, and obedience as compared to adolescents living in urban areas. This is in part because rural schools can be characterized by a strong sense of community, being a central part of the community, and an extension of rural families both teachers and students generally describe the rural experience as more intimate and personal. Teachers living in or socially connected to the rural community are prone to see their students in various in- and out-of-school contexts, and, thus, they are more likely to have a more holistic perspective of their students. Consequently, rural teachers can have a special connection to and more influence on students than teachers in non-rural schools and

rural students' often value and respond to the interpersonal relatedness their teachers offer. However, the teacher's connection to the community may influence the depth of the relationship with the student, as well as the holistic view of the student. Specifically, socially connected rural teachers can motivate, support, and shape students' academic and personal growth in a manner consistent with community values and necessary for local work opportunities.

From the 't' test analysis of the relationship between students and teachers by type of school, the table shows that there is a significant difference in students' obedience toward their teachers. Other factors such as devotion, trust and respect have no significant differences both in government and private schools. Further the findings reveal that rural adolescents obey their teachers in terms of school norms, rules and regulations as compared to urban adolescents. Rural adolescents and their teachers have a close relationship.

Level of Relationship between Student and Teacher by Area and Type of school

To understand the level of relationship between student-teacher in rural and urban, the Chi-square test has shown that there is a significant difference between rural students and urban students in which the majority have scored the level of moderate relationship with their teachers in which rural adolescents score higher than urban adolescents.

There is no significant difference between government and private schools concerning the relationship between student and teacher. The majority have scored a moderate level of relationship in which there is an equal distribution between government and private schools.

Correlation Matrix of Wellbeing among Adolescents

In the correlation of well-being among adolescents, the five factors were strongly correlated with each other. There is a correlation between engagement and perseverance. There is also a correlation between connectedness, perseverance and engagement. Connectedness correlates with engagement, perseverance, and optimism. There is a correlation between happiness, engagement, perseverance, optimism, connectedness and happiness. There is also a correlation between overall well-being with engagement, perseverance, optimism, connectedness and happiness.

Hence, the findings indicate that the five dimensions of well-being have a positive correlation with adolescents. The finding reveals that adolescents have life satisfaction, in which they have a purpose, hope, positive affect, school engagement,

and feeling connected to their peers. They also have a sense of hope and positive expectations for the future. This shows a very strong correlation with life satisfaction, having a sense of meaning/ purpose, and feeling connected to their social being. Adolescents believed that their parents show love and support. Positive interactions with parents, students, and teachers were significantly correlated with connectedness. Positive affect, meaning/purpose, and life satisfaction were all highly connected with it. The results also show that, as opposed to fleeting pleasant emotions, adolescents exhibit stable positive moods, including being usually cheerful, feeling pleased and loving life. All of these variables showed a substantial correlation with subjective well-being, good mood, and a sense of meaning and purpose. Peer connectedness was also substantially correlated with it, and as a result, it has been a major factor in happiness.

Relationship between Parent-Child and Adolescents' Wellbeing

From the Chi-square test to understand the relationship between parent-child and well-being, the table shows that there is a positive significance between parent-child and the well-being of adolescents.

As the family system is a close-knit society, there is a strong bond between parents and children. On the other hand, the relationship between parents and child can also have a negative impact on the child. It was found that parents particularly their fathers are more conservative and demonstrated more rigid and controlling behaviors towards their children as compared to more liberal parents which decrease the well-being of the adolescents. Our study has shown that less parental involvement leads to a child not being loved, and cared for and losing a sense of belonging, emotional functioning and well-being, and has an overall positive impact on adulthood. Thus, the study has shown that more parental involvement further leads to higher levels of positive participation in society as well as in the school environment leading to improved mental and physical well-being. Positive parent-child relationships increase adolescent well-being.

Relationship between Student-Teacher and Adolescents' Wellbeing

From the Chi-square test to understand the relationship between student-teacher and well-being, the table shows that there is a positive association between student-teacher and well-being among adolescents.

This reveals that good teacher-student relations foster a sense of belonging among students and enhance their well-being. Teachers participate and giving an

effort in helping students develops students' well-being socially and emotionally. Our study found that the well-being of students is enhanced when the student-teacher rapport is positive. It has been found that when teachers go above and beyond in helping their students academically and in family and personal matters, their relationship improves, resulting in positive well-being and building confidence in students' lives.

Relationship between Parent-Child and Student-teacher Relationship

From the Chi-square test to understand the relationship between parent-child and student-teacher, the results show that there is a positive association between parent-child and student-teacher relationship among adolescents. This indicates that trust and mutual understanding between parents and teachers can foster adolescent development. The results also reveal that parents are supportive and cooperative towards their adolescents' teachers in helping to connect, understand and work with a child. It shows that if parents and teachers understand and work hand in hand, remarkable positive change can be seen in a child. A good parent-teacher relationship leads a child to be positive in every aspect of life.

Level of Relationship between parent, student, and teacher

To understand the level of relationship between parents, student, and teacher the Chi-square test have shown that there is a strong positive relationship. The majority of the adolescents have scored a moderate level of relationship between parents, teachers, and students which indicates that there is a positive relationship between parents and teachers.

Correlation Matrix of Parent Adult Child Relationship, Student Teacher Relationship and Wellbeing among Adolescents

From Pearson's Inter Correlation Matrix of Parent Adult Child Relationship, Student-teacher relationship and Well-being, there is a correlation between and a strong positive correlation.

This concludes that adolescents' relationship with their parents and teachers influences adolescents' well-being. It reveals that adolescents are content and happy in their lives because teachers, along with parents, show high concern for their children and student well-being, and have traditionally cared greatly about them. The findings also imply that adolescent well-being is improved by enhancing their positive interaction experience with parents and teachers. Positive teacher-student relationships and parent-adult-child relationships clearly show that teachers and

parents create and nurture a classroom culture and a sense of belonging that expects and rewards excellence from them and practices allowing teachers and parents to more effectively adjust and adapt instructional practices to aid and support their wellbeing. Thus, when teachers and parents master positive relationships and implement the essential technical competencies, soft skills and positive parenting, the relationship properly results in the well-being of the adolescents.

Thus, parent-adult relationships and student-teacher relationships influence the development of adolescents in terms of their well-being as well as their behavior, and interactions and can foster a positive relationship.

SUGGESTIONS

As part of the study, both from the findings of the present study and observation of the study area, the following measures are being suggested for the enhancement of adolescents in enriching their relationship with parents and teachers and improving their level of life wellbeing.

- As the study reveals that adolescents in urban areas do not have close relationship with their mothers than rural adolescents, here are some suggestions for improving parent-child relationship. Social workers can work with families through family therapy to address any communication barriers, misunderstandings or conflicts that may be hindering the parent-child relationship. Family therapy can help family members to develop better communication skills, improve understanding, and work together towards building stronger relationships. To create a supportive environment for urban adolescents by providing access to resources such as counseling services, mentorship programs, and after-school activities. Social workers can also help parents understand the unique challenges that urban adolescent's face, such as exposure to violence or substance abuse, and provide strategies for addressing these challenges. Social workers can encourage parents to be more involved in their adolescent's lives by attending school events, participating in extracurricular activities, and spending quality time with their children. They can help bridge the cultural gap that may exist between parents and adolescents from different backgrounds by providing culturally sensitive services and addressing any cultural differences that may be contributing to sever connections between the parent and the adolescent. By providing

resources, strategies, and support that can help families build stronger relationships and promote healthy adolescent development.

- The findings of the study indicate that adolescents living in rural areas and who are enrolled in government school have low relationship with their father. To strengthen and encourage their relationship with their fathers, encouraging fathers to be more involved in their adolescent's lives by attending school events, participating in extracurricular activities, and spending quality time with their children. Social workers can also help fathers develop positive reinforcement strategies to motivate their children and improve their self-esteem. Social workers can also help fathers understand the unique challenges that rural and government school adolescents face, such as limited resources, and provide strategies for addressing these challenges. By fostering open communication fathers need to develop better communication skills, promote active listening, and encourage open communication with their adolescent children. This can help to build trust and a stronger relationship between fathers and their children.
- The study also shows that rural adolescents are more close to their parents as compared to urban areas. Positive reinforcement and support system to urban parents to identify and reinforce positive interactions to between adolescents and parents such as using constructive and appreciation , show more love and respect and build support systems, such as trusted family members, friends or community resources, to help them meet the needs of their adolescents children.
- From the case studies the respondents did not have close relationship with their fathers in this regard Promoting positive father-child relationships can lead to better outcomes for adolescents, including improved academic achievement, social skills, and emotional wellbeing, which are necessary for a healthy and happy life.
- From the FGD, most of the respondents were indulge in electronic games like playing in mobile phones and engaged in social media, hence, it is bounded for parents, teachers and educationists take duties and educate, sensitize the ill effects of social media and games.

- The study shows that the relationship between students and teachers is moderate and there are no differences in terms of gender and age. With regards to areas, the findings suggest that teachers in urban areas should develop cultural sensitivity and build trust with them. As the result of the study, urban adolescent's relationship with their teachers is weak as compared to rural areas. In order to establish positive relationships with their students and building positive student-teacher relationships teachers can show that they care about their students by asking them about their interests and hobbies outside of school. This can help build trust and rapport between the teacher and student. While there may be differences in student-teacher relationships between urban and rural adolescents, these suggestions can be helpful for building positive relationships regardless of geographic location. Teachers can incorporate student interests and cultural values into their curriculum. This can help students feel more engaged in their learning and can also help validate their identities and experiences. Strength-based approaches to help students identify and build on their strengths. This can help students develop a positive self-image and can also help them feel valued and supported. It is important to note that building positive relationships with students in urban areas may require additional effort and resources. Teachers should work closely with school administrators, parents, and community organizations to provide the support and resources necessary to build positive student-teacher relationships in these challenging contexts.
- Since the majority of the respondents have good and healthy wellbeing in order to sustain healthy wellbeing, the social administration enhances healthy habits like regular exercise (sports and games, and devotion time)
- In order to promote the wellbeing of adolescent's social work intervention could be done in schools to emphasis on school social work through counseling and group work method for better enhancement of their wellbeing.
- The findings of the study indicate that adolescents are happy and have a healthy wellbeing. To enhance and strengthen adolescents' wellbeing, there is a need for support positive youth development programs that promotes engagement, such as sports team, art programs and vice versa. Promoting healthy relationships between adolescents and their families, peers and communities can strengthen the adolescents' wellbeing.

- The social professionals can impart wellbeing among the students by practicing the primary methods of social work that is social casework, social group work, and community organization in order to develop the overall wellbeing of the adolescents.
- The implement of parent-teacher education in schools requires experts; therefore, training should also be provided for the teachers and parents so that they will be able to enhance and strengthen wellbeing of adolescents. The social worker can also have linked with the State Council of Educational Research and Training to conduct more effective parent teacher education for the adolescents. The conclusion from the literature shows that good parenting and teacher help individual develop confidence, cope with difficult situations and enhance healthy wellbeing. Therefore, there is an urgent need to enhance and strengthen parenting and teacher relationships, especially among the adolescence group.
- The study's findings emphasize the importance of positive parent-child and student-teacher relationships for promoting adolescent well-being. Parental skills workshops can be organized to help parents understand adolescents development and improve communication skills with their children in order to strengthen and maintain strong relationships. Social workers can help facilitate or communicate parents to existing support groups by developing support groups for parents to discuss their problems and experiences. Using technology to provide counseling services or perform group sessions with parents and students Collaboration with community organizations such as after-school programmes and community centers can give children and their families with additional helpful resources.
- Thus, the study revealed that there is a great responsibility for social workers, teachers, and parents and policy makers to create opportunity to strengthen relationship between parents and teachers towards wellbeing among the adolescents. The development of the nation is in the hands of the young people for nation building. The study has a wider scope in the promotion of parenting and teacher relationship based on the adolescents' wellbeing as well as in the field of psychosocial and mental health issues of young people. A separate module could be developed based on the life style of children and adolescents in the northeast context.

- In terms of policy consequences, investing in education can improve the quality of education and provide teachers with the necessary resources to support the academic, social, and emotional development of students. This can lead to positive student-teacher relationships and improved well-being. Policies like affirmative action, poverty reduction programs, and education scholarships can help bridge these gaps. Increasing access to mental health services, such as counseling and therapy, can support adolescents in managing mental health challenges and building positive relationships. Parental leave policies can help parents spend more time with their children and build stronger relationships. Policies that provide adequate parental leave for both mothers and fathers can help support positive parent-child relationships. India has a high incidence of child abuse, which can negatively impact parent-child relationships and adolescent well-being. Policies that strengthen child protection mechanisms and provide support to survivors of abuse can help protect children and support positive relationships.
- Although there is a growing body of research on the positive relationship between parent-child, student-teacher relationships, and adolescent well-being, there are still gaps in the research. Therefore, longitudinal studies can help researchers better understand how parent-child and student-teacher relationships impact adolescent well-being over time. These studies can also help identify the factors that contribute to positive or negative relationships. Future research should examine how parent-child and student-teacher relationships may differ based on various intersecting factors, such as race, gender, sexual orientation, socioeconomic status, and ability status. Given the importance of cultural values and beliefs in shaping relationships, future research should also examine how parent-child and student-teacher relationships may vary across cultures and how cultural factors may impact adolescent well-being. Future research should also use mixed-methods approaches that combine quantitative and qualitative data to provide a more comprehensive understanding of the complex dynamics of parent-child and student-teacher relationships. Also, future research can compare the relationship of parent-child and student-teacher relationships with other relationships, such as peer relationships, and evaluate the relative significance of these relationships on adolescent well-being.

By addressing these research gaps, we can develop a more nuanced understanding of how parent-child and student-teacher relationships impact adolescent well-being and develop more effective interventions to support healthy development of adolescents.

CONCLUSION

Overall, the parent-child relationship, student-teacher relationship, and well-being of adolescents are crucial aspects of social work. These relationships have a significant impact on the growth of adolescents, shaping them into responsible and well-adjusted individuals who can thrive in society. Social workers play a critical role in facilitating and enhancing these relationships by providing guidance, support, and resources to families and schools. By promoting positive interactions between parents and children, teachers and students, and by addressing the unique needs of adolescents, social workers can create a healthy social environment that fosters the well-being of young people. Consequently, social workers must prioritize strengthening these essential relationships to benefit the overall development of adolescents in the long run.

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