

Exploring the Influence of Family Structure and Dynamics on Child Development: A Comprehensive Study

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ABSTRACT

In 1991, Amato and Keith reviewed 92 research that compared the well-being of children whose parents had divorced to the well-being of children whose parents were still married to each other. Recent studies on the family have defined its concept as a privileged environment of personality formation and bounding. As a result, the family plays an essential role in the growth of children as young as toddlers and as old as adolescents. The idea of a family unit has been shifting and undergoing significant development in recent years, particularly in relation to sexual distinction, the influence of biological variables, and the roles that men and women play in symbolic and prohibited roles.

keywords: Family, Structure, Dynamic

INTRODUCTION

The number of divorces in Portugal increased from 12,322 to 23,348 over the period between 1995 and 2004, making it the nation in Europe that registered the largest number of divorces during that time period. This represents an increase of around 89.4%. On the other hand, according to statistics from Eurostat (European Statistical Office), the divorce rate in northern EU (European Union) reached 0.6% while the rate was 0.3% in Portugal. This does not suggest that individuals in Portugal divorce at a higher rate than in other European nations (Carneiro, 2006). The legalisation of divorce in Portugal occurred in the 1970s, and ever since then, the country's divorce rate has been on the rise: the annual average of divorces in Portugal stood at 4,794 cases between 1975 and 1979, but that number increased to 7,947 in the 1980s, and it reached 13,093 annually in the 1990s. The number of marriages that ended in divorce continued to rise in 2000/2001 (19,173). (National Institute of Statistics, 2001). Many writers have shown interest in the topic of divorce and the effects that it has on families as a result of the increasing frequency with which it occurs in cultures. Because of this, it could be a good idea to pay particular attention to any behavioural changes that may occur in children who are going through this transition (the divorce of their parents) and to recognise them so that we can take appropriate action right away. In 1991, Amato and Keith reviewed 92 research that compared the well-being of children whose parents had divorced to the well-being of children whose parents were still married to each other.

They found that children whose parents had divorced had a worse quality of life overall. In the 1990s, this study and others came to the conclusion that children of divorced parents had lower results in a variety of areas, including self-concept. Given that divorce is still a relatively new social phenomenon, it is natural that the responses of people's mentalities to the reality of divorce are not the most effective or appropriate ones (Ribeiro, 2007). It is important to remember that the best interests of the family should always come first.

FAMILY

Recent studies on the family have defined its concept as a privileged environment of personality formation and bounding. As a result, the family plays an essential role in the growth of children as young as toddlers and as old as adolescents (Berry, Kagitcibasi, Georgas, Poortinga, and Van de Vijler, 2006; Relvas & Vaz, 2007). The idea of a family unit has been shifting and undergoing significant development in recent years, particularly in relation to sexual distinction, the influence of biological variables, and the roles that men and women play in symbolic and prohibited roles. The development of society is affected by all of these factors. These shifts are likely to have repercussions not just for the structure of the family but also for the way it operates (Bayle, 2005). The youngster was relegated to a peripheral role in the household for a significant portion of their childhood. However, as time goes on, the kid emerges as the primary focus of attention within the family (Leal, 2005). From the standpoint of systemic theory, the family is a component of several other contexts and systems. These other contexts and systems include cultural and communitarian settings, both of which influence the behaviour of the family (Relvas, 1996; Shaffer, 2005). The family is made up of several little components, the most fundamental of which is the person (Relvas, 1996). The family unit is a permeable structure that is shaped by the surrounding environment and experiences some fluctuation depending on the degree to which the family is organised. Every family has its own unique dynamic, which endows it with a certain degree of autonomy and originality. As a result, children have the ability to shape their parents' attitudes and approaches to parenting and education, just as their parents shape them. The dynamic of the family changes along with the maturation of its members (Shaffer, 2005). In light of this, the only way to tell whether or not someone is a parent is to watch them interact in a setting that is already known to us (Relvas, 1996). According to the findings of some academics, the primary function of families is to instil a sense of social identity in their offspring. Because the family is where children have their first experiences with relationships, it plays a very significant role in the children's overall social development (Thomson, 1998, as cited in Laible, Carlo, Torquati, & Ontai, 2004; Jackson & Leonetti, 2001; Laible, Carlo, Torquati, & Ontai, 2004; Jackson & Leonetti, 2001).

CHILDREN'S BEHAVIOR AND DEVELOPMENT

In today's world, there is an overwhelming amount of anxiety over the growth and behaviour of children. Numerous writers have researched this topic; in this section, we will provide a concise overview of some of the hypotheses that suggest the importance of the family. Children between the ages of six and ten years old (the age range of our sample) are at a stage of consolidation with regard to the learnings gained in the early childhood, and are preparing for the teenage years. Around the age of six, a significant shift takes place in a child's cognitive abilities. At this age, the child begins to comprehend the environment in which he or she exists, gaining the ability to solve problems, conceive of novel approaches, and learn to reflect, evaluate, and comprehend that other people have varying points of view and that this can have repercussions for both the individuals involved and their interactions with one another.

At this point in the child's life, the tensions that exist between the child's autonomy and the expectations that may or cannot boost his or her self-esteem have a significant impact on the child's life (Eccles, 1999). The start of one's academic career is another issue that should not be overlooked at this age. When a child reaches this age, they are eligible to enrol in preschool and begin to spend more time away from their parents engaged in activities other than spending time with them. They are also more susceptible to the influences of those around them at school, such as their teacher and the other students (Eccles, 1999). Because it is within the family that children first began to acquire values, attitudes, and behaviours that are accepted by society, some authors (Thomson, 1998, as cited in Laible et al., 2004; Jackson & Leonetti, 2001; Shaffer, 2005) take the position that the family is the primary agent of socialisation. This is due to the fact that it is within the family that children

begin to engage in activities that are socially acceptable. As a result, children are taught views, values, and the behaviours that are considered to be socially acceptable via the process of socialisation (Shaffer, 2005; Laible et al., 2004). The child learns the fundamental rules of socialisation, the values, and the responsibilities within the context of the family and in the interpersonal relationships that exist between the family members, with the child's future behaviours and attitudes being conciliated by this interpersonal learning (Mead, 1970; Parsons, 1971; Michel, 1983; Sullerot, 1993; Strauss, 1997; Ginn & Arber, 1999, as cited in Relvas & Vaz, 2007). Because of the one-of-a-kind circumstances that arise within the context of the family, the child's connection with his or her parents and other members of the family is essential to healthy social development (Thompson, 1998, as cited in Laible et al., 2004). After the baby is born, the family will begin the process of the kid's individual development by teaching the child habits, values, and linguistic codes. These are the things that will set the child apart from other children and make him or her special. As a result, the environment of the family is an extremely important factor in the formation of the personalities of children and adolescents (Ribeiro, 2007; Relvas & Vaz, 2007).

LITERATURE REVIEW

Following are several studies that, after examining relevant investigations, offer substantial correlations between family patterns, family environment, and an individual's personality type.

The setting in which a kid is raised at home is one of the most influential factors in the formation of their personality. The child is always interacting with his or her family and is invariably influenced by the entire environment that surrounds it. Children require a hospitable environment, one that is characterised by human care, particularly from the mother, while also providing a variety of experiences and stimulations (Caldwell, 1967).

Mitra and Mukhrejee (2012) carried a research on a cohort of one hundred female adolescents and their moms for the purpose of their study. The impression of pleasure from communication with parent scale, as modified and adopted by Mukharjee (1993), the adapted version of the state trait Anger Expression Inventory, and the family pathology scale were the instruments that were employed in this study. It was shown that underachievers had a slightly higher risk of experiencing familial pathology. A negative correlation was found between family pathology and anger expression, as well as between anger expression and achievers' levels of communicative satisfaction. It was discovered that family dysfunction and the manifestation of rage are closely connected to one another. According to the findings of the study, issues pertaining to the family are a significant factor in determining a student's level of achievement. On the other hand, the study found that a person's level of satisfaction with their communication with their parents is a positive emotion that equips them with happiness and better adjustment.

Bhat and Aminabhavi (2011) carried a research to determine the influence that adolescent's home environments have on their levels of psychosocial competence. The sample size for this research was one hundred teenagers from Dharwad who were enrolled in ninth and tenth grades in English-medium high schools. The home environment was evaluated with the help of Mishra's Home Environment Inventory, and the psychosocial competence of the participants was tested using Dindial and Aminabhavi's psychosocial competence scale. According to the findings, adolescents who were subjected to a high level of control, social isolation, the withholding of privileges, and rejection at home demonstrated significantly lower levels of problem solving, decision making, coping with emotion, coping with stress, and overall psychosocial competence, whereas children who were subjected to a high level of protectiveness, punishment, conformity, reward nurturance, and

permissiveness demonstrated improved empathy. Thinking critically, having empathy for others, having self-awareness, being able to deal with stress, maintaining healthy interpersonal relationships, and effectively communicating are all aspects of psychological competency. The findings of the research highlight the importance of having a supportive atmosphere at home in order to foster the development of life skills.

In the research that Devi and Mayuri (2003) did, they looked at how factors related to both school and home influence the academic success of residential school students in classes ix and x. The sample included one hundred and twenty students, with sixty coming from grade ix, sixty coming from grade x, and forty instructors from fifteen different residential schools in the city of Hyderabad. The research on the familial variables required the creation of an interview schedule. Mayuri designed the survey that was sent out to teachers in order to do research on the elements that influence schools. The findings from the survey indicate that among school factors.

Malik and Balda (2001) carried out research to determine the influence that a child's family income has on their level of intellect. The sample consisted of sixty youngsters from Hissar city who were between the ages of eight and nine years old and was self-structured. Interview schedule and Wechsler IQ scale for youngsters. The revised were used for the data collection, and the results showed that a negative correlation exists between the size of a family and the IQ of children, which in turn affects the academic performance of the child. On the other hand, a positive correlation exists between family income and the intelligence of children.

A research was carried out by Ahmed (1998) on the subject of disparities in achievement motivation between boys and girls of different ordinal birth positions in adolescents. The research was carried out on a representative sample of 120 students who were within the age range of 13 to 18 years old and were enrolled in coeducational English-medium educational institutions in Mumbai's surrounding suburbs. For the purpose of collecting data, we used the Achievement Motivation Scale. According to the findings, the impact of sexual orientation on a person's level of ambition did not constitute a statistically significant relationship.

Ginther and Pollak (2004) performed a research on the relationship between the structure of the family and the educational results of children in both nuclear and mixed homes. Peabody individual achievement test was administered on the individuals to assess their reading recognition, comprehension, and math ability findings showed a crucial distinction between children reared in nuclear families and children reared in joint families and also revealed that the relationship between family structure and children's educational outcomes weakens significantly and is often skewed. the sample of 12,686 young individuals aged 14.21 years included in the study Peabody individual achievement test was administered on the individuals to assess their reading recognition, comprehension, and math ability findings showed that nuclear

In a national longitudinal survey of youth that used a sample of low income minority families, Halle et al. (1997) discovered that mothers with higher education had higher expectations for their children's academic achievement, and that these expectations were related to their children's subsequent achievement in math and reading. This finding was based on the observation that mothers with higher education had higher expectations for their children's academic achievement. The original sample included 8,984 young people in the first round, with a retention rate of 82% up to the eleventh round for male participants and 49% for female participants. They also discovered that these more positive views and expectations predicted greater quantities of accomplishment related behaviour by moms in the house as well as more positive perceptions of achievement by the children round 14 data for 2012 is set to be published within the next few minutes.

RESEARCH METHODOLOGY

RATIONALE.

In order to accomplish what the study set out to achieve, the researchers decided to use both quantitative and mixed techniques. The quantitative approach makes use of quantitative research that is "designed to empirically identify the presence and magnitude of differences between individuals and / or groups of individuals...is also typically designed to test predetermined hypotheses that are formed based on existing theory (deductive process...)..." The quantitative approach is characterised by the use of research methods that are "designed to empirically identify the presence and magnitude of differences between individuals and / or groups of individuals." (2010) Weatherington, Cunningham, and Pittenger It employs the method of "Quantification," which involves measuring on some numerical basis, even if it's only by frequency. (Coolican and others, 2004) The challenge of doing research on a group that is so difficult to reach led to the decision to use quantitative methods in the study of the subjective well-being of children. The sample consists of youngsters who are between the ages of 8 and 11 years old. Because it was impossible to contact this group outside of the school grounds, quantitative approach was the only way that could be used for the investigation. Following is a definition of the mixed methods approach that was provided by Creswell, Clark, Gutmann, and Hanson (2003), which was mentioned in Tashakkori and Teddlie (2003): The collection and/or analysis of quantitative and/or qualitative data in a single study is an example of a mixed methods study. In this type of study, the quantitative and/or qualitative data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research.

However, the rationale for adopting a mixed method approach was to fully explore the aspects of parenting styles as well as the relationship between parenting styles and the subjective well-being of children. This was accomplished by using a combination of qualitative and quantitative research methods. It was decided to begin by demonstrating "what" parenting styles and types of relationships are out there by using quantitative research methodologies. In order to investigate the "how" and "why" of different parenting styles, such as acceptance and rejection, behavioural control and psychological control, as well as the connection that may develop, qualitative research methodologies were selected as the method of investigation. Therefore, the purpose of the research was to give a more comprehensive knowledge of the phenomena by combining the two approaches that had previously been used.

MIXED METHODS DESIGN

Many different typologies of mixed research designs have been proposed by researchers (Creswell, 2003; Creswell et al., 2003; Leech & Onwuegbuzie, 2009). Following Teddlie and Tashakkori's conception, the current research study employs a mixed methods approach. This design was chosen since it allows for more flexibility (2009). In order to form their mixed method typology, the researchers used the following criteria: (a) both "(QUAN and QUAL)" methods; (b) "monostrand or multistrand"; (c) outlining data-collection method; and (d) whether mixing occurs at the "conceptualization, experiential (methodological / analytical), or inferential stage." (a) Both "(QUAN and QUAL)" methods; (b) "monostrand or multistrand"; (c) (Teddlie & Tashakkori, 2009). The sequential mixed design is being used in the current research project. The following is an explanation of this design provided by Tashakkori and Teddlie (2003a, page 715; as quoted in Teddlie & Tashakkori, 2009):

Sequential mixed designs are designs in which at least two strands occur chronologically (either QUAN --> QUAL or QUAL --> QUAN). Sequential mixed designs may also be referred to as sequential stranded patterns. The formulation of design components for the subsequent strand is accomplished as a consequence of the conclusions reached based on the findings of the first strand. The conclusions have been drawn after taking into

account the findings from both aspects of the research. The results of the first part of the investigation are used as the basis for the conclusions that are made in the second part of the study, which is designed to either confirm, refute, or offer further explanation for the first part's findings.

In the current investigation, the quantitative phase was carried out first. This phase consisted of administering surveys to children in schools to obtain information on their levels of subjective well-being. The students at each school were handed questionnaires to deliver to their parents so that they could answer the questions on their children's behalf. Following the completion of the analysis of these questionnaires, a sample was selected for the qualitative research. In the qualitative phase, which was the second half of the research, more investigation into the elements that contribute to the phenomena in the context of urban India was carried out. In order to accomplish this goal, interviews of a semi-structured nature were carried out with a sample of twelve different families. The findings from the quantitative and qualitative stages of the research were then combined to create a knowledge of parenting and the link between the variables of warmth and control aspects of parenting and the subjective well-being of children living in modern India.

It is common practise in the field of mixed methods research to make use of the notation system that was established by Morse (1991, 2003; as mentioned in Teddlie and Tashakkori, 2009). QUAN QUAL is the notation that is used for the current design. Capital letters imply priority, while the symbol "" signifies a sequential connection. Figure 6 is a visual model that displays the study design that was used in the current investigation.

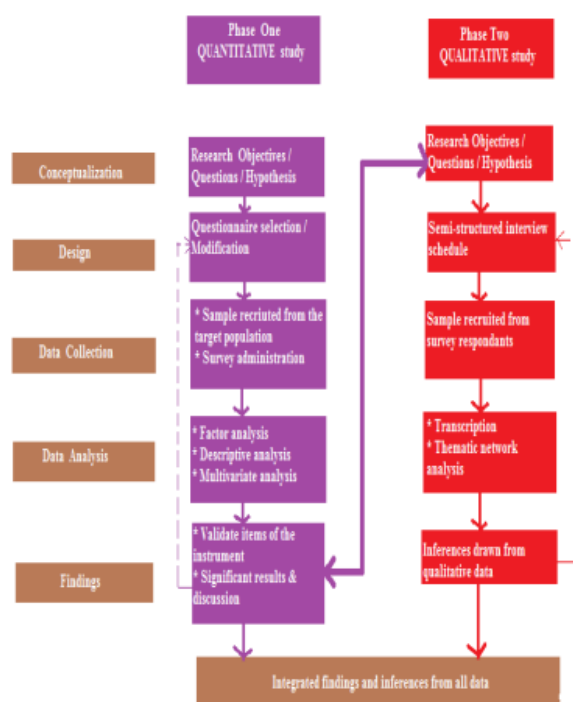


Figure 1 Graphic model of the mixed methods study design

DATA ANALYSIS

The purpose of this research project is to get a better understanding of the connection that exists between the actions of parents (more particularly, their parenting methods) and the levels of self-reported happiness experienced by children whose families live in urban settings in India. The findings of the analyses that answer the research questions and hypotheses and that satisfy the goals of the study are presented in this chapter. In

order to achieve the outcomes of the study, both quantitative and qualitative research methods were used. The preliminary analysis, the psychometric analysis, the descriptive statistics, and the inferential statistics are performed in the sequence listed above inside the quantitative analysis. The findings of the qualitative analysis as well as the theme network analysis are presented..

SECTION I: OBJECTIVE

In addition to analysing the patterns of parenting that have emerged over the last several decades, it is the goal of Objective "A" to quantify the aspects of parenting known as warmth and control. There are two subcategories that make up the control dimension: behavioural control and psychological control. The Parent-Parental Acceptance Rejection Questionnaire/Control: Child version is used to assess the warmth dimension on the acceptance-rejection continuum as well as behavioural control (Rohner, 2005). The findings are detailed down below.

Following the methods outlined above allowed us to successfully calculate the missing data for the Control Scale that was included in the PARQ. According to what Rohner has claimed, it is conceivable to calculate a scale score so long as no more than 10-15% of the questions on any specific scale are left unanswered. Therefore, in the case of the Control scale, the missing data was computed according to Rohner's instructions, which were presented earlier in this paragraph.

Items removed. In order to clean up the original dataset, we got rid of any entries that had the words "cancel," "double answer," or "not relevant." In addition, the items in the dataset that included missing replies and did not adhere to the criteria given by Rohner have been eliminated.

Presumptions made about normality Shapiro-Wilk test was used, $p < .05$. The data did not comply with the assumptions of normality. However, as there were only 287 people in the sample, the non-normal distributions were not adjusted for. Tabachnick and Fidell (2001) state that skewness does not have a substantial effect on analyses when the sample size is sufficiently large, and that underestimation of variance as a result of positive or negative kurtosis disappears in samples of 100 and 200 cases respectively. Both of these findings are supported by the observation that the sample size must be sufficiently large.

CONCLUSION

The primary takeaway from this body of studies is that both parents and teachers have a tendency to find more behavioural issues in the children of divorced households than they do in the children of intact families. Although divorce is a significant factor, it is crucial to emphasise that the children's behaviour is also significantly influenced by the role and welfare of their families. In what ways might the experience of getting a divorce make one more fragile? It is impossible to make accurate forecasts or assumptions about the future due to the fact that every kid has their own set of distinctive features. In spite of this, it is essential to make certain that the kid is secure, protected, and loved in the context of the here and now, taking into consideration the child's viewpoint on the divorce. This study is based on the opinions of many different informants about the behaviour of the youngsters. These informants, which include parents and teachers, are involved in a variety of aspects of children's life. This knowledge gives us a more comprehensive and detailed perspective, which in turn enables us to have a better understanding of the child's behaviour as well as the situations and contexts in which it occurs. It is essential to have this knowledge in order to devise an intervention strategy that is comprehensive and suited to the requirements of the kid.

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