

Globalization and the Changing Pattern of Parent-Child Relationship: A Case Study on Dhaka City

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Department of Sociology, University of Dhaka
January, 2014

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ABSTRACT

The aim of this study is to explore the changing pattern of parent child-relationship in terms of globalization that is encouraged by communications technology and western culture. Therefore, the present study aims to critically explore the recent changes in parent-child relationship due to the increasing dependence on the uses of mobile phone, Skype, facebook, tweeter etc. by the students studying in different educational institutions of Dhaka city.

Research suggests that respondents who frequently use the communication technologies (mobile phone, internet etc.) and accustomed to western culture are more likely to feel less bonded with their parents. This study, solely, investigated the correlations between the usage of communications technology and the contemporary changing pattern of parent child relationships among the students of Bangladesh. It revealed that the respondents who spend huge time using the communications technology got influenced by western culture such as practices of premarital sex and live together cultures and thus they unintentionally draw a border line from their parents. Moreover, parents' lack of quality time giving with their children was found to be one of the prime reasons of the recent gap between parent and children. The study uses quantitative method of data collection. Samples are selected using simple random sampling procedure for the survey. A number of 384 students of the University of Dhaka, Motijheel Ideal School and College and Maple Leaf International School are interviewed. The theoretical foundation of this study is Bengtson's theory of 'intergenerational solidarity' where he showed that lack of exchanging information, emotional support, functional assistance and social integration affect parent-child relationship. Results of the logistic regression indicate the importance of items of globalization in determining the pattern of parent-child relationship such as addiction to communications technology ($R^2=0.22$, $p<0.001$), accustomed to western culture ($R^2 = 0.17$, $p<0.08$) and external relations ($R^2=0.15$, $p<0.001$). Findings suggest a significant relationship between communications technology and the changing pattern of parent-child relations. Findings also show that most of the respondents being influenced by western culture that reach to them via dish antenna and Internet prefer to spend less time with their parents.

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Chapter 1

INTRODUCTION

1.1 Statement of the Problem

When [the child] enters the human group, he is quite at the mercy of parents and siblings. They determine both what and when he shall eat and wear, when he shall sleep and wake, what he shall think and feel, how he shall express his thoughts and feelings (what language he shall speak and how he shall do it), what his political and religious commitments shall be, what sort of vocation he shall aspire to. Not that parents are ogres. They give what they have to give: their own limited knowledge, their prejudices and passions. There is no alternative to this giving of themselves; nor for the receiver is there any option. Neither can withhold the messages conveyed to the other. This relations do not remain as the same forever; it changes in context of time and continued and it's no more shocking now-a-days to realize that there sustain nothing (i.e. relations among parent-child and siblings) but only the proof sleep in the official documents (Wilson, 1966:92).

Nowadays once a child grows up these feelings start fading because of the environment they are put into. They become busy with their friends and other activities. They hardly spend quality time with their parents who have spent sleepless nights while growing them without complaining. Even, children do not want to share things with parents assuming they'll not understand their point of view (Ajitsaria, 2010). We have to identify the reasons for this change. Globalization has transformed virtually all aspects of modern life—our jobs, our culture, and our relationships with one another. It brings new stresses, new challenges and new opportunities (Rebecca). For children, globalization means more opportunities to travel, to experience lifestyle of different countries and to get access to the new type of communication technology. For parents, globalization may mean more job opportunities; to get access to the new type of work in foreign countries; to connect with Multinational Corporation and huge changes in relationship.

But Durkheim (1951/1997) suggests that rapid change in a society leads to anomie and cultural confusion, regardless of whether the change is positive or negative. Traditional values and norms get out of synch with the day-to-day problems people confront (Wilson and Hennon, 2008). In recent years, increased attention has been drawn to the relationship between parent and child. A substantial body of literatures emerged, proposing that parents in the present world are not enabling to pass quality

time (Amato and Keith, 1991) with their children; and maintain depth relations (Axinn and Thornton, 1993). As a result, the children are unable to get any idle picture to follow and they become vulnerable to risk taking and other deviant behaviors due to the lack of emotional attachment with their parents (Greenfield and Marks, 2006).

Hence, children try to depend on the external forces (i.e. try to live with the technological products such as skype, mobile, facebook etc.). Not surprisingly, many social researchers have devoted considerable attention to the parent-child relationship, in order to understand how it develops and functions over the lifespan (Ajitsaria, 2009). On the other hand, some researchers have showed that great majority of parents have positive and nurturing relationships with their children (Steinberg, 2005). In fact, findings from research show that parents and their adolescent children generally have close emotional ties (Collins and Laursen, 2004). These findings run counter to unreliable portrayals of parents as clueless and unconnected, especially when it comes to relating to their adolescent children (Rogers, 1997).

Many Researches have also showed that aspects of globalization have numerous influences on family relationships (Mills and Blossfeld, 2005); continuous changes between parent and child are evident in the economy, environment, technology, and migration shifts (Umberson, 1992; Logan and Spitze, 1996) and it is important in the today's world to promote a global consciousness about families that involves personal and public concern about the effects of globalization on parent child relationships (Van Wel et. al., 2000; MacMillan and Copher, 2005). In previous research on parent-child relationships the focus has been on childhood and adolescence; parents and their adult offspring relate to each other over the lifespan and in changing environments and different cultural contexts etc. and the question of how globalization affects the parent-child relations over the lifespan and in changing environments and different cultural and economic contexts has received far less attention.

Studies relating to the effect of globalization on parent-child relationships over the time are rare. Hence, this study will examine specifically the relations between parent and child in relations to globalization (i.e. communication technological side of globalization) in the local contexts, utilizing Bengtson' theory of 'Intergenerational Solidarity' with regard to the influence of communication technology among the

students studying in different educational institutions in Dhaka city. To my knowledge this is the first study with the requisite design and data to allow a test of the hypothesis that reflect the changes in parent-child relationships due to the flow of western culture encouraged by mobile phone and internet. This is the final aim of the study.

1.2 Objectives of the Study

The broad objective of this study is to explore the influence of communications technology (e.g. mobile, facebook, skype etc.) on parent-child relationship studying in different educational institutions in Dhaka city. The specific objectives of the study are as follows:

- To assess the changes of parent-child relationship due to the impact of western culture (phone sex, pre-marital sex, live together tendency etc.) that is encouraged by mobile phone and internet.
- To identify correlations between parental quality time giving tendency and the parent child relationship.
- To compare the level of westernization due to the communications technology among different types of respondents.
- To explore the correlations between the rising notion of privacy and the gap between parents and children.

1.3 Hypotheses

- a. The more the usages of communications technology (i.e. mobile phone, facebook, Skype and Internet), the more the gap between parent-child relationships.
- b. The more the children are accustomed with the western culture, the less they care about their parental company.
- c. English medium students are more integrated to western culture than the Bangla medium students.
- d. The more the quality time giving tendency among the parents the less the gap between parents and children.

1.4 Rationale of the Study

Media globalization is a result of new communications technology. Communicating internationally has never been easier. Now, we can have a video conversation with a loved one who is 10,000 miles away or keep up-to-date with our cell phones. The internet can also improve our culture and way of communication (Hickman, 2007). In recent years there has been a welcome growth in the literature on the changing pattern of parent-child relationship (Demo and Cox, 2000; Boehnke et. al., 2007); Bucx et. al., 2008) and the present world parent-child relations are caused, effected, shaped and determined by the globalization (Miller and Glass, 2009). These wide varieties of literatures recognize the significance of the links between globalization and the changing pattern of parent-child relationship. Again, a lot of researches conducted to determine the ways that the parent-child relations can be reestablished but defining globalization as role playing factor in relations between parent and child have always been overlooked in the local contexts. Very few studies have been conducted with detailed focus on the changing pattern of parent-child relationship studying in different educational institutions in Dhaka city. Thus it is imperative to find out the factors that affect parent-child relationship in the society. In this context, this study is a modest endeavor to explore the determinants of parent-child relations relating to communication technology (mobile phone and Internet) in the context of Bangladesh.

1.5 Scope of the Study

This is an explorative type of research. This study has been conducted on the students studying in the University of Dhaka, Maple Leaf International School and Motijheel Ideal School and College of Bangladesh. The students aged from 15 to 26 have been interviewed for collecting primary data. This study does not involve any sort of longitudinal design; rather cross-sectional design has been used. The changes of parent-child relationship due to the impact of western culture that is encouraged by mobile phone and internet would be explained using quantitative data. For this, some hypotheses are formulated reviewing related literatures and deducing from few theoretical frameworks. As far as I know, this study is the first of its nature in Bangladesh. Therefore the findings of this study would be helpful not only to academicians but to the family policy planners and development and social workers.

1.6 Limitations

Despite all positive initiatives taken to conduct this study properly, several biases are common in this kind of interview survey based research. First, a major portion of data in this study is reliant on respondent's self-reports and may not be free from unintentional/intentional response biases or deliberate concealment. Interviewer bias may occur when certain characteristics such as experience and knowledge base of the interviewers, and interviewer-respondent interaction influence responses. However, to reduce these limitations, several strategies were adopted. These include, recruitment of experienced interviewers from the department of sociology, extensive training on the study instruments, probing techniques and strategies to establish rapport neutrality essential to complete and accurate data collection for inter-observer variation and interviewer bias. In addition, because of the survey's nature and the extensive techniques taken by interviewers to ensure privacy and confidentiality, it is unlikely that respondents provided socially desirable answers. It is generally accepted that every researcher is dogged by money, manpower and time (Blalock, 1985). Survey research requires a handsome amount of money. This is a student research project with limited resources that compelled the researcher to curtail many of the programmes that could have helped to improve the value of the research.

Chapter 2

RESEARCH ON PARENT-CHILD RELATIONSHIP

2.1 Pattern of Parent-Child Relationship in Pre-modern and Modern Time Period

In Europe of the middle ages, virtually no one married for love. In those days, men and women married in order to keep property in the hands of family or to raise children to work in the family form (Giddens, 2006). The sociologist Diana Gittins (1993) has argued that there are many different forms of family such as two-parent families, step-families; lone-parent families and so on. Pre-modern household size was extended than it is today. Children grown up in a large family consists of their parents, siblings, grandparents, uncle-aunty and so many people. There were many members to take care of children, so parents were busy with their work. As a result parents passed less quality time with their children. At the same time children were not emotionally attached with their parents because of the attachment of so many family members. Besides, because of authoritarian power of father there was a huge gap between children and father. Then children enjoyed less freedom from their parents. Children in pre-modern Europe were often working, helping their parents on the farm from the ages seven or eight. Children who were away to work in other households work rarely see their parents again (Giddens, 2006). Lawrence Stone distinguished the changes of family in three phases from 1500s to the 1800s: Nuclear type of family was the main form of modern family that lived in fairly small households but maintained deeply embedded relationships within the community. Then there was a growing stress on the importance of marital and parental love, although there was also an increase in the authoritarian power of father. In the third phase, the western type of family gradually evolved where parents and children tied by close emotional bonds, enjoying a high degree of domestic privacy and preoccupied with the rearing of children. It is marked by the rise of affective individualism. In recent decades the idea of the male breadwinner is being challenged, as increasing numbers of women enter the workplace (Giddens, 2006). The fundamental transformation of modern childhood began before globalization. It took shape initially in Western Europe and the United States, in association with rapid industrialization. Although the West added in some particular elements, including

ideas about children derived from the Enlightenment and Romanticism, it was really the industrial process that predominated. Change involved three intertwined elements, all of which developed over several decades and were qualified by social class, but all of which constituted decisive contrasts with childhood past. First, schooling replaced work as the child's primary social obligation; second, the birth rate dropped, which altered children's relationships with their parents and, even more obviously, with siblings and third, the child death rate plummeted (Stearns, 2005). The decline in the number of siblings reduced children's utility in child care or a significant change in responsibilities of parents. This meant more interaction between parents and young children or greater use of outside caretakers, either of which could have further effects on child development. Schooling and reduced sibling sets tended to promote newly-intense links for children with non-family peers and communication technology.

2.2 Changing Pattern of Parent-child Relations in Post-modern Time Period

There seem to be substantial class differences affecting reactions to the changing character of parent child relation. Lillian Rubin (1994) concluded that, compared to middle class parents, working class parents tend to be more traditional. The norm that many middle class parents have accepted, such as the open expression of pre-marital sex, are more widely disapproved of by working class people, even where they are not particularly religious. The young people in Rubin's study agree that their attitudes towards sexual behavior, marriage and gender divisions are distinct from those of their parents. But they insist that they are not just concerned with pleasure seeking (Giddens, 2006). They simply hold to different values from their parents and those of the older generation. Actually major changes happening in the outlook of young children in particular, and that the values of children contrasted in a general way with their parents' generation. Among young children there is 'a desire for autonomy and self-fulfillment through work as much as family' and 'the valuing of risk, excitement and changes'.

The values of the younger generation shaped by their inheritance of freedom largely unavailable to earlier generations freedom for women to work and control their own reproduction, freedom for mobility for both sexes and freedom to define one's own style of life. Such freedoms lead to greater openness, generosity and tolerance; but they can also produce a narrow, selfish individualism and a lack of trust in others

(Wilkinson and Mulgan, 1995). Marriage was losing its appeal for both women and men of this generation. Now, children are alternative to traditional forms of marriage and family life. A growing number of couples in committed long-term relationships choose not to marry, but reside together and raise children together (Giddens, 2006). This culture of cohabitation has become increasingly widespread from western societies that were not practice by our parents. It is a recent trend among the younger generation that was not practice by our parent generation. While our parents saw marriage in terms of obligation and duties, children emphasized freely given commitment. There is evidence that an acculturation gap between parent and child usually occur when a parent has greater attachment to the culture of origin and the child to a different culture can affect the behavioral and emotional functioning of both parent and child within the same culture (Canino and Spurlock, 2000). Because culture is never static, it is dynamic. Every moment we are being transformed, always growing - like the cells in our bodies. It changes exactly the same way as human beings change. We cannot romanticize our culture. Our grandfathers did not walk on the same top soil as we do and our children will have different soil. This transformation is so gradual and not sudden or abrupt (Muyale-Manenji, 1998). It is a continuous process of change that's why the culture of post modern time is different from pre-modern and modern time.

2.3 Pattern of Parent-Child Relations VS Child's Deviant Behavior

Western countries are experiencing an increased adolescent antisocial behavior since the second half of the twentieth century (Achenbach et. al., 2003; Collishaw et. al., 2004; Maughan et. al., 2005). Since then there were also dramatic changes in parent child relation (i.e. breaking down family structure, tendency to live together, increased parental separation, fewer marriages, more single parent and step parent households, smaller families etc.), major changes in the working lives of parents (more mothers are now working outside the family, more dual earner families), and long term increases in household income inequality (Amato and Booth 2000; Fomby and Cherlin, 2007; Hoynes et. al., 2006). These sorts of changing flow are also attacking the third world countries like Bangladesh due to the agencies like globalization, communication technological flow etc.

Consequences of these historical shifts for children's outcomes are poorly understood, in part because of the difficulties inherent in drawing conclusions solely on the basis of population, culture and country level differences (Rutter and Smith, 1995). Nevertheless, many researchers have concluded that macro level family changes are likely to have made a substantial contribution to changes in the parent-child relations (Ambert, 2007; Wardle, 2007). To date, however, there have been few empirical tests of this view, and one recent comparison of three UK national cohorts assessed in the 1970s, 80s and 90s found that rising rates of adolescent antisocial behavior over time were only very modestly explained by concurrent changes in parent child relation and their socioeconomic conditions (Collishaw et. al. 2007) even though within each cohort, parent separation and less quality time giving to the children and household poverty were consistent correlates children's misdeeds. Researchers could uncover one solution to this apparent puzzle lies with a consideration of how family-level factors such as poverty and family type (Amato, 2000) influence children's development.

There is now good evidence that proximal indicators of the dynamics of parent-child relationships are more salient predictors of children's development than are distal markers such as family type or income (Dishion and Patterson, 2006; Lansford, 2009). However, in contrast to the large quantity of data documenting the changing pattern in parent child relation over time, the researchers are facing trouble about whether and how parenting and parent-child relations may have changed or bring into an ideal type (Cooney and Uhlenberg, 1992; Amato and Booth, 1996). Despite the deviant nature of the children, researchers have also found that successful parenting involves many complex skills and qualities, but two key dimensions are often highlighted (Barber et. al. 2005; Hovee et. al. 2009). First, aspects of parental control are important, including parental monitoring of out-of-home activities, parental expectations about children's conduct, clear limit-setting and rules, and the use of consistent and effective discipline. Evidence from longitudinal studies and randomized intervention trials, including analyses of mechanisms mediating intervention effects, suggests that active parental monitoring may have a causal influence on adolescent problem behavior (Dishion and Patterson, 2006; Hovee et. al. 2009; Farrington, 1995). Furthermore, parents of boys at high risk for anti-social behavior in middle childhood have been reported to reduce their levels of supervision

and guidance as their children reach adolescence. In addition, it is clear that child disclosure is critical for parental monitoring to be effective, especially of adolescents' out-of-home activities (Stattin and Kerr, 2000). More generally, constructive forms of parental discipline are linked to lower levels of problem behavior in children and adolescents, including clarity of expectations, consistent use of incentives and consequences and proactive use of discipline (Gardner et. al. 2006). These strategies form a major focus of effective parenting interventions to reduce adolescent problem behavior. Studies have also found that levels of parental control vary by family type, with lower levels of monitoring in lone parent households and step families (Kim et. al. 1999). Social attitude surveys in the US and the UK show a systematic shift in parenting values over time, with a long-term change from valuing obedience to valuing autonomy (Alwin, 2001; Smith and Farrington, 2004).

An important question, then, is whether historical shifts in values, as well as in family structure, have been accompanied by changes in parenting behavior, such as reduced supervision, or lowered parental expectations. Hence, positive involvement including parental interest, warmth, and time spent in joint activities is a second key aspect of the parent-child relationship related to youth adjustment (Hipwell et. al., 2008; Steinberg and Silk, 2002), and encouraging positive and responsive parenting is also an important target and mediator of change in successful interventions (Dishion et. al., 2008; Dishion and Kavanagh, 2003; Gardner et. al., 2006). Again, little is known about whether and how the quality of the parent-child relationship has changed against a background of marked social changes and increased parental work pressures. The UK (Fisher et. al., 1999) and other countries (Gauthier et. al., 2004) concur that there are broadly similar trends towards increasing parental time spent with children from the 1960s to 2000. However, time use studies lack detailed information about the type, quality or extent of parental involvement, and generally lack a developmental perspective, even providing insufficient information about the ages of children within each family. Lately, researchers have also mentioned an important query about whether trends in parenting vary by socio-demographic group. As a result, single parent households became markedly more economically disadvantaged relative to two-parent families over time. Increasing 'polarization' (Morgan and Waite, 1987) between parent and children in economic terms raises the possibility that parenting may also have become more polarized, with economic and

other stressors faced by lone parent families leading to a widening gap in the quality of parenting provided to young people. Previous research also highlights a number of differences in the way boys and girls are treated by their parents, especially during adolescence. For example, parents monitor adolescent girls more closely than boys and the quality of parents' interactions with sons and daughters also differs (Stattin and Kerr, 2000). Given that these gender differences in parenting vary across cultural settings (Raley and Bianchi, 2006) and are suggested to be influenced by parental gender roles in the home and the workplace (Hagan et. al., 1985), they may also vary by historical period. Greater parental control and parent-child bonding for girls have been suggested to be linked to sex differences in conduct problems and delinquency (Hagan et. al., 1985; Worthen, 2011). A related issue then is whether any changes in gender-specific parenting of adolescents may in turn have affected gender-differences in adolescent conduct problems. Longitudinal and intervention studies demonstrate that deficits in parental monitoring and control and in responsive, involved parenting are likely causal influences on youth antisocial behavior (Dishion and Kavanagh, 2003; Farrington, 1995; Hoeve et. al., 2009). Suggestions that the quality of parental control and positive parent-child relationships has declined (Ambert, 2007) were not borne out in this study. Results indicated increases over time in parental monitoring, youth disclosure about out of home activities, and parental expectations about good behavior.

2.4 Changing Parent-Child Interactions in Different Stages of Life

Lots of researches in the present time focusing on the attempted to differentiate between various styles of parental behavior in order to account for individual differences in parenting and its effects on child development (Trommsdorff, 2006). Lewin's (2001) work on leadership styles of the parents such as authoritarian, democratic etc. has partly influenced research on parenting dimensions like parental acceptance, firm control, psychological control, parental warmth and control, acceptance and rejection, warmth, remindful, and responsiveness (Rohner, 1976; Steinberg, 1990). It was debated whether parenting should be studied by disaggregating the complex parenting dimensions (Barber, 1996), or by aggregating parenting styles into composite scores in order to assess the influence of parenting on child development. Authoritative parenting is seen as a combination of warmth and control, was recognized as the optimal parenting style (Baumrind, 1991). Inasmuch as

parental behavior could not explain the effects of parenting on child and adolescent development, studies on parental belief (Sigel, 1985) gave further insight into the complex issue of parenting.

2.5 Changing Context of Parent-Child Relationship over the Lifespan

Researchers have showed that individual differences in parent- child relationships can be seen as a result of individual development from a developmental psychological perspective (MacMillan and Copher, 2005). In a similar way, one can assume differences over the lifespan due to effects of different developmental tasks. Western studies of parent-child relationships in childhood often take the view that the child is dependent on the parents even when children are more or less actively influencing their parents' behavior (Grotevant and Cooper, 2006). At the same time, the parents are viewed as pursuing the goal of establishing their children's independence. In line with this Western approach, the developmental task of adolescence is to establish a unique identity distinct from parents in order to achieve autonomy.

Emotional, attitudinal, and functional independence are described as core elements for the process of separation and individuation that are regarded as the relevant conditions for achieving identity. Recent studies argue that both autonomy and relatedness to the parents is a more appropriate description for parent-child relationships in this developmental period: by the rebalancing of individuality and connectedness individuated relationships can develop. Thus, the connection to the parents is considered relevant for the individuation process (Cooper et. al., 1983). Accordingly, adolescent individuation is seen as associated with developing parent-child relationships. In recent Western theories, the development of autonomy is seen as associated to relatedness (Rothbaum and Trommsdorff, 2010).

However, the focus of Western approaches on autonomy, achieved identity, and independence in adolescence often tends to disregard the reciprocal nature of the parent-child relationship. In this process, the parents themselves have to undergo certain developmental changes, for example, from their role of caretaker to the role of a facilitator of their child's development (Cooney, 1997). Thus, a lifespan approach underlines the smoothness in the parent-child relationship.

On the other hand, a lifespan approach assumes that parent-child relationships are part of individual development over the lifespan. The question arising from the previous discussion is whether parent-child relationships during childhood and adolescence can be characterized rather by interdependence, and whether beyond childhood and adolescence independence prevails. Young adulthood has been described by processes of negotiation between parents and their offspring with respect to independence in their relationship. These negotiations include issues of specifying privacy and boundaries between the parents and their child in order to reduce conflicts (Cooney, 1997). Parent-child relationships in middle adulthood are usually characterized by the adult offspring having their own children. Neugarten (1968) conceives of midlife development as involving an increasing responsibility of the adult role in the extended family. This developmental task changes the quality of the parent-child relationship on the basis of a third separation-individuation process with increasingly idealistic awareness of the independent and interdependent self in relation to the parents. A further change of parent-child relationships over the life span is generated when the adult parents are growing older, retire from work, or take on the role of grandparents (Szinovacz, 1998). When parents grow older they may experience increasing frailty and related physical, psychological, and cognitive dependency. These kinds of changes may turn into a stressful transition for adult children and their aging parents, inducing challenges for their relationship. The transition between midlife and old age thus can be characterized by the personal needs of the aging parents for filial care (Marcoen, 1995). In fact, parent-child relationships develop within a wider family system, and they are affected by the wider socioeconomic and cultural context (Schaie and Willis, 1995). A contextualized view of human development thus takes into account socioeconomic, political, and historical changes and their effects on the development of individual persons and on relationships in the family (Cooney and Uhlenberg, 1992; Elder, 1998).

A contextual view on parent-child relationships over the lifespan seems especially relevant in times of ongoing dramatic socioeconomic and demographic change that is related to increasing longevity, decreasing fertility, increasing postponement of first childbirth, decreasing family stability, and increasing diversity of family structure due to divorce, single-parent family, second or third marriage, or changing gender relations. Therefore, researchers are looking forward to get an answer of the question

whether and how intergenerational relationships will be affected by such changes. Examples of the impact of social and economic change on intergenerational relationships include changes in vertical or horizontal economic transfers and investments (Kohli, 2010), changes in relationship quality, the continuity or discontinuity of intergenerational relationships over time, similarities and differences between the generations with respect to values, and mutual perceptions between generations, intergenerational solidarity and support, including grandparents and grandchildren (Cooney, 1997; Zarit and Eggebeen, 2002). Developmental research is on the way to discover the study of relationships that a lifespan perspective on parent child relationships in context allows for perspectives on development and change (Lang and Fingerman, 2004). However, any such life span perspective is incomplete unless the impact of context and culture is considered.

2.6 Cultural Context of Parent-Child Relationship

Most studies of parent-child relationships are confined to the context of systematic cross-cultural and culture-psychological research on parenting and child development has provided empirical data on universalities and culture-specificities pointing to the role of cultural factors for parent-child relationships during the last two decades. To give an example, mothers from different cultures do not react to the child's primary needs in the same way (Bornstein et. al., 1990; LeVine et. al., 1994). Maternal responsiveness to the child's needs can have a very different meaning in various cultures: more physical proximity by African and more verbal input 'talking' by some country specific mothers (Rich man and LeVine, 1992). In the case of the child's signaling stress, Japanese mothers focus the attention of their child more onto themselves whereas German mothers tend to focus their child's attention onto objects (Friedlmeier and Trommsdorff 1998; Trommsdorff and Kornadt, 2003). Also, Japanese mothers react even before the child signals distress whereas the German mothers only react after their child demonstrates distress (Friedlmeier and Trommsdorff, 2004). Both interaction strategies are qualitatively different; but each strategy is successful in its respective context in that the child is calmed.

The mothers' behavior differs in accord with relevant cultural values and the respective parental goal of establishing a qualitatively positive relationship to the child. Cross-cultural studies show that the "same" parenting may have different meanings in different cultures; and different parenting may have the same meaning in different cultures (Trommsdorff and Kornadt, 2003). For example, harsh punishment of children is seen as harmful for child development in Western cultures; however, it is positively valued in traditional Chinese families (Stevenson, et. al., 1992; Stevenson and Zusho, 2002). The same parenting behavior and goals may have different functions in different cultural contexts thus underlining the cultural specificity of parent-child relations (Chao and Tseng, 2002; Miller, 2003; Rothbaum and Trommsdorff, 2011). Japanese youth experience parental control as part of a positive and warm relationship (Trommsdorff, 1995). Similar results of Koreans living in North America and Koreans in the Republic of Korea have been reported by Rohner and Pettengill (1985). Thus, conclusions about negative effects of parental control on children and adolescents cannot be generalized across cultures. In several East Asian countries like Japan and Southeast Asian like Indonesian, Indian as compared with Western German cultures, adolescents report more parental control and at the same time less conflict and more harmony in the parent-child relationship (Trommsdorff, 1995). The psychological meaning of parenting and parent-child interactions can be explained in reference to the experienced and expected parent-child relationship in the given cultural context. These studies of Japanese and German mother-child interactions clarify the different cultural meaning of parent-child relationships in the process of social development. In accordance with this culture-specific relationship quality, the mother's and the child's behavior significantly differ in regulating the conflict and the final interaction outcome. These typical interaction sequences affect further social and emotional development. Children learn different ways to handle conflicts in line with the prevailing cultural values, and they develop different social motivations; for example, there is less aggression in Japan than in Germany (Kornadt, et. al., 1992; Kornadt and Trommsdorff, 1990; Trommsdorff and Kornadt, 2003). The cultural differences in Japanese and German mothers' values, beliefs, intentions, and behaviors provide the basis for differences in the quality of the parent-child relationship and related further development. Therefore, the question of what constitutes an ideal parent-child relationship is related to the question of successful parenting, successful development, and social functioning.

The qualities and the effects of parent-child relationships must therefore be studied in the context of specific cultures, taking into account the cultural values, parental beliefs, childrearing goals, behavior, and parent-child interactions. Studies of the parent-child relations in adolescence in different cultures also point out a large variability (Chao and Tseng, 2002; Rothbaum et. al., 2000; Trommsdorff and Kornadt 2003). Many culture-informed studies directly or indirectly question the assumption that striving for autonomy and independence is the most relevant task in adolescence, with autonomy indicating maturity and affecting the symmetrical quality of parent-child relations. In many non-Western cultures, maturity is achieved when the children are able and willing to fulfill their roles and responsibilities in the hierarchical structure of the family. This responsibility may consist of taking care of younger siblings and/or aging parents. Even when maturity in this sense is achieved, parent-child relationships are not characterized by autonomy of the children but instead by interdependence of both, parents and their children. The few cross-cultural studies dealing with relations between adult children and their old parents demonstrate considerable variety (Lin et. al., 2003). Some anthropological studies on the relations over three generations, including grandparents, show considerable diversity among various cultures including the gender-specific role of parent-child relations in adulthood. To summarize, cross-cultural studies demonstrate the heterogeneity of parent-child relationships in different age groups, revealing similarity and variability across cultures.

2.7 Bilateral Matter between Parent-Child Relations

Several researches were conducted to show the bilateral relations between parent and children (Kuczynski et. al., 1999; Shehan, 1999). Parents normally have a great influence on their children if they can motivate their children by giving them quality time. Parents more than anyone else, interact with their children on a continuing basis and, therefore, have a crucial impact on their children's physical, social, and emotional development. Ideally, parents provide children with communication skills, the interpretation of events and behaviors, identity, a haven in time of distress, a source of emotional attachment, a sense of right and wrong, and skills for competence in the social world (Furstenberg, 2001). Although parents are clearly important socializing agents, this observation must be balanced by the reality that the child is not an empty vessel that the parents fill, but, to the contrary, the child is an active

social being who often shapes the parents. Historically, theories of childhood have focused on children's internalization of adaptation to their parents' and societal constraints. In this deterministic view, children were believed to be shaped and molded by adults who reinforced proper behavior and punished inappropriate behavior. More recently, less deterministic, more constructionist theories of childhood have been advanced. In this perspective, children are seen as negotiators and co-creators of their own worlds (Shehan, 1999). In other words, the children are not assumed to be passive receptors of parental influences; rather, influence flows both from parents to children and from the children to parents (Kagan, 1977). Clearly, the power and authority of parents to form their children is not total: Children are not blank slates to be filled in by parental instruction but rather are active agents in their own construction of knowledge about the world. This construction will not necessarily be the same as that held by the parents. Thus, children may have insights, children may teach, and children may even lead. In short, children, while being shaped by parents, are also active in shaping their parents. This is known as the bilateral model of parent-child relations (Kuczynski et. al., 1999).

2.8 Parental Quality Time Spending VS Children's Socialization

Postmodern capitalistic systems have brought the mothers out of the home to maximize more capital. This new capital system bringing the mothers into the job market has destroyed the family structures and created a gap between parents and child. Besides these some researchers have found that mothers are trying to give more quality time with their children today. Studies found that children, who did not get proper time from their parents, behave arrogantly (Worthen, 2011; Yarosh, 2008). Contrary to popular belief, mothers today spend more hours tending to their children than did mothers 40 years ago (Bianchi et. al., 2006; Kendig and Bianchi, 2008). Sociologists Suzanne Bianchi, John Robinson, and Melissa Milkie, using four decades of time-diary surveys in which representative samples describe a typical day conclude, "that parents are spending as much and perhaps more time interacting with their children today than parents in 1965, the heyday of the stay-at-home mother" (2006). This is accomplished through several strategies, including mothers spending less time on housework (i.e. using of labor saving devices such as microwave ovens and husbands doing a bit more housework) and parents including children more in their own leisure activities. Single mothers spend as much time engaged in primary

care as married mothers but they spend less total time with their children than married mothers (Kendig and Bianchi, 2008). Comparing 1975 with 2000, married mothers increased their time with their children while single mothers' total time with their children decreased. This distinction is blurred, however, as more and more single mothers live with the father of their children in a cohabiting arrangement. Several additional variables affect the time parents spend with their children (Kendig and Bianchi, 2008). They have showed that the greater the economic resources a family has, the better its ability to purchase goods and services that free up time for childrearing; the greater the education mothers attain, the more time they spend with their children and the more often they engage in activities that promote children's cognitive development; employed mothers spend less time with their children than mothers not in the labor force; preschool-age children in households increase mothers' child-care time (Kendig and Bianchi, 2008). These factors help to explain why single mothers tend to spend less time with their children than do married mothers. Never-married mothers tend to have younger children than married or divorced mothers. They have less household income. They are likely to have less education and more likely to be employed outside the home than married mothers. Despite the structural locations of single mothers, St. George (2007) found an important finding from his study that they nevertheless, still spend almost ninety percent as much time with their children as married mothers. Research contradicts the commonsense notion that mothers in the labor force will spend less time with their children (Kendig and Bianchi, 2008). Despite the rapid rise in mothers' labor force participation, mothers' time with children has remained stable over time. Actually, in two-parent families it has increased. In dual-earner families, mothers spend more time with their children than fathers, but the gap is narrowing. Typically, employed fathers of all ages spend three hours per workday with children under 13 today, compared with two hours in 1977. For employed mothers of all ages, the time spent with children has remained at about 4 hours per workday (Fomby and Cherlin, 2007). Among an array of other environmental factors, recent studies have shown that parenting styles and activities and the parent-child relationship influence early child development. Now, new research by the International Centre for Life course Studies in Society and Health confirms that a supportive home learning environment is positively associated to children's early achievements and wellbeing (Kelly et. al., 2011). McMunn conducted new research finds no significant detrimental effects on a

child's social or emotional development if their mothers work during their early years (McMunn et. al., 2011). Furthermore, being an 'involved' father makes a concrete difference to child outcomes, according to researchers Professors Eirini Flouri and Ann Buchanan (Flouri et. al., 2004). The study further shows that children with involved fathers are less likely to be in trouble with the police and that early father involvement protects children in separated families against later mental health problems. Father involvement is also strongly related to children's later educational attainment. On the other hand, good quality relationships between parents and their children can make a significant difference to young people's satisfaction with their family situation. Relationships clearly matter to children, according to research based on Understanding Society the UK's Household Longitudinal Study (Ermisch et. al., 2011).

2.9 Technology VS Parent-Child Relationship

Studies have found that communicative technologies have great influence in determining the parent-child relationship. Recently, the tendencies are growing rapidly to be satisfied by giving a phone call to the child staying thousand miles away from the child due to business or professional purposes. But, the question has grown up whether the children are satisfied with those phone calls instead of having their parents' physical company. The amount of communication between the parent and the child, and the parent's interest in the child's life, are critical factors for the child's well-being. Even parenting styles that are considered 'authoritative' and characterized by monitoring and control (Cooper et. al., 1999) are effective only when there is meaningful communication and interactions (Gray and Steinberg, 1999). Children value the instrumental care and emotional support that parents provide (Milkie et. al., 1997). Mutual participation in play activities was particularly valued in fathers. Maintaining closeness through communication and creating opportunities for care and play seem to be necessary factors in raising successful and confident children. Today some families might be struggling to maintain this level of interaction, since parents and children are spending less time together (Sandberg and Hofferth, 2001). Long-term separations for reasons such as parental employment, migration, military deployment, or incarceration are also becoming more prevalent in some countries, dividing the family (Applewhite and Mays, 1996; Mumola, 2000). Additionally,

increasing rates of divorce and separation are leading to a significant proportion of children living in a different household from one of their parents. For example, in the United States 32% of children live apart from one of their parents; of these, about 25% of the children live not just in a different household but in a different city from their nonresidential parent (Flango, 2003). This increase in geographic mobility makes it even more difficult for parents and children to maintain frequent and meaningful contact necessary for effective parenting. The telephone still forms the primary way through which interaction occurs between geographically separated parents and children (Kennedy et. al., 2008). More recently, videoconferencing has risen in prominence as a potential medium for family communication because of its capacity for making interactions more engaging (Flango, 2003). However, the use of video conferencing is limited in many families due to the difficulties in scheduling and setting up the interaction, often requiring the help of a collocated adult (Yarosh et. al., 2008). The research community has taken up the challenge of exploring ways in which asynchronous, age-appropriate sharing of diverse media can help address these issues of timing and coordination to connect geographically separated families (Vetere et. al., 2005). Dalsgaard et. al., (2006) extended this work to parents and children by deploying cultural probes in conducting contextualized interviews with members of three families.

They found that the parent carried a greater responsibility over maintaining the relationship by creating a setting for trust and unity, providing care, and participating in play. Children rarely verbally expressed affection and self disclosed less than their parents desired. Modlitba (2008) conducted semi-structured interviews with five families in which one or both parents traveled frequently for business. She found that parents and children have different emotional responses to separation; children are likely to experience anxiety before the parent leaves, whereas the parent is more likely to experience a sense of guilt during the absence. Both Modlitba (2008) and Yarosh et. al. (2008) found that families used the telephone as the primary means to stay in touch while apart, focusing on maintaining routine by calling at bedtime. However, these parents often struggled with time-zone differences and expressed dissatisfaction with the limits of communication. Dalsgaard et. al. (2006) found that parents and children build intimacy through care and play. Children and parents participate equally in mutual play, collaborative activities, playing with shared

artifacts, and physical play behaviors. On the other hand, care is unidirectional from the parent to the child and includes activities such as setting rules, providing resources for learning, giving physical care, and assisting with everyday tasks and activities. In separated families, the nonresidential parent rarely has an opportunity to contribute to the child's care in these ways (Amato, 2001; Yarosh et. al., 2008; Furstenberg and Nord, 1985). Yarosh et. al. suggests that this might be in part due to the difficulty of maintaining awareness of the child's state and activities while apart (2008). Development literature emphasizes the importance of parental involvement in both care and play activities, to build secure relationships (Kelly and Lamb, 2000).

Chapter 3

THEORETICAL FRAMEWORK

Considering sociologists' concern with different patterns of parent-child relations in society, it is perhaps not surprising that most early research on family relations concerned itself almost exclusively with marriage related problems (i.e. causes and consequences of divorces on children, living together without marriage etc.) (Amato, 2000); rise of individualism (Ambert, 2007); recent breaking down tendencies of the family and concepts of old age home. Parent-child relationship were regarded as relatively straightforward and unproblematic (Barber et. al., 2005). Little effort was made to examine the influence of globalization and technology on the parent-child relationship. Since the 1980s, however, greater attention has been devoted to critical studies on determining the relations between parent and child. The fundamental changes affecting the role of parents and changing patterns of family relations in industrialized societies have raised questions about the nature of parent-child relations and its changing role in society. In recent year, sociologists have become increasingly interested in the positions and experience of children within the larger order that shapes them. This shift within the sociology of family led to new emphasis on the study of parent-child relations within the overarching context of family relations, the societal patterned interactions between parents and children. Sociologists are interested to grasp how parental identities are constructed and what impact socially prescribed roles have on children's behavior.

3.1 Conceptualization of Parent-Child Relations: Intergenerational Solidarity

The term 'intergenerational solidarity' (Bengtson and Roberts, 1991; Putney and Bengtson, 2003) can be used to conceptualize parent-child relations in young adulthood. Because, this construction of intergenerational solidarity includes several specific dimensions of family interaction (i.e. it was developed to account for the various behaviors and sentiments that characterize the parent-child relationship over the life span) by focusing on issues of cohesion and integration (Bengtson and Roberts, 1991; Hammarstrom, 2005). The explicit meaning of this conceptualization is incorporating the idea that families and intergenerational relations offer

opportunities for exchanging information, emotional support, and functional assistance, as well as contribute to social integration by providing formal roles of parent and child separately. The intergenerational solidarity as a different paradigm was developed from the 1960s onwards (Roberts and Bengtson, 1990); its development reflects the growing interest in measuring the quality of parent-child relations especially in the modern Western societies. 'Intergenerational solidarity' as a theory developed due to the increased attention to and concern for family relations can be traced back to demographic trends and socioeconomic, cultural and political transformations that took place in Western societies and that were assumed to affect family solidarity (Martin, 2004; Roberts and Bengtson, 1990). But, to my mind this theory also can be applicable for the third world countries like Bangladesh. Because, today's Bangladesh is divided by two broad geographical construction; one is urban (i.e. life styles can be compared to the life style of the westerners), and another rural where family relations to some extent controlled by local cultures, attitudes and beliefs.

Moreover, if we look back towards the classic theorists such as Burgess (1966) and Parsons (1973) suggested that urbanization and industrialization weakened ties between parents and their adult children. Growing individualism has been assumed to weaken norms of family obligations (Lasch, 1977; Lye, 1996). Decreases in fertility, changes in family structure, rising divorce rates, and increases in the number of children living in single-parent households have led some scholars to hypothesize that families, in particular fathers, have lost most of their social functions (Popenoe, 1993), whereas others have emphasized the increased diversity of family life (Stacey, 1996).

More recently, increases in longevity have led family scholars to argue that parent-child relations are gaining importance, as intergenerational bonds have an unprecedented duration (Bengtson, 2001; Putney and Bengtson, 2003). The paradigm of intergenerational family solidarity is built on theoretical concepts and propositions from several theoretical traditions, including classic sociological theories, social psychological theories of group dynamics, and family sociological approaches (Hammarstrom, 2005; Komter, 2005). Bengtson's conceptualization of intergenerational solidarity as consisting of several dimensions is rooted in the work of classical sociologists such as Durkheim, Tonnies, Weber and Parsons. Durkheim

(1893) distinguished between two types of solidarity: ‘Mechanical Solidarity’ was based on shared values and norms and existed predominantly in pre-industrial societies; in industrial societies this type of solidarity was replaced by ‘organic solidarity’, characterized by functional interdependences between individuals (Durkheim, 1893). Tonnies (1974) differentiated between highly cohesive ‘Gemeinschaft’ relations, which are characterized by intimate relationship based on kinship, friendship, and/or shared values, and less cohesive ‘Gesellschaft’ relations, which have a more instrumental nature and which are based on rational self-interest and competition (Tonnies, 1974). Whereas both Durkheim and Tonnies conceptualized their types of solidarity as mutually exclusive, Parsons and Weber suggested that different forms of solidarity can operate simultaneously within any social and family relationship (Hammarstrom, 2005; Parsons, 1973).

But, more precise conceptualizations about family relations were developed to specify the relevant components of family solidarity to improve measurement of family processes and family relationships since the 1960s onwards (Mangen, 1988). Based on the work of family researchers such as Jansen (1952), Nye and Rushing (1969) developed an individual-oriented conceptual framework for the notion of ‘family integration’ that included many of the aspects of solidarity identified by classical sociologists (Jansen, 1952; Nye and Rushing, 1969). Since then, Bengtson and his colleagues’ conceptualization of intergenerational solidarity has become the most widely used model of family solidarity. The paradigm of intergenerational solidarity (Bengtson and Black, 1973; Bengtson and Roberts, 1991; Bengtson and Schrader, 1982) captures feelings of belonging to the other generation as well as behavioral exchanges between the two generations. These two aspects of solidarity are broken down into six distinct but interrelated dimensions of family interaction: association, affection, functional support and exchange, norms of family obligation, consensus, and structural opportunities or barriers (Bengtson and Roberts, 1991). Associational solidarity refers to patterns of interaction between parents and children, and includes several types of contact, such as face-to-face contact, telephone and e-mail contact. Affectual solidarity captures the emotional closeness and the degree of positive and negative sentiments between parents and children. Functional solidarity is defined as the exchange of intergenerational support and helping. Normative solidarity refers to the strength of internalized norms toward family roles and responsibilities.

Consensual solidarity encompasses the level of agreement on values, beliefs and norms among parents and children. Structural solidarity refers to the availability of family and the opportunity structure for interaction, including the number and type of family members and their mutual geographic proximity. This taxonomy of family integration has subsequently been refined and extended by other family researchers, among whom Bengtson and his colleagues were well-known (Bengtson and Roberts, 1991; Bengtson and Schrader, 1982). It is to be noted here that an important advantage of Bengtson's model over other models of family relations and functioning is that it offers a much broader operationalization of family relationships (Lye, 1996; Rossi and Rossi, 1990), which provides the opportunity to investigate family relations on a much more differentiated level. At the same time, by providing a single conceptual framework, Bengtson's model helps to organize previous and future findings on family relations (Roberts et. al., 1991; Komter, 2005).

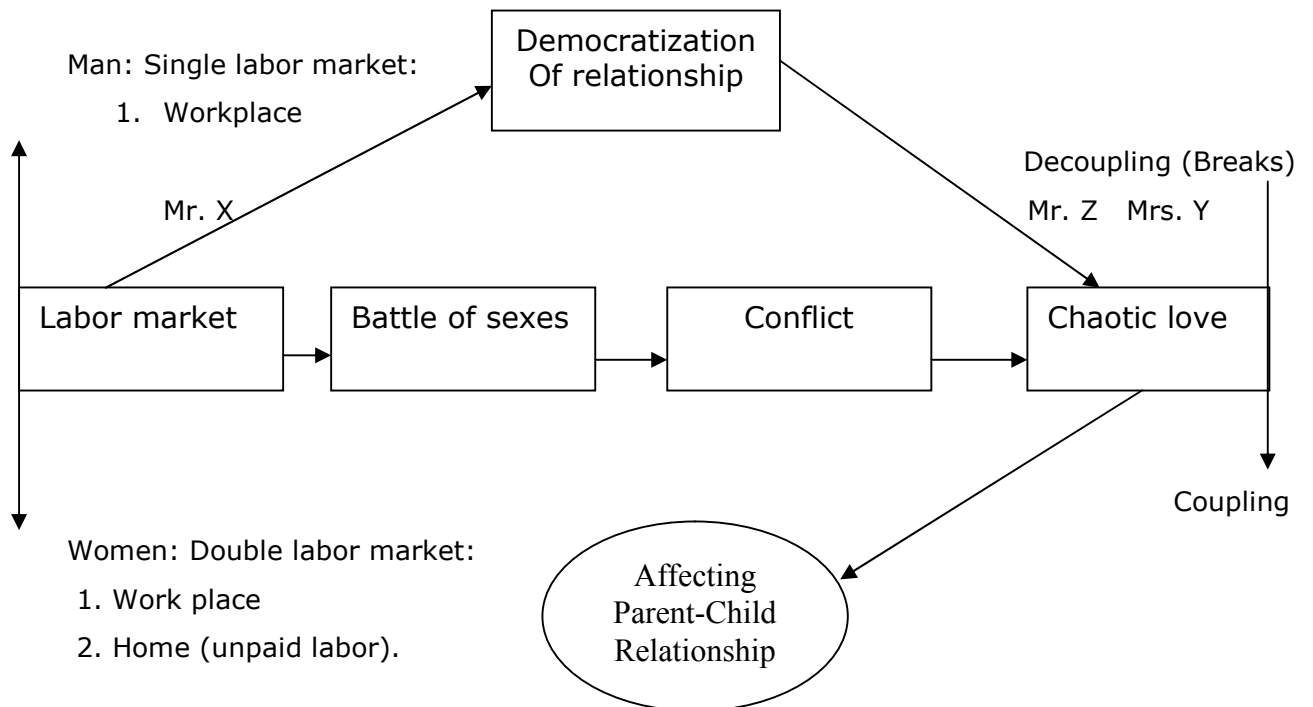
3.2 Changing Pattern of Conjugal life and Transformation of Parent-Child Relationship

3.2.1 Ulrich Beck and Elisabeth Beck-Gernsheim: The Normal Chaos of Love

In the *Normal Chaos of Love* (1995), Ulrich Beck and Elisabeth Beck-Gernsheim examine the tumultuous nature of personal relationships, marriages and family patterns against the backdrop of a rapidly changing world (Beck and Beck-Gernsheim, 1995). The traditions, rules and guidelines which used to govern personal relationships no longer apply, they argue, and individuals are now confronted with an endless series of choices as part of constructing, adjusting, improving or dissolving the unions they form with others. The fact that marriages, family relationships and as an effect parent-child are now entered into voluntarily, rather than for economic purposes or at the urging of family, brings both freedoms and new strains. In fact, the authors conclude, they demand a great deal of hard work and effort. Previously women were more likely to work part time outside the home or to take significant time away from their careers to pass with their children; but now both men and women place emphasis on their professional and personal needs. Beck and Beck-Gernsheim conclude that relationships in our modern age are about much more than relationships, so to speak. Not only are love, sex, children, marriage and domestic duties topics for negotiation, but relationships are now also about work, politics,

economics, professions and inequality (Beck and Beck-Gernsheim, 1995). A diverse selection of problems-from the mundane to the profound-now confronts modern couples. Perhaps it is not surprising, then, that antagonisms between men and women are on the rise. Beck and Beck-Gernsheim claim that the ‘battle between the sexes’ is the ‘central drama of our times’, as evidenced in the growth of the children’s dissatisfaction on their parents, marriage counseling industry to smooth the marital life, family courts to help in divorcing legislatively, marital self-help groups and divorce rates.

Figure: 3.1 Labor Market, Chaotic Love and Parent-Child Relationship



Beck and Beck-Gernsheim claim that today’s ‘battle of the sexes’ is the clearest possible indication of people’s ‘hunger for love’. People marry for the sake of love and divorce for the sake of love; they engage in an endless cycle of hoping, regretting and trying again and being involved they consciously or unconsciously create a sharp distance with their children. While on the one hand the tensions between men and women are high, there remains a deep hope and faith in the possibility of finding true love and fulfillment.

3.3 The Network Society: the Rise of Information and Communications Technology

Castells claims in *The Rise of the Network Society* (2000) that we are passing from the industrial age into the information age. This historical change is brought about by the advent of new information technologies – particularly communication technologies. The explosion in global communications has been facilitated by a number of important advances in technology and the world's telecommunication infrastructure. As networks powered by the development of information technology and particularly of the internet, are the defining organizational structure of our age. Society remains capitalist, but basis of the technological means by which it acts has changed from energy to information. This information is of central importance in determining economic productivity. Communication technologies allow for the annihilation of space and for globalization; the potential for rapid and asynchronous communication also changes the pattern of relationship to time. This is because communication technologies, such as the Internet, allow for decentralization of operations and focusing of control, increasing the effectiveness of networks relative to hierarchical structures. Castells writes, 'the main shift can be characterized as the shift from vertical bureaucracies to the horizontal corporation' (Castells, 2000). To Castells, the enormous advances in computing and technology during the last quarter of the twentieth century, which known as the 'Internet Galaxy' (Castells, 2001)

According to Castells, power now rests in networks: 'the logic of the network is more powerful than the powers of the network' (Castells, 2002). Some networks, such as that of communications technology, are global in scale. Networks also exist within and between relations, where the organizational unit has shifted from being capability-oriented to being project-oriented. Resources including employees, consultants, and other businesses are brought together to work on a particular project, then dispersed and reallocated when the task is complete. The ability of an actor to participate in the network is determined by the degree to which the node can contribute to the goals of the network. This new environment requires skilled flexible workers: the organization man gives way to the flexible woman. Globalization, information technology and trends in occupational patterns all mean that organizational boundaries are more open and fluid than they once were (Giddens, 2006).

3.4 Theoretical Framework for the Present Study

As there was no work done before on ‘Globalization and the Changing Pattern of Parent-Child Relationship’ in the context of the students studying at different educational institutions in Bangladesh, so this study is empirical one at this point. As a pioneer attempt, the above theoretical orientations can well be the accompanying theories in making the analyses of the findings of this study in a well manner. The aim of the present study is to find out the effect of globalization on parent-child relationship from the children’s perspectives. So, Bengtson’s model of ‘intergenerational solidarity’, ‘network society’ theory of Castells and ‘normal chaos of love’ theory of Beck and Beck-Gernsheim played the role of a guide for the present study.

3.4 Theoretical framework of this study

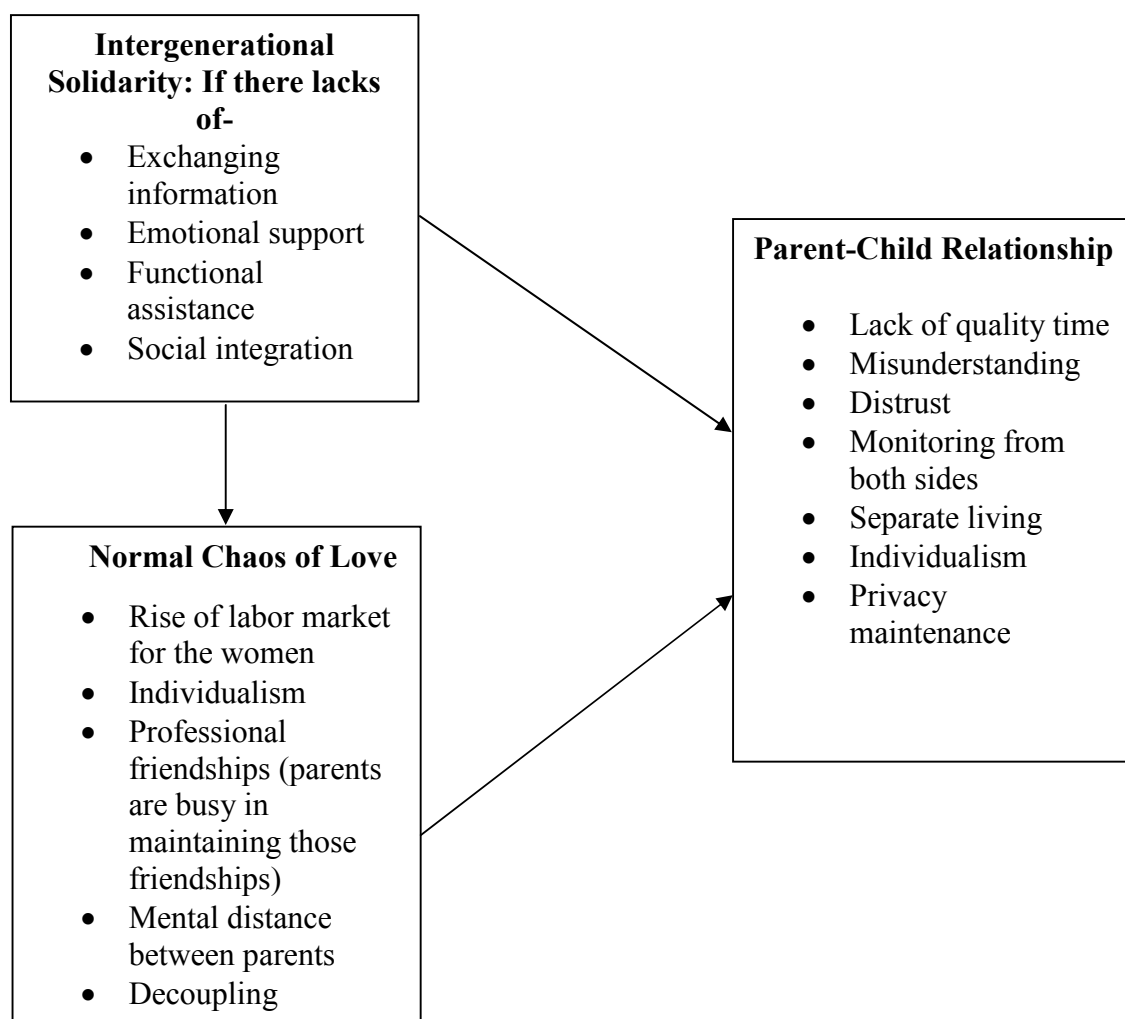


Figure 3.2 Theoretical Framework of the study

Overall, regarding the theoretical frameworks, it can be well understandable that the theories that have been mentioned in the above are all equally very important in depicting out the actual scenarios for the present study. But, the theory of ‘Intergenerational Solidarity’ is mostly fitted with the present study; Where Bengtson explained that if there is a lack of exchanging information, emotional support; functional assistance and social integration that will affect parent-child relationship. So, regarding the principal theoretical framework of the present study, it comes clear from the above figure 3.2 that the ‘intergenerational solidarity’ theory from functionalist perspective can, solely, explain the present research in a more meaningful way.

3.5 Conceptual Framework

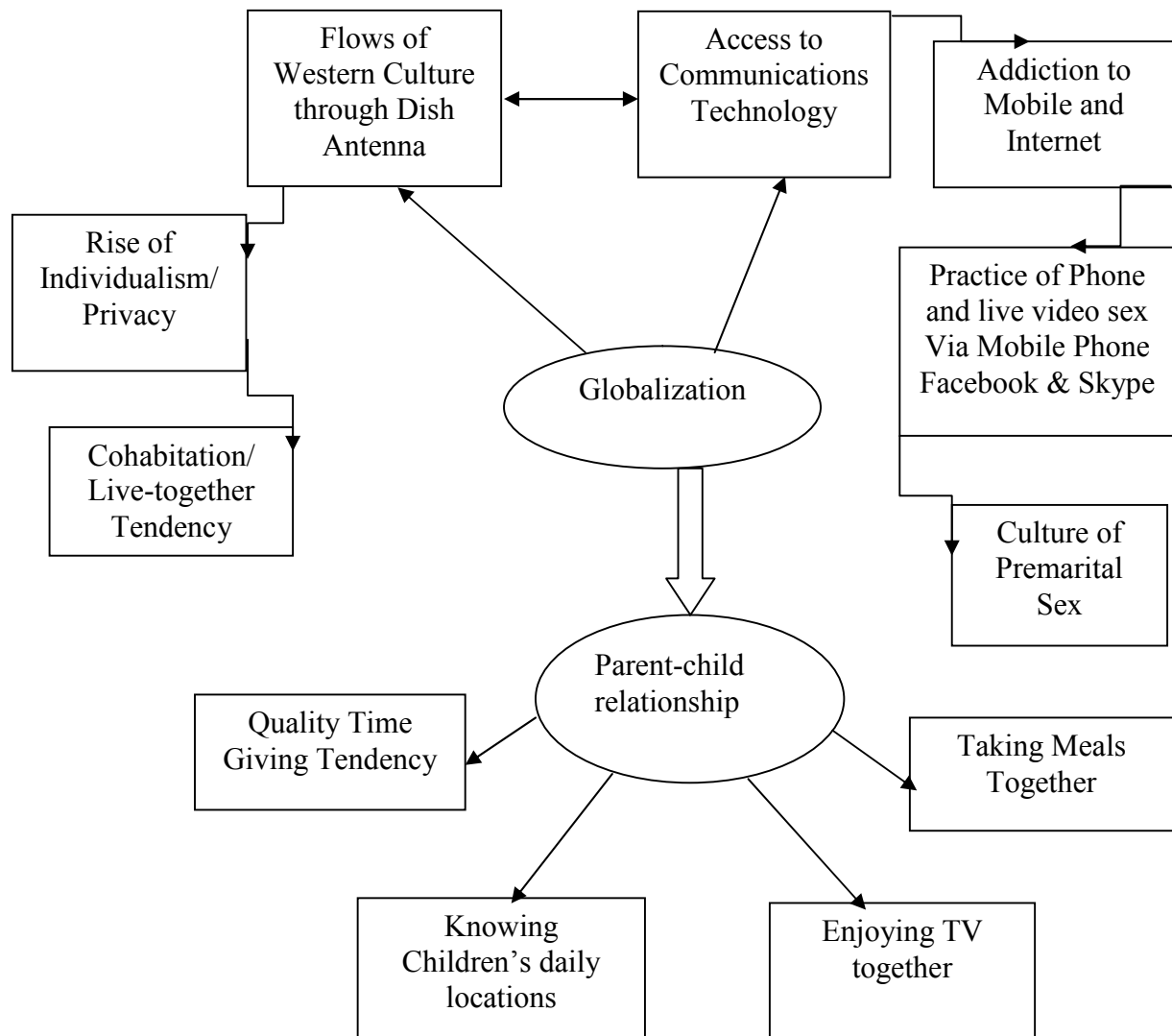


Figure 3.3 Conceptual framework of the study

Chapter 4

METHODOLOGY

This exploratory research utilized quantitative method including structured survey to collect data. In this chapter methodology and design of the study including determination of sample size, study population, process of instrument development, measurement of the variables, data collection, data analysis, conceptual framework and ethical issues have been explained to gain an insight about the whole methodological procedure of this research work.

4.1 The Respondents

This study is about to explore the influence of globalization on parent-child relationship among the students studying in different educational institutions in Dhaka city. Using Fisher's formula we got a sample size of 384 (number of total respondents). Respondents were selected using simple random technique. It investigates particularly the changes of parent-child relationship due to the influence of western culture that is encouraged by mobile phone and internet as the product of communication technology as well as globalization. Though the general target population indicates all the children of Dhaka city of Bangladesh, however, the study specify the students aged from 15 to 26 studying in different educational institutions of Dhaka city.

4.2 Study Areas

The study area represents three educational institutions of Dhaka city named the University of Dhaka, Motijheel Ideal School and College and Maple Leaf International School (English medium school). It is assumed that students studying in the different educational institutions and two medium of educations (English and Bangla) will be having more diversified experience regarding the subject matter of this study.

4.3 Data Collection Methods

To investigate the changing pattern of parent-child relationship, survey method was used. Survey method was used because it is by far the cheapest and very effective method of data collection and this method is useful in describing the characteristics of a large population (Neuman, 1997). Moreover, no other research method can provide this broad capability, which ensures a more accurate sample to gather targeted results in which to draw conclusions and make important decisions. For conducting survey a structured questionnaire consisting of 43 questions was developed.

4.4 Sampling Procedure and Sample Size Determination

The study was conducted among students studying in three different educational institutions- named the University of Dhaka, Motijheel Ideal School and College and Maple Leaf International School. First one is the largest public university of Bangladesh named the University of Dhaka and second one also a big college in Dhaka city named Motijheel Ideal School and College and the third institute is an English medium school named Maple Leaf International School. A structured questionnaire was administered in order to obtain quantitative data from the sampled respondents. With an aim to organize this work in a representative manner, three largest educational institutions were selected based on the presumptions that these three institutions have the highest number of possible respondents this study required. Four faculties were randomly selected from thirteenth faculties at the University of Dhaka and one department (Department of International Relations from the Faculty of Social Sciences, Department of English from the Faculty of Arts, Department of Management from the Faculty of Commerce, and Department of Mathematics from the Faculty of Sciences) from each faculty was randomly selected. Thus a number of four departments were selected from the University of Dhaka. Students were randomly selected from 'A' level and 'O' level at Maple Leaf International School and from three groups such as Humanities, Science and Commerce at Ideal School and College for the present study. The particular department/group/study level was visited with the permission of the authority and sample was drawn using lottery technique to make sure that everyone has an equal chance to be interviewed. Hence, probability sampling approach was followed for conducting survey for this study. Particularly simple random sampling was followed to draw sample for the survey.

The sample size was estimated through an approach based on confidence level and precision rate. For this purpose the general formula of Fisher was used with the following assumptions.

$$n = \frac{Z^2 PQ}{d^2} = \frac{(1.96)^2 (0.5) (0.5)}{(0.05)^2} = 384$$

Where:

- n = the desired sample size
- z = the standard normal deviate, usually set at 1.96 (or more simply at 2.0) which corresponds to the 95 percent confidence level
- p = the proportion in the target population estimated to have a particular characteristics (here, the proportion of the population having accustomed to the usages of communications technology. As there is no reasonable and accurate estimate, we use 50 percent)
- q = 1.0-p
- d = degree of accuracy desired, set at 0.05 in this study

Using Fisher's formula we got a sample size of 384. Once a department/group/study level is selected then the required number of sample respondents- both male and female was proportionately selected using simple random sampling technique. Only postgraduate students of the University of Dhaka were selected to find variations among the respondents as the researcher had taken the school and college going students too.

4.5 Pre-testing and Finalization of Survey Instrument

Pre-testing and finalization of interview schedule adhered to the few procedures. The researcher designed the draft interview schedule and also completed pre-testing. Based on pre-test findings the translation, consistency and integrity of the interview schedule were checked. Researcher then finalized the schedule and showed it to the supervisor for final approval. After getting approval of the supervisor, survey was administered with the modified interview schedule. During pre-testing of the survey instrument, the following issues were considered:

- The probing techniques

- The language necessary to address specific parent-child relationship issues

The sequencing of questions

The technique/method/options for documenting responses

Providing appropriate skips in the interview schedule

4.6 Non-availability of Respondents

Every effort was made to interview all the sample population and target sample. If the sample respondent was not available at the time of interview, then, at least two revisits were made to interview the sample respondents. However, there were cases of non-response from respondents including cases of non-availability of respondents in selected departments. In this situation, the interviewer selected alternative respondent (male and female from the same department) from the faculties so that the overall sample size is achieved. Therefore the overall non-response rate in this study is virtually zero.

4.7 Data Collection Instruments

Administering questionnaire survey requires a literate target population. Besides, it often becomes problematic because participants may more likely to stop answering mid-way through the survey. Non-response rate may be high in questionnaire survey. Thus considering the drawbacks of using questionnaire, structured interview schedule was used for conducting survey. To collect data this study solely depended on survey.

4.8 Administering the Survey

The fieldwork for present study was conducted for a period of 14 days during November 2013. There were four interviewers responsible for data collection from sampled departments. The three male and one female field interviewers were recruited from the Department of Sociology, University of Dhaka. All of them were graduate students and had the experience of conducting survey-interview. Besides, they were trained on the data collection mechanism, the art of data collection and briefed comprehensively on the data collection instrument (e.g. interview schedule). After getting the training, interviewers went to the field. The researcher himself along with other four interviewers administered the survey among the respondents

according to the sampling plan set out earlier. Before approaching the sample respondents, the interviewers informed them about the purpose of this study, topics under study and the need for collecting data and then sought their cooperation and formal permission to administer survey.

4.9 Computerization and Management of Data

Data collected through the survey were processed using SPSS windows program (version 12.5). Quantitative data processing involved the following steps:

- Interview schedule registration and editing
- Edit verification
- Listing of open-ended responses and classification
- Coding and code transfer
- Verification of coding and code transfer
- Development of data entry structure (variable view)
- Data entry and entry verification
- Entering data as per interview schedule structure in SPSS 16.5 version
- Verifying the logic and accuracy of the data as per filled up interview schedule Keeping and maintaining data backups
- Tabulating as per objective and requirement in Quantum (an upgraded version of SPSS), also tabulating data in SPSS 16.5 version
- Development of analysis plan
- Program development as per the analysis plan
- Program running and report generation.

4.10 Analysis of Data

The research has involved a great deal of descriptive analysis in line with a study design that aims at providing a holistic synthesis that can explain the trends observed in data. The statistical procedures used for analyzing data are those adequate for descriptive purposes. The analysis follows a general scheme of simple description at the univariate and bivariate level leading to synthesis that articulate the full scope of factors considered in the explanation of the trends/patterns observed in the data. Data were analyzed in two stages using SPSS software version 16.5. Analyses involved from running simple measures of association to logistic regression. First, bivariate

analyses were done to examine the association in order to characterize the gaps between parent and children. Differences were tested by chi-square and Cramer's V. Next, logistic regression was performed to identify the key determinants of this gap.

4.11 Measurement of the Variables

Rigor and validity are at the core of doing research and are intimately related to the researcher's need to measure phenomena (Blalock, 1985). Measurement, in turn, is intimately related to two processes: conceptualization and operationalisation. Conceptualization is the process of taking a construct or concept and refining it by giving it a conceptual or theoretical definition. This is usually done under the guidance of the theoretical framework, perspective or approach the researcher is committed to. The process of operationalisation makes the bridge to data analysis. Operationalisation is taking a conceptual definition and making it more precise by linking it to one or more specific, concrete indicators or operational definitions. The end result of operationalisation is the mapping of the empirical research, by which the link between the world of ideas and the world of empirical evidence is drawn. That is the topic of this section.

4.12 Construction of the Interview Schedule

For conducting survey, a structured interview schedule was developed. The interview schedule included four parts with 43 close-ended questions containing the information on:

- Socio-demographic characteristics
- Attitudes and perceptions of the children towards their parental role
- Attitudes of the respondents towards their parents' quality time giving tendency
- Respondents' ways of self construction
- Exposure to internet
- Respondents' attitudes towards their parent's monitoring
- Dynamics of parent-child relationships

Demographic profile: Demographic profile of the respondents have been measured

by the certain criteria (1) Gender of the respondents (2) Age of the respondents (3) Type of student (4) Religion (5) Medium of Study (6) Type of family.

Socio-economic Status: The Socio-economic status of the respondents has been measured by the following certain questions (1) Occupation of the Father (2) Occupation of the mother (3) Monthly total income of the family.

Exposure to Internet: Exposure to internet of the respondents was measured using certain information on (1) Browsing of internet with a structured format of Yes/No/Sometimes response categories (2) Frequency of browsing internet with a structured format of a) About one to two hours in a day b) About two to three hours in a day c) More than four hours in a day.

Love affairs and monitoring: In order to obtain information related to love relationship, live together and parental monitoring several questions were used with a structured format of Yes/No/Sometimes response categories. Respondents' level of agreement on parent's role, responsibility, quality time giving etc. were measured by using 5 point Likert scale a) strongly agree b) agree c) neither agree nor disagree d) disagree e) strongly disagree

4.13 Development of Measures for Multivariate Analysis

Standard measures for various constructs were made available for the target respondents in this study as most of them are well educated. Pre-testing result demonstrates that it would be possible to get respondents to use various scales for parent-child relationship, communications technology, flow of western culture etc. For logistic regression analysis, dependent variables were dichotomized. The categorical nature of the independent and dependent variables can be seen from the univariate tables. Besides, categories of some of the independent variables were merged in few cases to enhance the strength of predictability.

4.14 Validity and Reliability

The quality of data, quantitative or qualitative largely depends on the interviewer's skill and in wider sense on the overall nature of the study and its subjects (Patton, 1990). To maintain the richness, originality and authenticity, the researcher uses the

cross verification technique to obtain quality data from the respondents. In this case interviewees' freedom and rights were considered to maintain the ethical standard of the research. Validity, using terminology from statistics discipline, refers to the truthfulness of findings. To put it in other words, validity is the condition of having really measured what one wanted to measure. The threats to validity are numerous and not always controllable or even perceptible. The complex nature of the social phenomena is just the starting bit of those threats. There however, an attempt was made to ensure internal validity- a preliminary consideration that provides the researcher to deal with problems of validity. By internal validity it is commonly understood the need to use the most appropriate research design for what you are studying (Blalock, 1985). What the researcher have done is to design the research to ensure internal validity, hoping that the consistency between the patterns observed in the data and the explanatory arguments proposed will be a clear test for that.

However, validity cannot be achieved without the research first being reliable. Reliability, once more using terminology from statistics, has to do with the consistency of findings and, in that sense, is directly related to procedures of data handling and analysis. Along the process of analysis of data, reliability was a constant concern and all efforts were made to guarantee reliability of findings. The efforts were concentrated around two specific issues perceived as the most relevant threats to reliability (and to validity) within the research carried out - avoiding ambiguity in the analysis, namely not taking correlation for causation; controlling for interaction, i.e. controlling for co-occurring effects that may render some phenomena invisible. Besides, the researcher highlights the ethics in data handling and analysis, an issue that becomes even more relevant in studies that involve a high degree of personal proximity to the topic of research or the case being analyzed, and that evolve with a high degree of openness in the explanatory arguments.

4.15 Ethical Considerations

Social researchers must consider the right of the subjects involved in any study (Baker, 1999). Thus in order to carry out a research project, the researchers must consider the ethical aspects of their studies. In this study ethical standards had been maintained in every stage. The details of the ethical considerations are stated below.

4.15.1 Introduction and Explanation of the Survey's Purpose: It was mandatory that all the investigators introduced themselves and explained the purpose of the study before collecting any information from the sample respondents. Respondents then had to indicate that their participation was voluntary.

4.15.2 Confidentiality: The respondents were informed clearly that the information they provided during the interview would be kept strictly confidential. Only the interviewers and the researcher would have access to the interview schedules and other study instruments. The interview schedule and other study instruments would then be destroyed upon completion of the data analysis and cross-tabulation.

4.15.3 Privacy: Furthermore, privacy during the interview process was safeguarded. The interview was held under conditions wherein the respondent felt most comfortable in responding openly. Also their identity was not linked to the study at any point of time or stages of the study. It was at the respondents' discretion to participate in the interview. The study registered oral consent from all interviewees. Any form of coercion of the study subjects was strictly avoided in either getting their consent or interview.

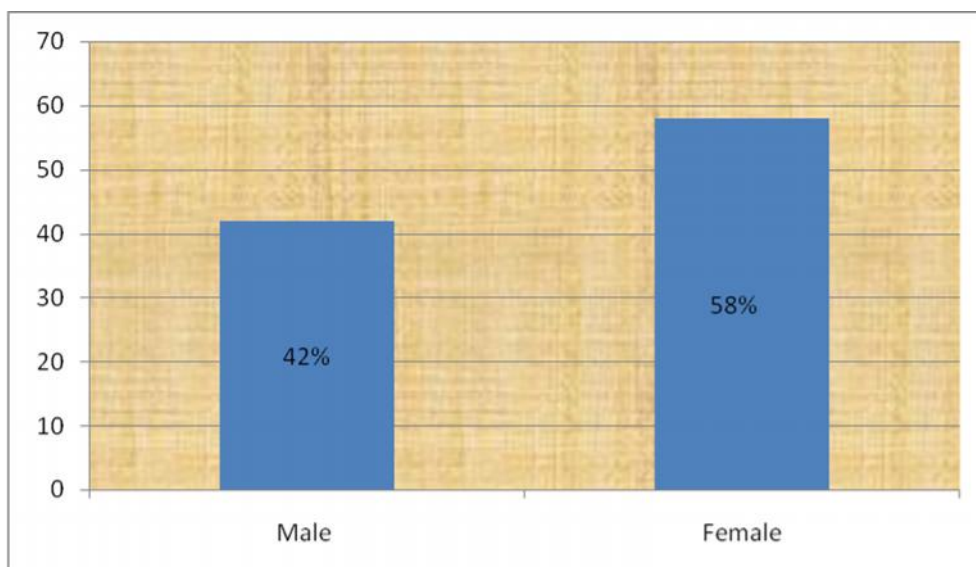
Chapter 5

CHARACTERISTICS OF THE RESPONDENTS

5.1 Respondents' Socio-economic and Demographic Characteristics

The present study is conducted among students studying of University of Dhaka, Motijheel Idea School and College and Maple Leaf International School. In total, 384 students ranging from age 15 to 26 years were interviewed. Of them 42% was male students and 58% was female students. The percentage of female students appears to be higher because overall female students are larger than the male students studying in my selected education institutions. The table 5.1 reveals the demographic profiles of the respondents. The table shows that the majority of the respondents (43%) are 19-22 years old; on the contrary, a considerable number of respondents (32%) are 23-26 years old and comparatively the lowest percentage of students (25%) belong to 15-18 age groups.

Figure 5.1 Distribution of the respondents by sex



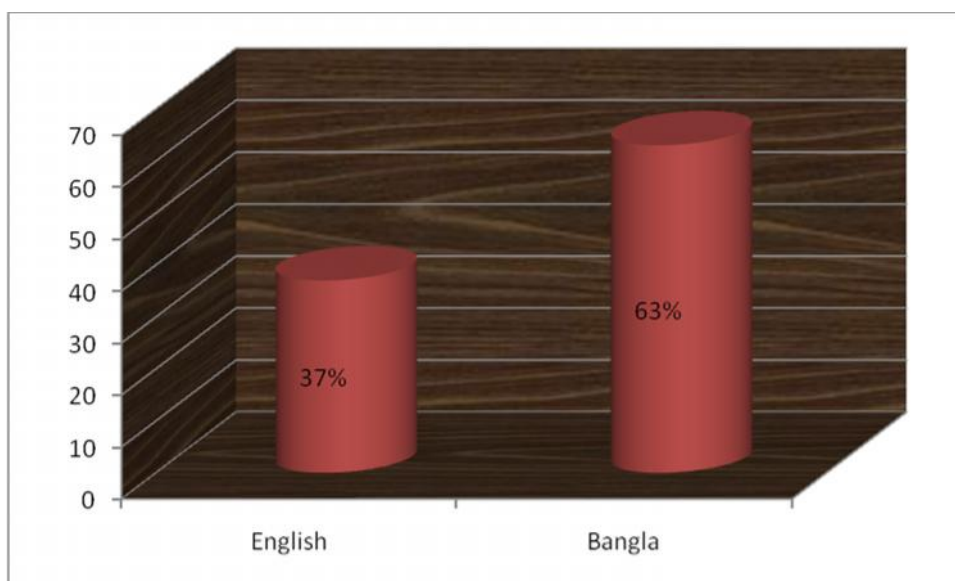
The table 5.1 also presents the type of the respondents. Maximum students (63%) are belonging to Bangla medium institutions. Moreover, it shows that an overwhelming majority of the study respondents (38%) are university going students. Table also demonstrates the family pattern of the respondents. It shows that majority of the respondents (79%) are from the nuclear family. On the contrary, a considerable number of respondents (21%) are from joint family.

Table 5.1 Socio-demographic and economic Profile of the Respondents

Characteristics	(N)	Percent
Age		
15-18	96	25
19-22	167	43
23-26	121	32
Sex		
Male	163	42
Female	221	58
Type of students		
School Going Student	112	29
College Going Student	126	33
University Going Student	146	38
Medium of study		
English	140	37
Bangla	244	63
Type of Family		
Nuclear	303	79
Extended/Joint	81	21
Religion		
Islam	349	91
Hinduism	22	6
Christianity	8	2
Buddhism	5	1
Occupation of the father		
Teaching	40	10
Business	206	54
Government service holder	59	16
Non-government organization	31	8
Others	48	12
Occupation of the mother		
Housewife	149	39
Teaching	98	26
Business	39	10
Government service holder	55	14
Non-government service holder	11	3
Others	32	8
Total monthly income of the family		
Less than Tk. 30000	11	3
Tk. 30000 - Tk. 60000	87	22
Tk. 60000 - Tk. 90000	150	40
More than Tk. 90000	136	35

From the above table, it is clearly evident that (91%) of the total respondents are Muslim and a considerable of the respondents (6%) are Hindu.

Figure 5.2 Distribution of the respondents by educational institutions



Furthermore, In terms of respondents' fathers' occupations, most of the respondents' fathers (54%) are businessmen. On the other hand, only 8% respondents' fathers work in the Non-government organizations. In addition, a considerable number of respondents' fathers (16%) are government service holders. It is found that most of the respondents' mothers (39%) are housewives. A considerable number of respondents' mothers (26%) are engaged in teaching profession. In terms of total monthly income, the majority of the respondents' (40%) family income ranges between Tk.60, 000-Tk.90, 000 per month. On the contrary, a considerable number of respondents' (3%) monthly family income is less than Tk. 30,000. It can be reported that a significant number of respondents' (35%) monthly family income is more than Tk. 90,000.

Table 5.2 Name of the respondents' studying subject/group/level

Studying subject/group/level	(N)	Percent
Department of English	37	9
Department of International Relations	27	7
Department of Management	42	11
Department of Mathematics	22	6
Humanities group	42	11
Science group	44	12
Commerce group	42	11
'A' level	52	13
'O' level	76	20
Total	384	100

Table 5.2 shows that majority of the respondents (20%) are from 'O' level where the lowest percentage of respondents (6%) were from the Department of Mathematics. The percentage of taking population from the particular discipline/group/level depends on the total populations of that particular discipline/group/level.

Table 5.3 Total number of siblings of the Respondents

Number of siblings	(N)	Percent
One	152	39
Two	98	25
Three	85	22
More than three	49	14
Total	384	100

Table 5.3 shows that majority of the respondents (39%) have one other sibling and a moderate number of the respondents (25%) have two other siblings. On the contrary, 22% of the respondents have three siblings more and 14% of them are found having more than three siblings.

Chapter 6

COMMUNICATIONS TECHNOLOGY AND PARENT-CHILD RELATIONSHIP

6.1 Role of technology in determining parent child relationship

The table 6.1 shows that the majority of the respondents (72%), (68%) and (74%) spend their time via cell phone, Internet and facebook for more than four hours in a day respectively. A noticeable number of them (21%), (19%) and (15%) use for about three to four hours in a day respectively. Moreover, a negligible number of the respondents (7%), (13%) and (11%) use cell phone, Internet and facebook for one to two hours respectively.

Table 6.1 Respondents amount of time spending by using technology per day

Amount of time spending via technology	1-2 hours	3-4 hours	More than four hours	Total
Spending time via cell phone	7	21	72	100
Spending time via Internet	13	19	68	100
Spending time via facebook	11	15	74	100

The table 6.2 shows respondents' specific time of using mobile phone. It is found that 61% of the respondents reported that they use their mobile phone at late night. On the other hand, a significant number of the respondents (17%) use their phone at evening and only 9% of them reported that they daily use their mobile phone at morning.

Table 6.2 Specific time of using the mobile phone by the respondents

Specific time of mobile phone using	Percent
Morning	9
Afternoon	13
Evening	17
Late night	61
Total	100

The table 6.3 shows respondents' reasons for using mobile phone. It is found that majority of the respondents (43%) reported that they use mobile phone to keep in touch with friends and other social contacts. On the other hand, a considerable number of respondents (31%) reported that privacy management is the reasons for their using mobile phone. Again, 13% of the total respondents reported that they use mobile phone to keep in touch with parents and to use in case of emergency.

Table 6.3 Respondents' reasons for using mobile phone

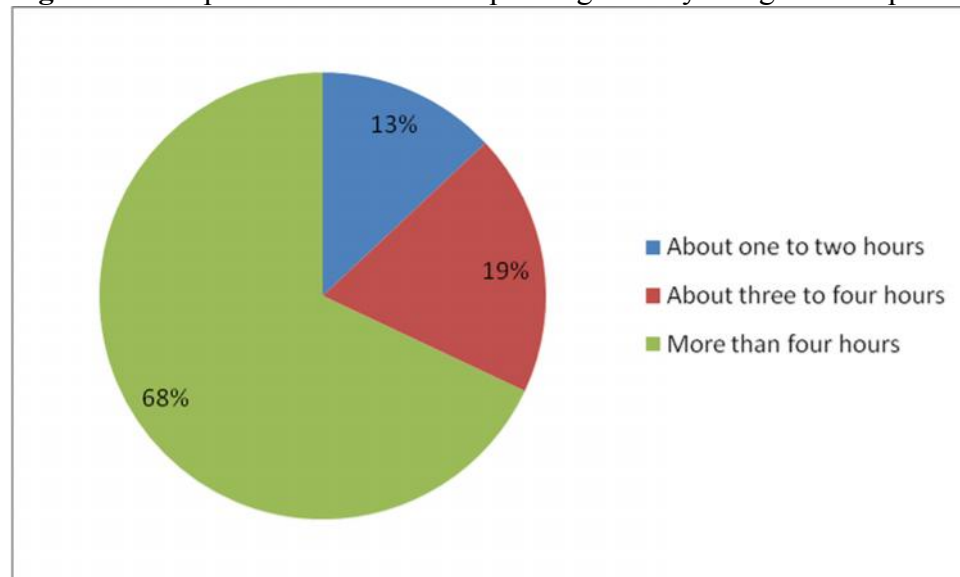
Reasons of using the mobile phone	Percent
To use in case of emergency or personal safety	13
To keep in touch with friends and other social contacts	43
To keep in touch with parents	13
Privacy management	31
Total	100

From the table 6.4, it is clear that majority of the respondents (63%) think that their mobile, facebook and Internet using belabors are monitored by parents. On the other hand, a considerable number of respondents (15%) reported that they don't think so.

Table 6.4 Parents' monitoring tendency on the respondents mobile, facebook and Internet using

Parents' monitoring on child in terms of using mobile, facebook, Skype and Internet	Percent
Yes	63
No	15
Sometimes	22
Total	100

The figure 6.1 shows that majority of the respondents (68%) use internet for more than four hours in a day. A noticeable number of them (19%) use internet for about three to four hours in a day.

Figure 6.1 Respondents' amount of spending time by using internet per day

The table 6.5 shows respondents' primary purpose of using internet. It is found that majority of the respondents (55%) reported that their primary purpose for using internet is to use facebook. On the other hand, only 9% of the respondents reported that their purpose of using internet is related to their study.

Table 6.5 Respondents' purpose of using the Internet

Purpose of internet use	Percent
To use facebook	55
Browsing pornographic sites	16
To read news papers	8
For checking emails	12
Education purpose	9
Total	100

The table 6.6 shows the respondents' level of agreement with the statement that the excessive uses of communication technologies creates a huge gap between parents and children. It is found that majority of the respondents (62%) strongly agree with the statement. On the other hand, only 3% of the respondents strongly disagree with the statement.

Table 6.6 Respondents' level of agreement with the statement that 'the excessive uses of communication technologies such as mobile phone, facebook, skype, tweet, mobile etc. create a huge gap between parent child relationships

Level of agreement that excessive uses of communication technologies create a huge gap between parents and children	Percent
Strongly agree	62
Agree	18
Neither agree nor disagree	7
Disagree	10
Strongly disagree	3
Total	100

From the table 6.7 we can see that the majority of the respondents (69%) strongly agree that the western culture that reaches to them through dish has a bad effect on parent child relationship. On the other hand, only 6% of the respondents strongly disagree with the statement.

Table 6.7 Respondents' level of agreement with the statement that 'Hollywood lifestyle that reaches to them via dish culture has a role in creating gap between parent-child relationships'

Hollywood culture has a role in creating gap between parent child relationships	Percent
Strongly agree	69
Agree	12
Neither agree nor disagree	5
Disagree	8
Strongly disagree	6
Total	100

6.2 Parents' Quality Time Giving Tendency VS Parent-Child Relationship

From the table 6.8, it is evident that 29% of the respondents take their meal with their parents almost every day. On the contrary, majority of the respondents (54%) take meal with their parents once or twice in a month and 17% of them take meal once or twice in a week with their parents.

Table 6.8 Respondents' frequency of taking meal (breakfast/lunch/dinner) with their parents

Frequency of taking meal with parents	Percent
Almost everyday	29
Once or twice in a week	17
Once or twice in a month	54
Total	100

The table 6.9 shows respondents' opinion on the quality giving tendency by their parents. It is found that majority of the respondents (19%) reported that they are satisfied by the amount of time given by their parents. On the other hand, majority of the respondents (72%) reported they are not satisfied and only 9% of them reported that they are sometimes satisfied with the time that their parents allocate for them. Moreover, from the table, it is clear that the most of the respondents (65%) reported that they expect more quality time from their parents. On the other hand, a significant number of respondents (21%) reported that they don't expect quality time from their parents. The table also reveals that 61% of the total respondents do not have the chance to watch TV with their parents. On the other hand, a considerable number of respondents (22%) reported that sometimes they watch TV with their parents.

Furthermore, the table also reveals that most of respondents (67%) think that their parents don't try to articulate their children in the familial decision making processes and majority of them (79%) also think that their parents don't try to pass their holidays with their children.

Table 6.9 Respondents' opinion on parents quality time giving

Parents quality time giving with children	No	Sometimes	Yes	Total
Respondents' opinion on satisfactory time giving tendency by their parents	72	9	19	100
Whether the respondents expect more quality time from their parents	21	14	65	100
Enjoying TV with parents	61	22	17	100
Articulating the respondents in decision making process of the family	67	13	20	100
Parents time passing attitude in the weekends with the respondents	79	5	16	100

Table 6.10 shows that majority of the respondents (57%) pass their maximum time with friends daily. On the other hand, a considerable number of the respondents (24%) pass their maximum time daily with their girlfriend/boyfriend.

Table 6.10 Respondents maximum time passing agent of the day

The persons with whom the respondents pass their maximum time per day	Percent
Family members	13
Friends	57
Girlfriend or Boyfriend	24
Others	6
Total	100

From the table 6.11, it is evident that 54% of the respondents consider that their mothers are the closest person in family, 16% of the respondents consider father as the closest person. On the other hand, a significant number of respondents (8%) consider none of their family.

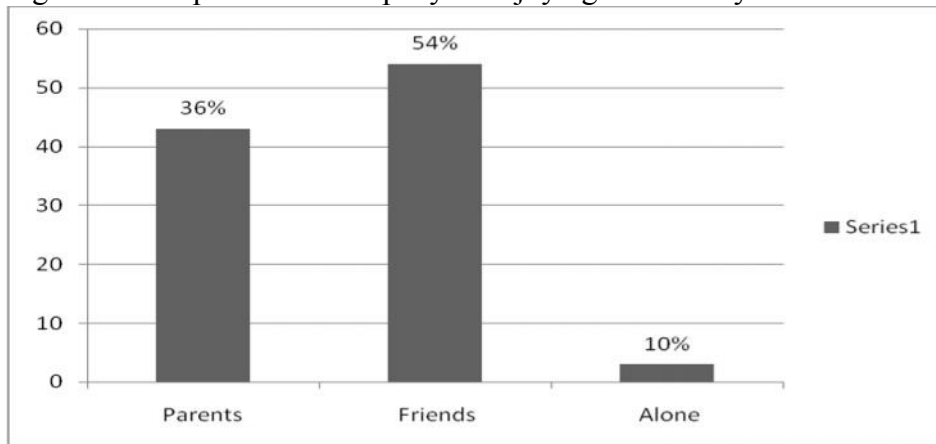
Table 6.11 Respondents' closest person within the family

Closest person within the family	Percent
Father	16
Mother	54

Sister	10
Brother	12
None	8
Total	100

The figure 6.2 presents respondents tendency to spend their holidays. It is found that most of the respondents (54%) spend their holiday with their friends and only 36% of the respondents spend their holidays with their family.

Figure 6.2 Respondents' company in enjoying the holidays



6.3 Love Relations VS Parent-Child Relationship

The table 6.12 shows that respondents' involvement with love relations. It is found that majority of the respondents (78%) reported that they have an affair. On the other hand, a significant number of the respondents (22%) reported that they do not have any affair. The table also reveals that 82% of the respondents reported that their parents do not know about their affair and 18% of the respondents reported that their parents know about their affair. Moreover, it is obvious that among the respondents, 54% reported that their parents are not aware about their friend circles. On the other hand, a significant number of respondents (30%) reported that their parents are well informed about their friend circles.

Table 6.12 Parents' awareness and opinion regarding respondent's love relations and friend circles

Parents' awareness and opinion regarding respondent's love relations and friend circles	No	Sometimes	Yes	Total
Respondents' status of love relations	22	-	78	100

Parents having information about the respondent's love relations	18	-	82	100
Parents' awareness about respondent's friend circles	54	16	30	100

(-) indicates absence of the category

The table 6.13 describes that majority of the respondents (51%) strongly agree that they children got habituated with a lots of relationships as they don't get quality time from their parents. The table also demonstrates the respondents' level of agreement with the statement that 'live together culture has created huge gap between parent-child relationships' and it is found that majority of the respondents (63%) strongly agree with the statement. On the other hand, only 6% of the respondents strongly disagreed with the statement. Furthermore, the majority of the respondents (56%) strongly agree with the statement that pre-marital sex is increasing among youths due to the less monitoring tendency of the parents. On the other hand, a considerable number of them (6%) neither agree nor disagree with the increasing tendency of pre-marital sex.

Table 6.13 Respondents' level of agreement on the issues of love relations and parents child relationships

Love relations and gap between parents and children	Level of agreement on the items (in percent)					Total
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	
Parents lack of quality time giving tendency influence children in making various types of external relationships (i.e. plastic relationships)	51	22	7	9	11	100
Live together culture has created huge gap between parent-child relationships	63	16	5	10	6	100
Pre-marital sex is increasing among youths due to the less monitoring tendency of the parents	56	14	6	11	13	100

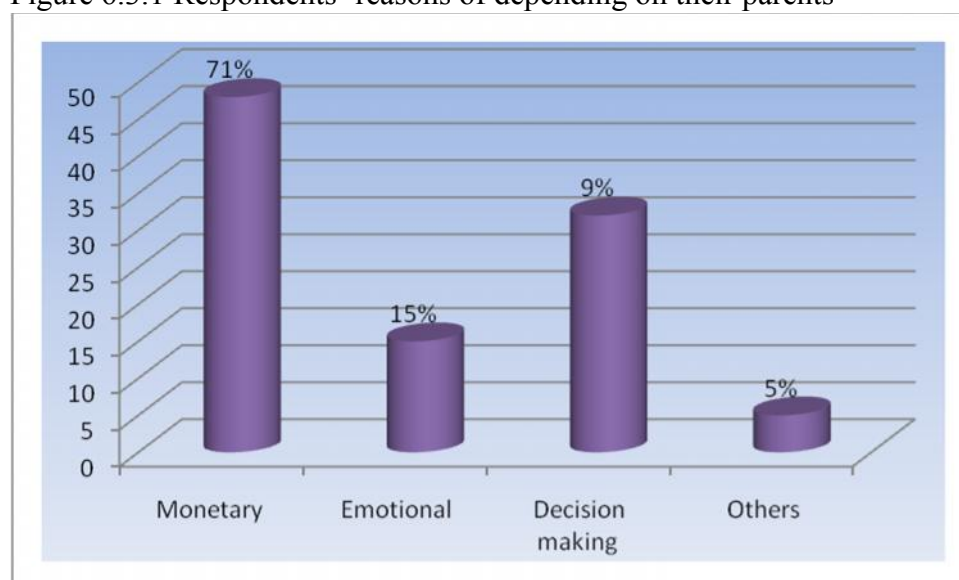
The table 6.14 shows the respondents freedom in taking decision. It is found that majority of the respondents (65%) reported that their parents give them the freedom in taking their own decisions. On the other hand, a considerable number of respondents (10%) reported that their parents do not give them the freedom in taking their own decisions.

Table 6.14 Respondents having freedom to take own decisions by their parents

Respondents having freedom to take own decisions by their parents	Percent
Yes	65
No	10
Sometimes	25
Total	100

The figure 6.3 shows that majority of the respondents (71%) are dependent on their parents for financial reasons. On the other hand, a significant number of respondents (15%) reported that they are dependent on their parents for emotional support.

Figure 6.3.1 Respondents' reasons of depending on their parents



6.4 Comparative Analysis between English Medium and Bangla Medium Students

The table 6.15 shows that 78% of the English medium students want to maintain some sorts of privacy with their parents whereas only 36% of the Bangla medium students want to maintain that sorts of relations. On the other hand, only 5% English medium students do not want to maintain privacy with their parents but a majority of the Bangla medium students (57%) doesn't want to maintain a private life apart from their parents.

Table 6.15 Opinion on 'Everyone should maintain some sorts of privacy even

between parents and children' by type of student (in %)

Everyone should maintain privacy	Type of student	
	English Medium Students	Bangla Medium Students
Yes	78	36
No	5	57
Sometimes	17	7
Total	100	100

The above table 6.16 reveals that 51% of the English medium students strongly agree with the statement that smartness lies on the adaptation of western cultures, but only 16% of the Bangla medium students strongly agree with the statement. Again 7% of the English medium students and 28% of the Bangla medium students strongly disagree with this notion.

Table 6.16 Opinion on 'Smartness lies on the adaptation of western cultures (i.e. habituated with fast food, taking alcohol, living in liquidity, premarital sex and live together etc.)' by type of student (in %)

Smartness lies on the adaptation of western cultures	Type of student	
	English Medium Students	Bangla Medium Students
Strongly agree	51	16
Agree	27	17
Neither agree nor disagree	3	9
Disagree	7	30
Strongly disagree	12	28
Total	100	100

Chapter 7

COMMUNICATION TECHNOLOGY AND EXTERNAL RELATIONS VS PARENT-CHILD RELATIONSHIP: BIVARIATE and MULTIVARIATE ANALYSIS

This chapter mainly provides statistical analysis on different issues. All the quantitative findings are presented using bivariate technique. In case of bivariate analysis cross tables are formed using SPSS and the statistical relations between variables are tested by using a number of appropriate measures of association. In this regard, nature of the variables (e.g. level of measurement), size of the cross-table (e.g. number of rows and columns) and the distribution of cell frequency determine the choice of appropriate test statistic. Chi-square test is applied for nominal level variables. When variables are nominal in nature and the table is larger than 2x2 format with having any cell frequency less than 5 then Cramer's V is applied (Bryman, 2004).

7.1 Western Culture, Communications Technology and the Pattern of Parent-Child Relationship

Almost all of the items of technology appear to be significantly associated with the status of parent child relationships. We can see from the table 7.1 that the excessive influence of technology- respondents over engagement with cell phone, extreme busyness with Internet, extreme facebook dependency, excessive influence of Hollywood life styles through dish culture, is significantly associated with the nature of parent child relations.

Table 7.1 Summary table of Chi-square and Cramer's V on western culture and items communications technology VS parent-child relationship

Items of western culture and communications technology that influence parent-child relationship	Chi-square and Cramer's V
Respondents over engagement with cell phone	$\chi^2 = 31.349^{***}$ df= 4
Extreme busyness with Internet	$\chi^2 = 113.7^{***}$ df= 2
Respondents' over dependency on facebook and skype	V=0.527***
Influence of western life styles through dish culture	$\chi^2 = 9.712^{**}$ df= 2
The rising notion of privacy	$\chi = 69.54^{***}$ df=4

*** p=0.001 ** p=0.01 * p=0.05

7.2 Extent of communication technology use VS parents’ quality time giving tendency

The table 7.2, which gives a significant Chi-square and Cramer’s V values, shows that dynamics of technology uses are strongly associated with the parents’ quality time giving attitudes. Here it is clear that respondents’ excessive time spending tendency is strongly relate to their parent’s quality time giving attitudes.

Table 7.2 Summary table of Chi-square and Cramer’s V on respondents’ technology use prevalence and their parents’ quality time giving tendency

Items of communication technology	Parents quality time giving tendency		
	Taking meals with the children	Watching TV with children	Enjoying weekend
Respondents over engagement with cell phone	V=0.209***	V=0.129*	$\chi^2=17.928^{**}$ df=4
Extreme busyness with Internet	V=0.189***	V=0.248***	V=0.209***
Respondents’ over facebook dependency	V=0.164**	$\chi^2=94.889^{***}$ df=12	$\chi^2=7.160^*$ df=8
Excessive influence of Hollywood life styles through dish culture	$\chi^2=28.428^{***}$ df=4	V=0.091*	$\chi=69.54^{***}$ df=4

*** p=0.001 ** p=0.01 * p=0.05

The table 7.3, which gives significant Chi-square and Cramer’s V values, shows that respondents’ status of love relations such as premarital sexual relations, live together culture and plastic relations are strongly associated with parents’ quality time fiving tendency such as taking meals with children, watching TV and enjoying the weekend etc.

Table 7.3 Summary table of Chi-square and Cramer’s V on love relations and parents’ quality time giving tendency

Love relations and other engagements	Parents quality time giving tendency		
	Taking meals with the children	Watching TV with children	Enjoying weekend
Respondents’ status of love relations	V= 0.279***	$\chi^2=9.881^{**}$ df=4	$\chi^2=17.934^{***}$ df=4
Parents’ awareness about respondent’s friend circles	V= 0.154**	V= 0.138**	V= 0.219***
Pre-marital sex is increasing among youths due to the less monitoring tendency of the parents	$\chi^2=26.296^{***}$ df=8	V= 0.137*	$\chi^2=21.031^{***}$ df=4
Live together culture has created huge gap between parent-child relationships	V= 0.259***	$\chi^2=1.843^*$ df=4	$\chi^2=21.236^{**}$ df=8
Plastic relationships	$\chi^2=23.626^{**}$	$\chi^2=3.075^*$	$\chi^2=33.364^{***}$

	df=8	df=4	df=4
*** p=0.001 ** p=0.01 * p=0.05			

Therefore, it can easily be said that the status and dimensions of children's love as well as sexual relations are strongly influenced by the quality time giving tendency of the parents and statistically we can say that lack quality time giving tendency among the parents has influenced their children on making desperate sexual relations and got engaged with love relations.

7.3 Predicting Perception on Parent-Child Relationship: Multivariate Analysis

The results of logistic regression analysis on parent child relationship and meals (breakfast/lunch/dinner) taking frequency between parents and children are presented in the table 7.4 below. Overall, the regression was statistically significant in predicting importance meals taking frequency between parents and children with Nagelkerke $R^2=0.82$. The model is good fitted with The Hosmer and Lemeshow Goodness-of-Fit test ($p<0.001$). Among the indicators of independent variables children's enjoying weekends frequency with parents is the most significantly being associated with the meals (breakfast/lunch/dinner) taking frequency between parents and children ($p<0.01$). Other indicators such as agent of 'special occasions' enjoying, maximum time passing agent of per day and credit giving behind any success are found to be significantly associated with meals taking tendency between parent and children.

Table 7.4 Results of logistic regression on parent child relationship and meals (breakfast/lunch/dinner) taking frequency between parents and children

Independent Variables	B	Sig.	Exp(B)
Involvement with the communications technology	-.110	NS	.896
Accustomed to western lifestyle via dish culture	.135	NS	1.145
Premarital sexual activity and live together culture	.093	NS	1.098
Maximum time passing agent (per day)	-.210	.046	.810
Credit giving behind the success	-.262	.007	.769
Agent of 'special occasions' enjoying	.183	.041	1.201
Enjoying the weekends	.281	.002	1.325
Constant	.324	.684	1.382
$R^2 = .082$			
Hosmer and Lemeshow Test: $\chi^2=24.749$, df =7, p=0.001			

NS= Not Significant

The results in the table 7.4 show that respondents' opinion on enjoying weekends is near about one and half times more likely to importance of meals taking tendency with their parents (OR=1.325, $p<0.01$).

The results of the logistic regression analysis on enjoying TV with parents are presented in the table 7.5 below. Overall, the regression was statistically significant in predicting TV enjoying behavior with Nagelkerke $R^2 = 0.23$. The model is good fitted with The Hosmer and Lemeshow Goodness-of-Fit test ($p<0.001$). Of the indicators, credit giving behind the success, agent of 'special occasions' enjoying and enjoying the weekends were significantly related to respondents' enjoying TV with parents.

Table 7.5 Results of logistic regression on parent child relationship and enjoying TV

Independent Variables	B	Sig.	Exp(B)
Involvement with the communications technology	-.073	NS	.930
Accustomed to western lifestyle via dish culture	.015	NS	1.015
Premarital sexual activity and live together culture	.297	NS	1.346
Maximum time passing agent (per day)	-.234	NS	.792
Credit giving behind the success	-.646	.000	.524
Agent of 'special occasions' enjoying	-.752	.000	.471
Enjoying the weekends	.481	.001	1.618
Constant	1.687	.258	5.405
$R^2 = 0.235$			
Hosmer and Lemeshow Test: $\chi^2=43.026$, $df=7$, $p=0.000$			

NS= Not Significant

The results show that respondents' 'special occasions' enjoying agent is near about two times more likely important (OR=1.61, $p<0.001$) to TV watching compare to other categories.

The results of the logistic regression analysis on parents being informed about respondents' daily locations are presented in the table 7.6 below. Overall, the regression was statistically significant with Nagelkerke $R^2 = 0.22$. Of the indicators premarital sexual activity and live together culture was significantly related to inform parents about respondents' daily locations ($p<0.001$). Other indicators such as maximum time passing agent (per day), enjoying the weekends and involvement with the communications technology are found to be significantly associated with informing the parents about the respondents' daily locations. The results in the table 7.6 also show that respondents with having tendency to premarital sexual activity and

live together culture are near about three and half times more likely to inform their parents about their daily locations (OR=3.507, $p < 0.001$).

Table 7.6 Results of logistic regression on parent child relationship and respondents' attitude to inform parents about their daily locations

Independent Variables	B	Sig.	Exp(B)
Involvement with the communications technology	.634	.050	1.885
Accustomed to western lifestyle via dish culture	.004	NS	1.004
Premarital sexual activity and live together culture	1.255	.000	3.507
Maximum time passing agent (per day)	-.476	.005	.621
Credit giving behind the success	-.235	NS	.790
Agent of 'special occasions' enjoying	-.146	NS	.864
Enjoying the weekends	-.315	.050	.730
Constant	3.667	.004	39.122
$R^2 = 0.221$			
Hosmer and Lemeshow Test: $\chi^2=72.139$, $df=7$, $p=0.000$			

NS= Not Significant

Table 7.7 shows that only three independent variables were found to be significantly related to the dependent variable- respondents' participation in the familial decision making procedures. Maximum time passing agent (per day), involvement with the communications technology and mentally and credit giving behind the success were found to be significantly related to active participation of the respondents in familial decision making procedures.

Table 7.7 Results of logistic regression on parent child relationship and participatory tradition in family decision taking procedures

Independent Variables	B	Sig.	Exp(B)
Involvement with the communications technology	-.593	.013	.552
Accustomed to western lifestyle via dish culture	.217	NS	1.242
Premarital sexual activity and live together culture	-.291	NS	.747
Maximum time passing agent (per day)	-.385	.002	.680
Credit giving behind the success	-.226	.040	.798
Agent of 'special occasions' enjoying	.072	NS	1.075
Enjoying the weekends	.024	NS	1.024
Constant	3.922	.000	50.520
$R^2 = 0.072$			
Hosmer and Lemeshow Test: $\chi^2=21.449$, $df=7$, $p=0.003$			

NS= Not Significant

Chapter 8

GLOBALIZATION AND CHANGING PATTERN OF PARENT-CHILD RELATIONSHIP

The title 'Globalization' given by the researcher because globalization includes the item such as communication technology (mobile phone, internet; facebook etc.), western culture (premarital sex, live together etc.) and the rise of or maintenance of different types of external relations, these all are important factors of globalization those are related to the changing pattern of parent child relation. The rise of information and communications technology is an important factor contributing to globalization. These items include: mobile phone, internet and facebook etc. These forms of technology facilitate the compression of time and space. Widespread use of the internet and mobile phones deepening and accelerating process of globalization; more and more people are becoming interconnected through the use of these technologies and are doing so in places that have previously been isolated or poorly served by traditional communications. Every day, the global media bring news, images and information into people's homes, linking them directly and continuously to the outside world (Giddens, 2006) and bring changes in our relations. Globalization is created by the coming together of political, social, cultural and economic factors. It has been driven forward above all by the development of information and communication technologies that have intensified the speed and scope of interaction between all over the world (Giddens, 2006).

Recent time parent child relationship is greatly influenced by the use of mobile phone and the access of internet. It is found from the present study that (72%), (68%) and (74%) of the students spend their time via cell phone, Internet and facebook for more than four hours in a day respectively. Obviously, when a child spend more than four hours via mobile phone and internet he spend less time with his parents and siblings. Like mobile phone, cable technology has become more efficient and less expensive; the development has dramatically expanded the number of channels that can be carried. The internet has emerged as the faster growing communication tool ever developed; around a billion people were estimated to be using the Internet by 2005 as

a result the dependency of children on internet is increasing (Giddens, 2006). In the present study researcher has already shown that majority of the respondents spend their time via internet and facebook. Thus, aspects of globalization have numerous influences on parent child relationship. Today's parent and child live in a world that is complex, interconnected, and continuously evolving because of the effects of globalization on parent child relationship (Darling & Turkki, 2009).

The rapid growth of the Internet around the world hasten the spread of a global culture – one resembling the culture of west, currently home to nearly three-quarters of all Internet users. As an effect of globalization, traditional cultures are replaced with radically new cultural values (Giddens, 2006). This transformation is so gradual and not sudden or abrupt. Giddens (2006) claimed that Globalization is an 'in here' phenomenon that is affecting our intimate and personal lives in many diverse ways. Inevitably, our personal lives have been altered as globalizing forces enter into our local contexts, our home and our relations through impersonal sources – such as the media, the Internet and western culture (premarital sex, live together tendency and external relations etc.). Over the last half-century, a dramatic shift in terms of marriage and love relation has occurred throughout much of the developing world, like Bangladesh. Notable changes include a rise in the age of first marriage, greater individual choice of whom and when to marry. These changes in the marriage process are best understood in the wider context of cultural and social transformations including urbanization, globalization; especially exposure to western culture (Clark, Kabiru and Mathur, 2010).

The present study reveals that students are engage in different types of external relations out of their family. As a result, children tendency to pass quality time with parents is also decreasing. In my study 57% of the students reported that they pass their maximum time with friends daily. On the other hand, a considerable number of the respondents (24%) pass their maximum time daily with their girlfriend/boyfriend. During toddlerhood, children often begin to assert their need for autonomy by challenging their parents. Sometimes, the child's new found assertiveness during the so-called terrible twos can put a strain on the parent-child relationship.

Love relations also play an important role in changing pattern of parent child relation. Love expresses a mutual and physical attachment two individuals feel for one another. The idea of romantic love more or less coincided with the emergence of the novels as a literary form and the spread of communications technology played a vital role in spreading the idea of romantic love. Now a day, children are involved in different kind of love relations. It is found that majorities (78%) of the respondents have an affair and 82% of the respondents reported that their parents do not know about their affair. Moreover, as children pass most of the time with their friends or lovers they maintain a strong friend circles outside of the family and 54% of the respondents reported that their parents are not aware about their friend circles. Majority of the respondents (51%) also strongly agree that they children got habituated with lots of relationships because of access to internet and mobile phone. It seems natural for a couple who fall in love to want personal and sexual fulfillment in their relationship, perhaps by marrying or living together. The most important finding in the present study is that majority of the respondents (63%) strongly agree that live together culture has created huge gap between parent-child relationships. Furthermore, another important finding of the study is that our young generations are highly influenced by the culture of pre marital sex. As a result, pre-marital sex is increasing among youths due to the less monitoring tendency of the parents and majority of the respondents (56%) strongly agree with that. On the other hand, a considerable number of them (6%) neither agree nor disagree with the increasing tendency of pre-marital sex.

Chapter 9

CONCLUSION

The present study considered the changing pattern of parent child relationship determined by various dependent variables such as role of communication technology, flows of western culture; lack of quality time giving tendency by parents and the rising notion of privacy.

The role of mobile phone and internet in determining parent child relationship is really important. It is found that 55% students reported that their primary purpose for using internet is to use facebook. Rather than it, a good number of students (16%) reported that their primary purpose for using internet is browsing pornographic sites. It means they enjoy seeing pornography. On the other hand, only 9% of the respondents reported that their purpose of using internet is related to their study. It means that though children usually demand the access of internet showing the excuse of their education but the purpose of education is not true all the time. Beside this, 43% reported that they use mobile phone to keep in touch with friends and other social contacts, where 13% of the total respondents reported that they use mobile phone to keep in touch with parents. It means to contact with parents is not the main purpose of their using mobile phone.

As youngsters begin to talk and become more mobile during the second and third years of life, however, parents usually try to shape their child's social behavior. In essence, parents become teachers as well as nurturers, providers of guidance as well as affection. Because of such kinds of addiction sometimes children are monitored by their parents. It is also clear from the present study because majority of the respondents (63%) think that their mobile, facebook and Internet using behaviors are monitored by parents. One of the major finding of the study reveals that 62% of the respondents strongly agree the excessive uses of communication technologies creates a huge gap between parents and children.

Beside this, the flows of western culture such as premarital sex, live together tendency and different types of external relation has a role in creating gap between parent child

relations. The study shows, the majority of the respondents (69%) strongly agree that the western culture that reaches to them through dish has a bad effect on parent child relationship.

Decrease of parents' quality time giving tendency with children is another reason of increasing gap between parents and children. Majority of the respondents (54%) take meal with their parents once or twice in a month and 17% of them take meal once or twice in a week with their parents. Parenting style is shaped by the parent's developmental history, education, and personality; the child's behavior; and the immediate and broader context of the parent's life. Also, the parent's behavior is influenced by the parent's work, the parents' marriage, family finances, and other conditions likely to affect the parent's behavior and well-being. In addition, parents in different cultures, from different social classes, and from different ethnic groups rear their children differently. In any event, children's behavior and development are linked to the parenting style with which they are raised. The present study reveals that majority of the respondents (72%) reported that they are not satisfied with the time their parents allocate for them. Moreover, it is clear that the most of the respondents (65%) reported that they expect more quality time from their parents and 61% of the total respondents do not have the chance to watch TV with their parents. Furthermore, the study also reveals that most of respondents (67%) think that their parents don't try to articulate their children in the familial decision making processes and majority of them (79%) also think that their parents don't try to pass their holidays with their children. Finally, disengaged or detached parents are neither responsive nor demanding. They may be careless or unaware of the child's needs for affection and discipline. Children whose parents are detached have higher numbers of difficulties and behavior problems than other youngsters.

Traditional telephonic communication, which dependent on analogue signals sent through wires and cables has been replaced by integrated systems in which vast amounts of information are compressed and transferred digitally. It is found that 61% of the respondents reported that they use their mobile phone at late night. More on that in my study 31% of the respondents reported that privacy management is the reasons for their using mobile phone as it is easy to maintain privacy through mobile phone.

Now children like to spend most of the time outside of the family. They hardly spend quality time with their parents who have spent sleepless nights while growing them without complaining. Parents are equally responsible for the same. While growing them they start pushing them for certain activities they might not be interested into. Unnecessary restrictions imposed upon them leads to widening the gap between the two what we sometimes refer to as communication gap. Child doesn't want to share things with parents assuming they'll not understand their point of view. As a result there is increasing gap between parents and children. The study shows that 54% of the respondents consider that their mothers are the closest person in family. On the other hand, 16% of the respondents consider father as the closest person. Even children tendency of enjoying holiday is changing. It is found that most of the respondents (54%) spend their holiday with their friends and only 36% of the respondents spend their holidays with their family.

The most important finding in the present study is that, a comparative analysis between English medium and Bangla medium students. It is found that the majority (78%) of the English medium students want to maintain some sorts of privacy with their parents compare to 36% of the Bangla medium students want to maintain that sorts of relations. On the other hand, only 5% English medium students do not want to maintain privacy with their parents but a majority of the Bangla medium students (57%) doesn't want to maintain a private life apart from their parents. It means English medium students are more westernized compare to Bangla medium students. The study also reveals that 51% of the English medium students strongly agree with the statement that smartness lies on the adaptation of western cultures, but only 16% of the Bangla medium students strongly agree with the statement.

In conclusion it can be emphasized that the parent child relation is changing due to the impact of western culture that is encouraged by mobile phone and internet. In the post-second world war era, there has been a profound transformation in the scope and intensity of telecommunications flows. The spread of communication technology, beginning in the 1960s, has also brought significant changes in parent child relation.

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Interview Schedule

On

Globalization and the Changing Pattern of Parent-child Relationship: A

Case Study on Dhaka City

(For partial fulfillment of the M.S.S. 2012 degree in the
Department of Sociology, University of Dhaka)

Informed Consent

Dear participants,

Assalamulaikum / Adab

We are currently conducting an interview-survey on the “**Globalization and Changing Pattern of Parent-child Relationship**”. For this, we are going to interview students studying in different educational institutions in Dhaka city and their parents in partial fulfillment of M.S.S. degree in the Department of Sociology, University of Dhaka. For the present survey, we need to collect data related to children’s and their parents’ opinion, attitude and perception regarding the topic. Data collected from you would entirely be used only for the above mentioned academic purpose. Personal identity of the respondents would be kept strictly confidential. No individuals except those are involved with this work would have access to the data collected. If you don’t like to participate in this survey, you can do it. But we request you to participate in this survey for the considering our academic purpose. It will take 30-35 minutes to answer the questions herein interview schedule. You have full right to stop answering at any stage of this interview session; even you may leave any particular question if you wish.

Can we start the interview? (If the respondent agrees, please start interview)

Section A: Socio-economic and demographic characteristics			
No	Questions	Coding categories	Skip
1	Age (in complete year)	15-18-----1 19-22-----2 23-26-----3	
2	Sex	Male----1 Female-----2	
3	Type of student	School Going Student-----1 College Going Student-----2 University Going Student-----3	
4	Medium of study	English-----1 Bangla-----2	
5	Name of the Studying Subject/Group/Level	Department of English-----1 Department of International Relations-----2 Department of Management-----3 Department of Mathematics-----4 Humanities group-----5 Science group-----6 Commerce group-----7 'A' level-----8 'O' level-----9	
6	Type of family	Nuclear-----1 Extended/ Joint-----2	
7	Religion	Islam -----1 Hinduism -----2 Christianity -----3 Buddhism-----4	
8	Number of Siblings	One-----1 Two-----2 Three-----3 More than three-----4	
9	Occupation of the father	Teaching-----1 Business-----2 Government service holder-----3 Non-government service holder--4 Others-----5	
10	Occupation of the mother	Housewife-----1 Teaching-----2 Business-----3 Government service holder-----4 Non-government service holder----5 Others-----6	
11	Monthly total income of the family?	Less than Tk.30000-----1 Tk.30000 – Tk.60000-----2 Tk.60000 – Tk.90000-----3 More than Tk.90000-----4	

Section B: Western Culture, Communications Technology and Parent-child Relationships			
12	How many hours you keep yourself engaged with your cell phone per day?	About one to two hours-----1 About three to four hours-----2 More than four hours-----3	
13	What is your main reason for using the mobile phone?	To use in case of emergency or personal safety-----1 To keep in touch with friends and other social contacts-----2 To keep in touch with parents-----3 Privacy management -----4	
14	What time of the day you usually use your mobile phone?	Morning-----1 Afternoon-----2 Evening-----3 Late night-----4	
15	How many hours you spend using the internet per day?	About one to two hours-----1 About three to four hours-----2 More than four hours-----3	
16	What is your primary purpose for using Internet?	To use facebook-----1 Browsing pornographic sites-----2 To read newspapers-----3 For checking emails-----4 Education purpose-----5	
17	How many hours you spend using facebook per day?	About one to two hours-----1 About three to four hours-----2 More than four hours-----3	
18	Do your parents monitor your mobile, facebook, Skype and Internet using?	Yes-----1 No-----2 Sometimes-----3	
19	How strongly do you agree that the uses of communication technologies (Face book, Email, Skype, Tweet, mobile etc.) create a huge gap between parents and children?	Strongly agree-----1 Agree -----2 Neither agree nor disagree-----3 Disagree-----4 Strongly disagree-----5	
20	Do your parents watch TV with you?	Yes-----1 No-----2 Sometimes-----3	
21	“Western lifestyle that reaches to them via dish antenna has a role in creating gap between parent-child relationships’ How strongly do you agree?	Strongly agree-----1 Agree -----2 Neither agree nor disagree-----3 Disagree-----4 Strongly disagree-----5	
22	Do you think that everyone should maintain some sorts of privacy even between parents and children?	Yes-----1 No-----2 Sometimes-----3	
23	“Smartness lies on the adaptation of western cultures (i.e. habituated with fast food, taking alcohol, living in liquidity, premarital sex and live together etc” How strongly do you agree?	Strongly agree-----1 Agree -----2 Neither agree nor disagree-----3 Disagree-----4 Strongly disagree-----5	

Section C: Love Relations and Other Engagements VS Parent-child Relationships			
24	Do you have any affair?	Yes-----1 No-----2	→26
25	Do your parents know about your affair?	Yes-----1 No-----2	
26	Do you think that your parents are supportive to love marriage?	Yes -----1 No -----2 Sometimes-----3	
27	With whom do you pass your maximum time per day?	Family members-----1 Friends-----2 Girlfriend-----3 Others-----4	
28	With whom do you spend special occasions/festivals?	Parents-----1 Friends-----2 Alone-----3	
29	Do your parents aware about your friend circle?	Yes-----1 No-----2 Sometimes-----3	
30	With whom do you spend your holidays?	Parents-----1 Friends-----2 Alone-----3	
31	Who do you give credit behind your any success?	Parent-----1 Siblings-----2 Friends-----3 Girlfriend-----4 Favorite Teacher-----5	
32	Who do you consider to be the closest person in your family?	Father-----1 Mother-----2 Sister-----3 Brother-----4 None-----5	
33	“Live together culture affected parent-child relationship.” How strongly do you agree?	Strongly agree-----1 Agree -----2 Neither agree nor disagree-----3 Disagree-----4 Strongly disagree-----5	
34	“Pre-marital sex is increasing among youths due to the less monitoring of the parents”. How strongly do you agree?	Strongly agree-----1 Agree -----2 Neither agree nor disagree-----3 Disagree-----4 Strongly disagree-----5	
Section C: Other Relevant Questions			
35	How often do you take your meal (breakfast/lunch/dinner) with your parents?	Almost every day -----1 Once or twice in a weekly-----2 Once or twice in a Month-----3	
36	How much are you dependent on your parents?	Very much-----1 Sometimes-----2 Not at all-----3	→38

37	In what cases are you generally dependent?	Monetary-----1 Emotional-----2 Decision making-----3 Others-----4	
38	Do you inform your parents about your daily locations?	Yes -----1 No -----2 Sometimes-----3	
39	Do your parents give you the freedom in taking your own decisions?	Yes -----1 No -----2 Sometimes-----3	
40	Do your parents give importance on your opinion in taking familial decision?	Yes -----1 No -----2 Sometimes-----3	
41	Do your parents pass their weekends with you?	Yes -----1 No -----2 Sometimes-----3	
42	Do you think that your parents should spend more quality time with you?	Yes -----1 No -----2 Sometimes-----3	
43	Are you satisfied with the time that you get from your parents?	Yes -----1 No -----2 Sometimes-----3	