

UNDERSTANDING PARENT-CHILD RELATIONSHIP

*Thesis is submitted in partial fulfillment of the requirements for the Degree of M.Phil. in
Clinical Psychology awarded by the University of Dhaka*

Submitted by

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DEDICATION

I dedicate my dissertation to my Father late Md. Shafiqul Islam, a strong soul who taught me to believe in hard work and that so much could be done with little. He is the person who always provides support and encourages to me.

APPROVAL OF THE THESIS

This is to certify that the Study “UNDERSTANDING PARENT-CHILD RELATIONSHIP” submitted by **SHAMIMA AKTER** to fulfill the requirements of the degree of M. Phil in Clinical Psychology is an original study. The research was carried out by her under our guidance and supervision. We have read the thesis and believe this to be an important work in the field of clinical psychology. The findings can be utilized in improving mental health condition.

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ABSTRACT

Although sufficient work on parent-child relationship has been conducted worldwide, the number of studies that focus on parental behavior and perceived meaning are very limited. Additionally, as culture is known to shape human behavior in numerous ways, it is necessary to understand this behavior in the context of Bangladesh. The aim of the present study was to understand parent-child relationship and their perceived meaning among the children. A qualitative research design using grounded theory approach was adopted in this study to explore the behavior pattern from narrative collected from both parents and children. Purposive sampling technique was employed to select ten participants among them four were children and six were parents, using predefined inclusion and exclusion criteria. In-depth interview was used to collect data which were audio recorded for ensuring accuracy. Data analysis involved verbatim transcription of the interviews followed by open and axial coding. This study found nineteen specific types of parental behavior and eleven types of perceived meaning of those behaviors in relation to parent-child relationship. The findings provided detailed insight and understanding of parent-child relationship along with process of creating healthy environment in parent-child relationship. The findings clearly reflect that healthy environment of parent-child relationship is developed by how children perceive their parents' behavior. Moreover, it was also found that in parent-child relationship reciprocity of taking care is developed through the establishment of cooperativeness and internalization of parental rules. Present study can contribute to this through enhanced knowledge from detailed understanding of parent-child relationship. The results suggest practical implications for clinical intervention as creating healthy environment in parent-child relationship for Bangladeshi population.

DECLARATION

I hereby declare that this is an original research and it contains no material, which has been accepted for the award of any other degree or diploma in any university or other institution.

I also affirm that to the best of my knowledge the thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

.....

Shamima Akter

July, 2018

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CHAPTER 1
INTRODUCTION

INTRODUCTION

The relationship between a parent and a child is among the most significant in a person's life. The relationship lays the foundation for the child's personality, choices, and overall behavior. Quality of parent child relationship has both positive and negative effects on children. Studies suggest that a healthy parent-child relationship leads to positive outcomes for the children and the family (Moore, Kinghorn, & Bandy, 2011). Children school grades are uniquely linked with warmth in relationship with parent (Barber, Stolz, Olsen, Collins, & Burchinal, 2005; Gray & Steinberg, 1999). In different time different studies found positive environment of parent child relationship which helps to develop moral reasoning level (Walker & Taylor, 1991), self-esteem, better social skills, and lower levels of depression in children (Marsiglia, Walczyk, Buboltz, & Griffith-Ross, 2007; Strage & Brandt, 1999). In addition, parent-child interaction facilitates role-taking skill, ego development and identity exploration (Grotevant & Cooper, 1986). Different studies indicated association of secure and healthy parenting environment with lesser internalizing problems among children (Barber et al., 2005; Gray & Steinberg, 1999) and increased chance of developing happy relationships with others in their life (E. M. Kim et al., 2012). They also mentioned healthy parental involvement and intervention in the child's day-to-day life lay the foundation for better social and academic skills of children. They reported that the child having secure relationship with parents are likely to learn regulating emotions under stress in difficult situations. It promotes the child's mental, linguistic and emotional development, helps the child exhibit optimistic and confident social behaviors. On the other hand, poor relationships between parent and children were associated with depression, delinquency and lower self-esteem among adolescents (Branje, van Doorn, van der Valk, & Meeus, 2009; Caughlin & Malis, 2004; Tucker, McHale, & Crouter, 2003). Children who show the most antisocial and health risk behaviors are found to have unhealthy environment with parents (Steinberg, 2001). Moreover, poorer relationship of

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parent and child has long term effect on children. One study found poor parent child relationship cause mental health problems of children and it was increasing at their age of 42 years (Morgan, Brugh, Fryers, & Stewart-Brown, 2012). Emotional maladjustment and poor-quality of relationships with romantic and marital partners in later life has been linked with parent-child conflict during adolescence (Overbeek, Stattin, Vermulst, Ha, & Engels, 2007). So, above evidence suggest that relational representations have an effect on children's emotional development, school performance, and social growth (Driscoll & Pianta, 2011).

The term parent in parent-child relationship is defined by Rohner, Khaleque, and Cournoyer (2007) as any person who has a more or less long term care giving responsibility for a child. Such person may be biological or adoptive parent, sibling, grand parent, other relatives or even non-kinsperson. Pianta, Nimetz, and Bennett (1997) define relationship as "patterns of interactions, expectations, beliefs and affects organized at a level more abstract than observable behaviors". Encyclopedia of children health state that "the parent-child relationship consists of a combination of behaviors, feelings, and expectations that are unique to a particular parent and a particular child. A parent-child relationship develops over time as they interact with each other. Children's behavior contributes to this interaction just as parents' attitudes and behavior do. This principle states that the parent child relationship goes both ways: parents influence children, and children influence on parental behaviors (Rohner et al., 2007). Bowlby (1982) suggested that parents' behavior in parent-child relationships differ between mothers and fathers but it is guided by the care giving system.

Researchers made clear attempts to understand parenting behaviors and their links to various aspects of children development. While there is no single definitive and

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comprehensive theory of parenting, clear associations have been found between specific parenting strategies/styles, and various outcomes in child (O'Connor, 2002). Two aspects of parenting have emerged from the research as being especially significant. These have been described as 'parental responsiveness' and 'parental control' (Baumrind, 1996). Parental responsiveness (also referred to as parental warmth or supportiveness) refers to "the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive, and acquiescent to children's special needs and demands" (Baumrind 1991; cited in (Darling, 1999). Parental control (also referred to as demandingness) refers to "the claims parents make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront the child who disobeys" (Baumrind 1991, cited in (Darling, 1999). Responsive parent has been associated with positive developmental outcomes, such as secure emotional attachments, good peer relations, high self-esteem and a strong sense of morality (Hastings, Zahn-Waxler, Robinson, Usher, & Bridges, 2000; Ladd & Pettit, 2002). Responsive parents praise and encourage their children, while less accepting and unresponsive parents are quick to criticize, punish or ignore their children and are less emotionally available to them. Belsky (1981) has argued that warm and sensitive parental behavior is the most influential behavior of parent which laying the groundwork for healthy development of children. On the contrary, parental controlling and demanding behavior limits on their children's freedom. Kerr and Stattin (2003) found low levels of parental monitoring behavior and high levels of parental permissiveness are associated with high levels of problematic behavior.

Healthy or unhealthy parent-child relationships is directly connected with how children make sense of their parents' actions and roles. It may help to explain the behavioral

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outcome of children. It is important to consider children's perception of parenting as predictors of children outcome or adjustment, as children's perception may influence how they respond to parent (Dunn, 1993). Children's perception of parent behavior to be related to children's psychosocial adjustment or may influence on their adjustment and peer relationship- for example, children's perception of parental support tend to be associated with more positive outcomes and children's perception of parental rejection tend to be associated with more negative child outcomes (Gaylord, Kitzmann, & Coleman, 2003). Research has shown that children perceptions of parent behavior is related with children internalizing and externalizing problems in the classroom (Anna & Barnett, 1999; Fincham, Beach, Arias, & Brody, 1998), aggression with peer (MacKinnon-Lewis, Starnes, Volling, & Johnson, 1997), and overall adjustment (Gaylord et al., 2003). A well-adjusted child will perceive his parent-child relationship as relatively happy and close to the ideal, whereas the maladjusted child's perception of his/her relationship will be far from ideal (Serot & Teevan, 1961). Studies have indicated differences between parents' self-reports and children's reports about parent behavior. Parents are found to perceive themselves as more supportive than their children perceived them to be (Gaylord et al., 2003). Through above discussion it seems that perceived meaning of parental behavior can play a significant role on children behavioral outcome in parent-child relationship.

1. 1 Theoretical perspectives on Understanding parent–child relationships

Over time many theorist and researcher worked on parent child relationship and developed different theoretical model on parent child relationship. To understand the parent child relationship it is important to have look on those existing theories and knowledge. Few important and well known theories of parent child relationship have been presented below to gain an overall understanding on this particular area.

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1.1.1 Parental acceptance and rejection (PAR) theory. Parental acceptance and rejection theory is view parent child relationship in a continuum of parental acceptance and rejection. On basis of warmth dimension PAR theory explain parental acceptance and parental rejection. The warmth dimension is the affectional bond between parents and their children. Here parent express their affection or feelings by physically, verbally, and some kind of symbolic behaviors.

In PAR theory, parental acceptance is define the parental behavioral expressions of caring, nurturing, supportive, and loving behaviors which children can experience from their parents and other caregivers. Parents were shown their physical affection by e.g. hugging, kissing, caressing, and comforting; verbal affection by e.g. praising, complimenting, and saying nice things to or about the child, or symbolically- as with the use of culturally specific gestures (Rohner et al., 2007). On the other hand, they pointed parental rejection, is the absence or withdrawal of parental loving behaviors and feelings, and existence of physically and psychologically hurtful behaviors and affects. PAR theory also explained children can experienced parental rejection by following four expressions (i) cold and unaffectionate, (ii) hostile and aggressive, (iii) indifferent and neglecting, and (iv) undifferentiated rejecting. It describe parental cold and unaffectionate behavior is the opposite of being warm and affectionate of parent. Theory explained parental aggression is such kind of behavior where there is the intention of hurting children by physically or emotionally. Parents were shown their physical aggression by e.g., hitting, pushing, throwing things, and pinching; and verbally aggression by e.g. sarcastic, cursing, mocking, shouting, saying thoughtless, humiliating, or disparaging things to or about the child. Neglect is not only a parents' failure to provide children physical needs but also a matter of failing to attend children's social and emotional needs appropriately. All these behaviors, real or perceived induced children to feel unloved or rejected.

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1.1.2 Attachment theory. The psychological theory of attachment help to understand the parent-infant relationship was developed by John Bowlby (and expanded upon by Mary Ainsworth). Attachment theory stated that, attachment is a deep and emotional bond between parent and children (Ainsworth, 1979; Bowlby, 1969). Attachment is considered as proximity seeking behavior of children with their parents or caregiver when they (children) feel upset or threatened (Bowlby, 1969). These attachment behaviors are instinctive responses to the perceived threat of losing the survival. Bowlby (1969) described that the infants were engaged in extreme behaviors like crying, screaming, and clinging to avoid separation or reconnecting with a physically separated parent. He termed this behavior as an “attachment behavioral system, ” the system that guides us in our patterns and habits of forming and maintaining relationships (Fraley, 2010). Bowlby and Ainsworth (1969) described four categories of mother-infant interaction in their grounded breaking text “Patterns of Attachment (Ainsworth, Blehar, Waters, & Wall, 2015)”. These are a) secure relationship, b) avoidant relationship, c) ambivalent relationship and d) disorganized relationship.

- **Secure relationships.** Secure attachment relationships is one of the strongest type of attachment. In this relationship child feels that he/she can rely on his/her parent or caregiver. Child knows when he/she needs support, the parent will be there. Additionally, these parents are generally more responsive to their children. They response more quickly to their children's needs and demands. Following this, secure attachment is develop during the first year of a child's life. Children of securely attached parent generally become upset when their parents or caregiver leave. They feel happy upon return of their parents. Parents tend to play more with their children.

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- **Avoidant relationships.** This is one category of attachment that is not secure. In this relationship children were avoid parents and caregivers. They have learned to take care of themselves because they also learn that depending on parents or caregiver will not give them security. They don't seek comfort or contact from their parents. That's why these children may seem too independent and usually do not build strong relationships.
- **Ambivalent relationships** Ambivalence attachment is another way of insecurely attached relationship with parents. Children with ambivalent relationships display distress when separated from a parent or caregiver, but do not seem reassured or comforted by the return of the parent. In some cases, the child might passively reject the parent by refusing comfort, or may openly display direct aggression toward the parent.
- **Disorganized relationships** Children with a disorganized attachment don't know what to expect from their parents. Their actions or responses of caregiver are often a mix behaviors, including avoidance or resistance. These children display confused behavior. Because the child feels both comforted and frightened by the parent. Inconsistent behavior pattern of parents is a reason behind development of this type of attachment.

1.2 Literature review of parent–child relationships

Globally both qualitative and quantitative research relating to the parent child relationship has been conducted on children perspective on the nature of parenting roles,

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impacts of the relationship, precisely the effects of different parenting styles and disciplinary strategies.

Nixon and Halpenny (2010) conduct studies on children's descriptions about the nature of parenting roles. They identified eight key themes of parents' roles: providing sustenance and care, protection, emotional and financial support, monitoring and regulating children's behavior, sharing activities, guiding and teaching, and facilitating children's independence and autonomy. They also explore children's perceptions of the effects of different parenting styles and disciplinary strategies, including physical punishment, on their lives. Child participants explained parental monitoring and discipline strategies behavior a parental rules and regulations relating to social conventions, such as being polite, morality and 'being a good person', school and academic work, peer relations, avoidance of risk and safety issues. From their study the key message emanating from the discussions was that '*rules were necessary and good*' in order to protect children from harm and to promote their well-being.

In a similar study Crockett, Brown, Russell, and Shen (2007) discussed five general themes from the qualitative analysis of good parent-adolescent relationship utilizing data from focus group discussion (FGD). The findings revealed several important qualities of relationship including trust, open communication, support, indirect displays of caring, and parental control. In this study adolescent identified open communication as an important marker of good parent-child relationships but did not seem to view it as being necessary for good relationships or knowing parents care. It was also seen adolescents spontaneously introduced the theme of parental control and made a connection between parental control and concern. Finally, they concluded that existing measures of parental warmth, open communication, and restrictive control may have smaller predictive relations to adolescent

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adjustment among Mexican Americans than European Americans, whereas effects of indirect signs of caring and instrumental support may be stronger.

Another study conducted by Arditti (1999), interviewed 58 young adult children who experienced parental divorce to examine qualitative aspects of mother-child relationships and strengths in these relationships. They explained mother-child relationship marked by closeness, appreciation for her deeds, and concern her well-being from child description. It was seen within the context of parental divorce, young adults felt close to their mothers, and acknowledged and appreciated aspects of their mothers' involvement and support i.e. time spent, money spent, listening, and providing support) (Serot & Teevan, 1961). This data also suggests that mothers' learning on children for emotional support and advice contributed to a sense of equality, and closeness. Parent-child relationship quality has been associated with a wide variety of the impact on children behavior. As, Serot and Teevan (1961) found well-adjusted child perceive their relationship with parent as relatively happier compared to the maladjusted child's. Harter and Pike (1984) found that children who experience warm, supportive, non-conflicted, authoritative relationships have more positive self-concept in the areas of academics, social relationships, romantic relationships, and athletics (Steinberg, Lamborn, Dornbusch, & Darling, 1992).

In summary, we see the above qualitative studies focused on what child think about the parent-child relationship which is more idealistic exploration rather than experienced by children. Besides the data were collected from only child perspective though the relationship is bidirectional process. Moreover these studies failed to explore the feelings associated with meaning of parental behavior. Additionally, most of the quantitative studies were based on the impact of parent child relationship on child behavior.

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1.3 Parent–Child Relationships in Bangladesh context

After reviewing last ten year published research paper, scholarly works in this area in Bangladesh context can be classified in three group as i) children mental health (anxiety, depression) and parent-child relationship ii) parental demographic variables (i. e, maternal age, educational background, occupation) and parent-child relationship and iii) impact of parent-child relationship on children behavior. A cross sectional study in 2009 conducted on 120 community sample tried to explore the relation of parental acceptance-rejection with anxiety and depression. This study showed paternal rejection and maternal rejection had significant positive correlation with anxiety and depression (Naher & Sultana, 2009). Different studies were conducted to see the interrelations between parents' demographic variable (i. e, maternal age, educational background, occupation, socioeconomic status) and children psychological adjustment. Studies found maternal education (Akramuz & Mahfuza, 2008) and socioeconomic status (Rehaman & Ali, 2002) have significant effect on preadolescent adjustment but maternal age did not have significant effect on children's adjustment and parent-child relationship. Lack of significant relation between parent-child interaction and children's school performance has been reported (Samsuddin, 2006). Some other research found the paternal and maternal acceptance contributed significantly and uniquely on their partner acceptance in their adulthood (Sultana, Uddin, & Rahman, 2008). Rehaman and Ali (2002) reported children who were internally focused perceived their parent as aggressive, more neglecting and more indifferent. Another study found parent-child relationship plays a significant role in the development of children's self-concept (Haque & Rana, 2010). A handful of studies conducted on community samples have reported mental health of children related with parent-child relationship across Bangladesh.

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So, it can be concluded that above studies signifies that little research were available to explain parent-child relationship from children's perspective in the context of Bangladesh.

1.4 Limitations of the Previous Studies

Different research has been conducted on parent-child relationship which has been mentioned in above section. Some major gaps have been found after analyzing previous studies related to parent-child relationship. The following sections discussed the limitations of the previous studies.

1.4.1 Gap in understanding parental behavior involved in parent-child relationship.

Many studies have been conducted on parent-child relationship all over the world. Most of the studies were conducted in western countries, and most of them were actually about the impact of parent-child relationship. Above studies shown, the behavioral outcome of children is guided by the perceived meaning of parent behavior. But, very little empirical research has found on parental behavior and children perception to understand parent-child relationship.

1.4.2 Limited research on parental behavior of parent-child relationships in

Bangladesh. In Bangladesh research has been conducted over time on parent-child relationship. Similar to global research interest these studies are limited in terms of parental acceptance and rejection; and psychological adjustment of children. Till to date little research has been conducted on the concepts of parent-child relationships. Thus, at present we do not know what the existing parent-child relationships are and also how parent and child perceives this. Lack of local research is one of the major problems in our mental health sector

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1.4.3 Limited into confirmatory research design. Researcher and clinicians are more guided to design research in quantitative method including survey methods. It is well established that any area that lack of knowledge in a particular issues demands detailed exploratory investigation to generate new knowledge to fill the gap. As already mentioned here that there is a worldwide lack of research on parent behavior and children perception on it. So this phenomenon needs to be explored in a more exploratory manner. Qualitative research are well known in this regard and the researcher may expand their vision beyond some traditional models. In this regard, qualitative interviews may yield rich narratives which may provide greater insights into participant's understandings regarding parent-child relationships.

1.5 Theoretical Framework of the Present Study

Two theoretical perspectives has guided the design and conduction of the study. These are five-part model of cognitive behavioral perspective of human behavior, and grounded theory approach. The first perspective helps in guiding the information to be collected and analyzed and the grounded approach guided the methodological approach to conduct the study.

1.5.1 Five-part model of Cognitive Behavioral Perspective. Five-part model of cognitive behavioral approach describe the interaction of cognition, emotion, physiology, behavior and environment in determining human actions and reactions as described in the five-part model (Greenberger & Padesky, 1995). It has been pointed out that parent-child relationship is described the combination of behavior, feeling and thoughts of parent and children. So, it can be assumed that cognitive behavioral perspective can offer an in-depth

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understanding of parent child relationship because of its ability to combine multiple factors including the context where the both of them were interacts.

Person's behavior can be broadly categorized into two types: Internal and external. In the five-part model, all external factors are represented by the environment, which includes physical feature of the situation, other's behavior, etc. and internal factors are thinking, emotion and behavior (Mozumder & Haque, 2015). In parent-child relationship it can be stated that the children's interpretative thinking (the sum of the internal factors i.e. behavior, affect, and physiology) is acting within the environmental context which denoted as parental behavior. In exemplify, child interpretation about parent behavior is determined their emotion, behavior. This perspective helps to understand the development and maintenance of specific pattern of relationship.

1.5.2 Grounded approach as methodology. Data collection and analysis of the present study is guided by grounded approach. This theory is appropriate to understand the phenomenon and provide insight into the factors associated with phenomenon. Data analysis and theory construction in grounded approach is an 'evolving process' (Charmaz, 2011). In this respect, the researcher focuses on the 'ground'-the data and inductively generates more abstract concept. The grounded theory allowed researcher for establishing of themes across participants data. The present study on parent child relationship which is mostly developed through hypothetic- deductive process. In this context, the method, grounded theory would be the suitable approach for understanding the relationship of parent and child in the context of Bangladesh.

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1.6 Rationale for the Present Study

Regardless of the importance of these relationships, little studies have conducted on what constitutes of parent–child relationships from the both child or parent perspective. But understanding of parent– child relationships is essential for several reasons. First, it was seen that children’s interpretation of parental behavior has significant consequences for their psychological adjustment (Rohner, 1986). Second, the meaning of parental behaviors guided by the cultural and philosophical traditions in which they are surrounded (Chao, 1994; Trommsdorff & Kornadt, 2003). They pointed out that there has been a great influence of context in changing parent-child relationship. That means when the context is changing the parent-child relationship is also changing. Because a behavior may be interpreted differently by members of distinct cultural groups. In a research (Chao, 1994) found that Chinese were significantly higher than European-Americans on the standard measures for parental control and authoritarian parenting style. For example, European and American culture have a more positive meaning of authoritarian parenting that are viewed as critical or controlling in Chinese culture. Therefore, present study aimed to fill some major gap in this area-

- Firstly, worldwide very little empirical research has done on parent-child relationship. This research will add to the empirical knowledge base on this area from both parents’ and children’s perspective.
- Secondly, research suggests that adolescents’ understandings of parent–child relationships are shaped by cultural norms, which affect the meaning of particular parenting behaviors (Chao, 1994; Lansford et al., 2005). So, the possibility of cultural differences and the interpretation of child perspective about parent- child

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relationship bring change the meaning of parenting behavior. But in our country we conceptualize parent- child relationship based on western measures. Thus we need to know what types of behavior of parents were as relevant to or to understand the conceptions of parent–child relationships held by child and parents in our context.

- Thirdly, findings indicated, at present we do not know what the existing parent-child relationships are and also how parent and child perceived it in our context. Qualitative studies are uniquely positioned to explore these phenomena. Questionnaire or some of scale measures typically focus on particular aspects of parent-child relationship (e.g., parental acceptance and rejection). Additionally, in observational studies (Lefkowitz, Romo, Corona, Au, & Sigman, 2000) researcher simply can observe the interaction between parent and child. But this method tend to observe interactions on specific topics within a narrow range of settings (e.g., the laboratory or natural settings) and also it is limited in duration. In contrast, qualitative interviews, provides rich narratives that helps in gaining insights into participant’s understandings on parent–child relationships. In this respect the overall purpose of the present study was to obtain an in-depth understanding of the parent-child relationship in Bangladesh context.
- Fourthly, this study will create further indigenous knowledge on parental behavior and children perception which will helps to understand context specific parent-child relationship and their meaning.

So, the present researcher approached this issue by study how parent and child perceived their relationship.

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1.7 The research approaches

Two features underpin the approach to this research on the perspectives of children and parent with regard to their experiences of their relationship.

1.7.1 Focus on children's and parent perspectives. To study on parent child relationship much research emphasis on either children's or parental perspectives, this limiting the potential contribution to understand the issues in both perspective. Besides research conducted on parent perspective rather than children perspective, also limiting the potential contribution of further an understanding of children perception. To this end, this study consulted directly with children and parent themselves and invited them to reflect on and express their views about their relationship in contemporary Bangladesh society.

1.7.2 Use of qualitative approach as data collection methods and analyses. The study adopts a qualitative approach since the focus is on eliciting children's and parent's subjective viewpoint on their experiences of relationship. In particular, using in-depth interviews with them facilitated greater access to their experiences, behavior pattern, perceptions, feelings and expectations. This qualitative approach avoided the presumption that existing quantitative measures which developed largely with western sample. So, using above approaches researcher try to explore the behavior pattern of parents and the perceived meaning of those behavior on child perspective of parent-child relationship in our context.

1. 7 Research Questions.

The review of literature raised several questions that remained unanswered regarding the behavior pattern in parent child relationship. The following questions need to be addressed,

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- a) What are the pattern of parental behavior involved in parent-child relationship?
- b) What are the perceived meaning of parental behavior from children's perspectives?
- c) How a healthy pattern of parent-child relationship is developed and maintained?

1.8 Objectives of the Present Study

To understand the parent child relationship the objective is broken down into three specific objective.

1. To explore the parental behavior pattern involved in parent-child relationship
2. To understand the perceived meaning of parents behavior involved in parent-child relationship
3. To explore the interaction between behavioral patterns and their meaning in the development and maintenance of healthy parent-child relationship.

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CHAPTER 2

METHOD

METHOD**2.1 Study Design: Grounded Theory**

Grounded theory methods is a systematic process of data collection and analysis to explore the links between different constructs and developing theory from them (Charmaz, 2006). In this context, grounded theory based exploration was used to explore the behavior pattern of parent and the relationship between parent and child through linking the dynamics involved in the development and maintenance of specific pattern of relationship. This approach is useful to understand the relationship between behavior and perceived meaning of specific parental behavior. Procedures described by Corbin and Strauss (2008) were utilized in analyzing data in this research. Data analysis and theory construction was tackled as an ‘evolving process’ (Charmaz, 2011).

2.2 Participants

In this study researcher used interview method to explore parental behavior and perceived meaning of those behavior in parent-child relationship. Two groups of participants were selected to conduct this study- one was parent and other one was child. This two groups were selected, because parent-child relationship are interactive in nature and understanding of this relation cannot be complete without understanding perspectives of both part. In addition (Driscoll & Pianta, 2011) pointed that in parent child relationship both parents have influence on children’s behaviors, and children have an influence on parental behaviors. The age range of child participants was eight to sixteen years. This range of age was considered because aspects of parent–child relationships changes over age of the child (Steinberg, 2001; Youniss & Smollar, 1987). Additionally, younger child (bellow eight

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year) may not be able to articulate their relationships with parent due to their lack of cognitive ability as indicated by Piaget's theory (Sarafino & Armstrong, 1986).

2.2.1 Inclusion and exclusion criteria for selecting participants. Any parent with at least one child above eight years of age was considered eligible for participation in this study. For children, age above 8 years was considered eligible. To ensure rich quality of data the following inclusion and exclusion criteria were used.

Inclusion criterion: Participant who are communicable and without known deficits in cognitive functioning.

Exclusion criterion: Age above 16 for child participants and presence of psychotic problem or substance dependency in the parent or child participants.

2.3 Selection of Participants

Purposive sampling technique, that is, selection on the basis of some characteristics of participant's, was used to select the participants. The purpose of the research was to explore the issues rather than generalize the findings. So, it was necessary to select those participants who would be able to give in-depth views about parent child relationship. Besides parent-child relationship might vary in terms of participants' demographic variable. Maximum variation sampling (Patton, 1990) was used to ensure that all the aspects of parent child relationship is included for analysis.

2.3.1 Maximum variation of sampling. Some characteristics of participant such as educational qualification, occupational status, family type e.g., nuclear or extended family, number of child, marital status were thought to be relevant in understanding parent-child

relationship. Therefore, in ensuring maximum variation all these different characteristics of participants were taken into consideration while doing mind map.

2.3.2 Participants’ characteristics. Ten participants from different places of Dhaka city were recruited. Among them four were child (one male child and three female child) and six were parents (four mother and two father). The age range of child participants was eight to fourteen and parent was thirty to forty six. The participants of both group rated their relationship by 50% to 90% in a scale of 0-100 where 100 indicates excellent relationship. The following table 01 and table 02 shows the demographic characteristics of child and parent participant in respectively.

Table-2.1 Demographic information of child participant (C= child; 04)

Child Participant demographic information/ ID	C_M_0612_01	C_F_2412_02	C_F_0301_03	C_F_0612_04
Age	12	08	13	14
Sex	Male	female	female	female
Occupation	Student	Student	Student	Student
Educational qualification	6 th class	3 rd class		9 th class
Siblings	One	two	Two	three
Birth order	1 st	1 st	2 nd	4 th
Socio Economic Status	Middle class	Middle class	Middle class	Middle class

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Marital status of parent	Married	Married	Married	widow
Educational qualification of mother	10 th class	M.Sc.	S.S.C	H.S.C
Educational qualification of father	H.S.C	M.Sc.	M.Sc.	B.Sc.
Occupation of mother	housewife	housewife	housewife	housewife
occupation of father	job	job	job	-
Types of family	Nuclear	extended	Nuclear	Nuclear
Subjective rating of relationship	90%	80%	50%	90%

Table-2.2: Demographic information of parent participant. (06; M= mother and F=father)

Parent Participant demographic information/ ID	P_M_0808_05	P_M_1408_06	P_M_1608_07	P_F_1108_08	P_F_0509_09	P_M_1011_10
Age	38	35	38	46	38	40
Sex	Female	Female	Female	male	male	Female
occupation	Doctor	Housewife	job	job	job	Housewife
Educational	M.B.B.S	S.S.C	10 th	8 th	S.S.C	10 th

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qualification						
Marital status	married	married	widow	married	married	Divorced
Total number of child	Two	Two	Two	Four	Two	One child
Socio Economic Status	Higher class	Middle class	Lower class	Middle class	Middle class	Middle class
Types of family	Nuclear	Nuclear	Nuclear	Extended	Nuclear	Nuclear
Subjective rating of relationship	60%	80%	80%	95%	100%	10%

2.4 Sample Size

The sample size for this research was determined by theoretical sampling and saturation of data. Use of these two concepts in the present research has been described below.

2.4.1 Theoretical sampling. Chentiz and Swanson (1986) elaborate Glaser's description of theoretical sampling is, the need to collect more data to examine categories and their relationships and to assure that representativeness in the category. The relationship is diverse in several variables in terms of occupational status, education level, family types etc. In grounded research data collection and data analysis is done simultaneously. So, further interview was taken based upon the representativeness of categories. For this, theoretical sampling was used to incorporate these variations.

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2.4.2 Saturation. Saturation was used in this study to decide the number of interviews taken to extents that no new or relevant information seem to emerge regarding the parent-child relationship issues. This decision was made based on the partial analysis of data.

2.5 Ethical Consideration

The major ethical aspects considered in maintaining the ethical standard of the present study is discussed in the following.

2.5.1 Ethical approval. Before collecting data researcher applied for ethics approval. The research was approved by the department of Clinical Psychology ethics committee (Appendix A, project ID MP151003).

2.5.2 Informed and understood consent. All the participants of the research were provided detailed information about purpose of the research, amount of time likely to be required and confidentiality. A written consent form was taken from participants. Parental consent or ascent were taken for child participant. In ascent procedure, written consent was taken from parent along with consent from child.

2.5.3 Wellbeing of the participant. As this research involved discussion on parent child relation which had the possibility of containing sensitive information, It was assumed that the participants might experience some distress during interview session when they sharing their negative feeling related with their relationship. The possibility of experiencing distress was clearly written in the explanatory statement and described to the respondents. To deal with the anticipated risks involved in this research participants were

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provided referral directory which provided the name and address of the place where they can seek for help.

2.5.4 Right to Withdraw. The participants were assured that they have the right to withdraw participation from research if they wish to in case of distress or any other reason during the process of interview.

2.5.5 Confidentiality and privacy. In this research confidentiality of participants were given high priority. The identity of the participants was kept confidential. To ensure this researcher used code number to identify individual participants (see Appendix E3). In addition, researcher informed participants about the purpose of audiotape, who and for how long the recorded data were used.

2.5.6 Participants' right to know the findings. In line of the tradition of qualitative research, participants' right to know the findings of the research were given special attention. Participants were informed about this and were given the contact details of the researcher so that they can contact her to know the findings.

2.6 Methods of Data Collection

Different methods such as - in-depth interview, observation, focus group discussion can be used in qualitative research for data collection. Among all this method researcher used in-depth interview (IDI) for data collection method in this study. Additional to IDI, some information was collected through incidental observation during the data collection.

2.6.1 In-depth interview (IDI). In this study all in-depth interview were conducted by face-to-face and involved one interviewer and one participant format interview sessions.

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IDI techniques help researcher to elicit detailed, depth and vivid information about relationship from the participants' perspective. In this method researcher asked questions in a neutral manner on based of participant's responses. A topic guide was developed and a voice recorder was used as aid in interview. This topic guide was helped researcher to get focused on the issue and keep track of present topic.

2.6.2 Instruments. Some paper-based instruments were used to collection of interview data. These are personal information questionnaire, screening questionnaire, topic guide, explanatory statement sheet, consent form and voice recorder.

2.6.2.1 Personal Information Questionnaire. A brief personal information questionnaire was used to collect necessary information about the participants. The following demographic information were collected from parents and children - age, sex, occupation, marital information about parent, family type, socio-economic status and total number of children parent have (see Appendix E2 and E3).

2.6.2.2 Screening questionnaire. This questionnaire was used to include and exclude the participants from the study who fulfill the inclusion and exclusion criteria. It was comprised of six questions (see Appendix D).

2.6.2.3 Topic guide. A topic guide was developed as an aid for the interview session (Appendix E1). This was a general guideline to direct researcher to conduct IDI. Some sort of open-ended questions were set in topic guide on the basis of problem analysis and mind map of the research topic. It contained the major aspects of exploration on different areas including behavior, thoughts and feelings regarding relationship. The probe questions were also used to explore the participants perspective of the issues related to

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relationship. A field testing was conducted to revise the topic guide. After the testing researcher bring a change in question which can explore more in research area. Same topic guide was used for interviewing both parent and children with slight variations on some issues.

2.6.2.4 Explanatory statement. Participants of this study were provided with a detailed document to explain the activities and purpose of this study (see Appendix B1 for child version and Appendix B2 for parent version). In this explanatory statements the information on the nature and procedure of the research and different aspects related to participations in this research were described in details. The documents contained the following information:

- the purpose of the research
- Reasons for chosen s/he as participants
- Consenting to participate and withdrawing from the research
- Duration or length of time the participant is expected to participate
- All foreseeable risks, and discomforts in participating in research
- Benefits of the research to society and possibly to the individual people
- Confidentiality
- Storage of data
- Using the data for further research
- Dissemination of result

2.6.2.5 Consent form. Consent and explanatory statement are the particularly significant among all ethical considerations aspects. Informed consent is about the protection and respect for research participants (Shahnazarian, Hagemann, Aburto, &

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Rose, 2013). The goal of the consent form is to provide sufficient information to the participants so that they can make informed decision regarding participation. To ensure this participants were provided detailed explanatory statements before asking for signing in the consent form. This study for child participants' parents' ascent was taken along with child consent (see Appendix C1) and for parent consent form (see Appendix C2).

2.6.2.4 Voice recorder. A digital voice recorder was used to record the interview data. After transferring of audio files to the computer the recorded data were transcribed into a Microsoft word. After that the audio files were saved to the computer.

2.7 Data collection procedure

Data were collected from parent and child residing at Dhaka city of Bangladesh. Researcher has to go to participants' residents to interview them. The researcher was the sole interviewer in this study.

Researcher adopted several process to reach suitable participants for the study. At first by the help of research assistant researcher convey participants (both parent and children) from the general population and NIMH for interview. Researcher contact with them face to face and through phone and invite them to come to the hospital for individual interview. The interview location was selected based on participants' convenience so that they feel secured and comfortable during the interview i.e., home, hospital or office. Before proceeding to the interview the participants were given the explanatory statements where the details of the present study was described e.g., title of the research, objectives, time requirement, benefits and possible risks and implication of the research (Appendix-E1 and E2). Besides, the researcher also verbally described the content of explanatory

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statement for low literacy participants. After getting the verbal consent of the participants researcher filled the screening questions to include and exclude the participants from the interview. Then participants who were ready to participate in research were requested to give signature in the consent paper. In case of child participant both parent and child consent were taken. Researcher also filled out the demographic information sheet with each of the participants. After finishing the procedural works researcher finally moved to the IDI session with the participant. Each interviews were conducted face-to-face and the length of the interview session ranged from 60 to 80 minutes. Interview ended when researcher felt saturated on data provided by the participants. While collecting data researcher faced a great difficulty getting participants. That is, people were not interested to talk about their relationship issues. The overall data collection procedure is presented in the following flowchart (figure 2.1).

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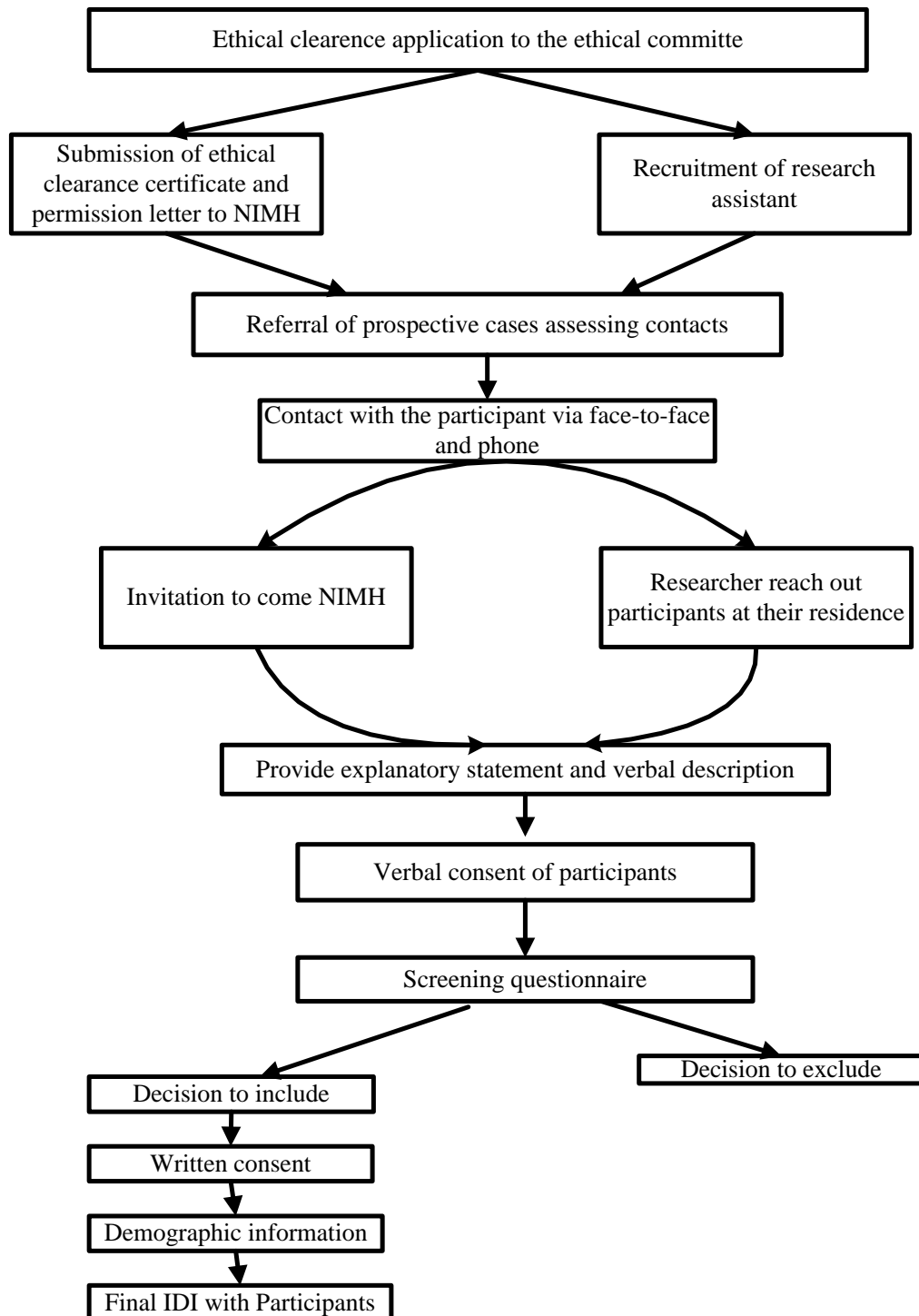


Figure 2.1 Flow chart of data collection procedure.

2.9 Data analysis procedure

Data analysis was conducted using the procedure described by (Corbin & Strauss, 2008). Qualitative data analysis software NVivo 10 was used to aid this process. The data analysis procedure involves several steps these are presented in the below. All interviews were conducted and transcribed in Bengali language and the analysis was conducted in Bengali, however codes were done in English. The steps of data analysis is describe bellow-

2.9.1 Data preparation. Before data transcription data were prepared by naming the data by date when the data was collected with types of participants. For example, first data was collect from male child and the date is 6th December so that the data was named by C_M_0612_01 to store. After that the recorded interview data is store in computer.

2.9.2 Data Transcription. The recorded interview was transcribe in a Microsoft-word document with the help of research assistant. To ensure the confidentiality all identification information (name, address) were removed from the transcript. Such as if respondents were used her friend names it was replaced by (one of my female friend). To reduce researcher workload paid transcribers were used for prepare transcription of verbatim. To remove the error researcher checked the whole transcript. After that the transcript were imported into NVivo project file.

2.9.3 Data coding. Coding is the process of defining what the data are about, is the first analytic step. This research used three levels of coding: open coding, axial coding and selective coding.

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Open coding. After transcription of an interview and relying upon grounded approach to guide the analysis, the researcher went over the transcripts from beginning to end, using open coding to discover the varieties of categories for subsequent analysis (Strauss & Corbin, 1990). In this study researcher repeatedly read the transcript and code the line. Coding is involved in two level. The first level involved line by line coding means naming each line of data. It helps to identify implicit concern as well as explicit statements. The second level coding involved understands the coded section according the underlying meaning. It was carried out through reading the transcript and the coded section. Thus second level of open coding follows conceptual categories of the data.

Axial coding. In the open coding categories were identified. However, such individual categories did not contribute much in understanding the interconnection of these in conceptualizing the overall parent child relationship. In axial coding, the researcher organized data into temporary themes based on inherent meaning regarding relationship. The overall data analysis procedure is presented in the following flowchart (see figure 2.2)

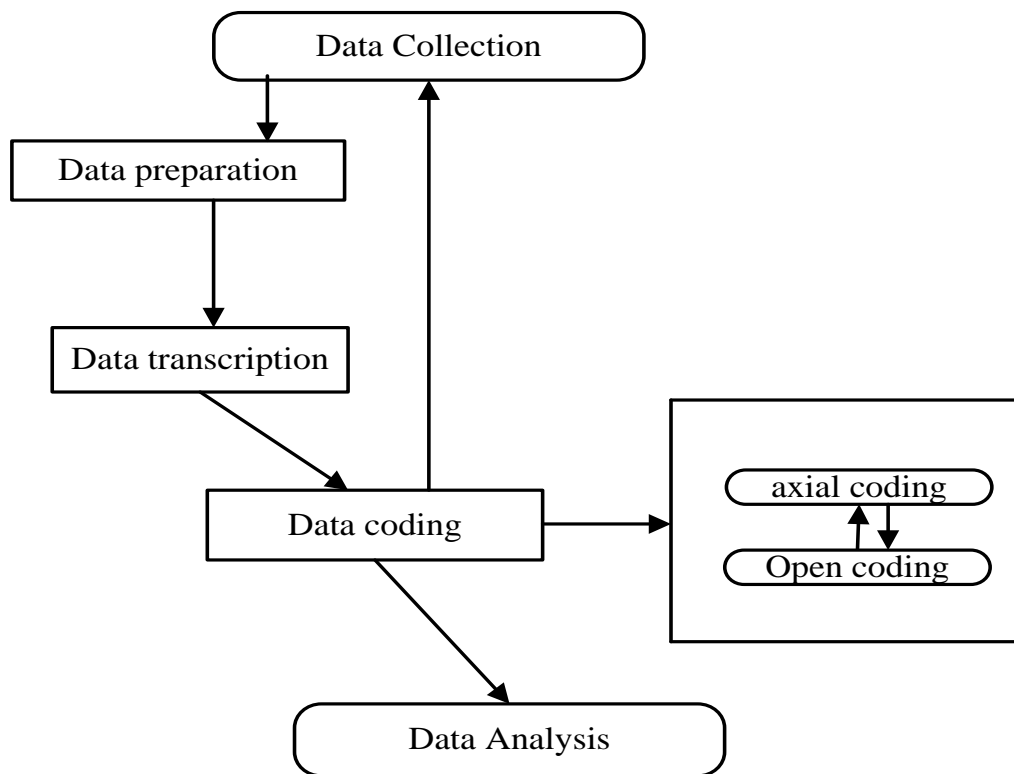


Figure 2.2 Flowchart of data analysis method

The findings are presented in chapter 3. The parents' behavior and perspective of the children are illustrated throughout by the use of quotations taken direct from the transcript.

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CHAPTER 3

FINDINGS

FINDINGS**FINDINGS**

Verbatim transcripts from the interviews were broken down into smaller meaningful chunks of data through a process of open coding and axial coding. This coding was also used to explore and identify the themes relating to behavior, feelings, etc. involved in parent-child relationship. During the process, themes were refined by the method of constant comparison and this led to new concepts to emerge. Both parents and children emphasized different features of their relationship. Using grounded qualitative analysis, nineteen specific types of parental behavior and eleven types of perceived meaning of those behaviors emerged regarding parent-child relationship.

3.1 Parental Behavior relating in Parent Child Relationship

In this study parental behaviors have been organized under three separate behavioral categories which were, nurturance behavior, participating behavior, and monitoring behavior. Nurturance behavior captures a set of activities that measure the degree to which parents are supportive of their children's growth relating to social interaction, needs, and demands. Participating behavior involves engagement with child in different activities. Monitoring behavior refers to the parent's awareness of what their child is doing. A discussion on the features of the broad categories and themes are presented in the subsequent sections using quotations taken directly from the transcripts. A flowchart of overall categorization has been presented in Figure 3.1.

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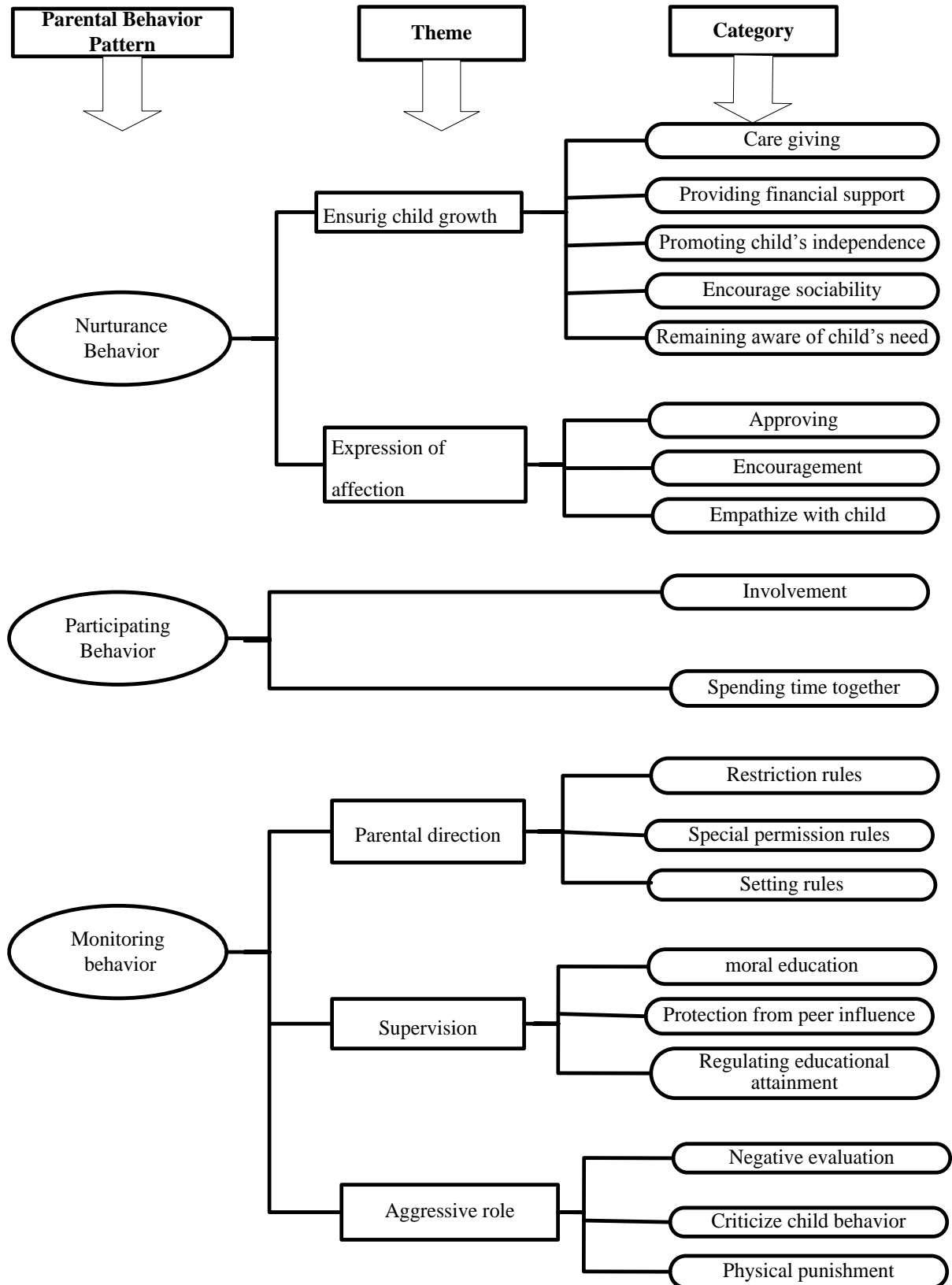


Figure 3.1: Overall presentation of behavior pattern involved in parent-child relationship

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3.1.1 Nurturance behavior.

Nurturance behavior of parent refers to care taking or nurturing of the children in both a physical and emotional manner. It is parent's efforts to encourage individuality and self-regulation by responding to the child's needs, providing emotional support. Nurturance behavior in parents indicates that they are able to care their children by emotional and physical nourishment. This study revealed two themes that show the nurturance behavior pattern on the part of the parents. These include 'ensuring child growth' and 'expression of affection' (see Figure 3.2).

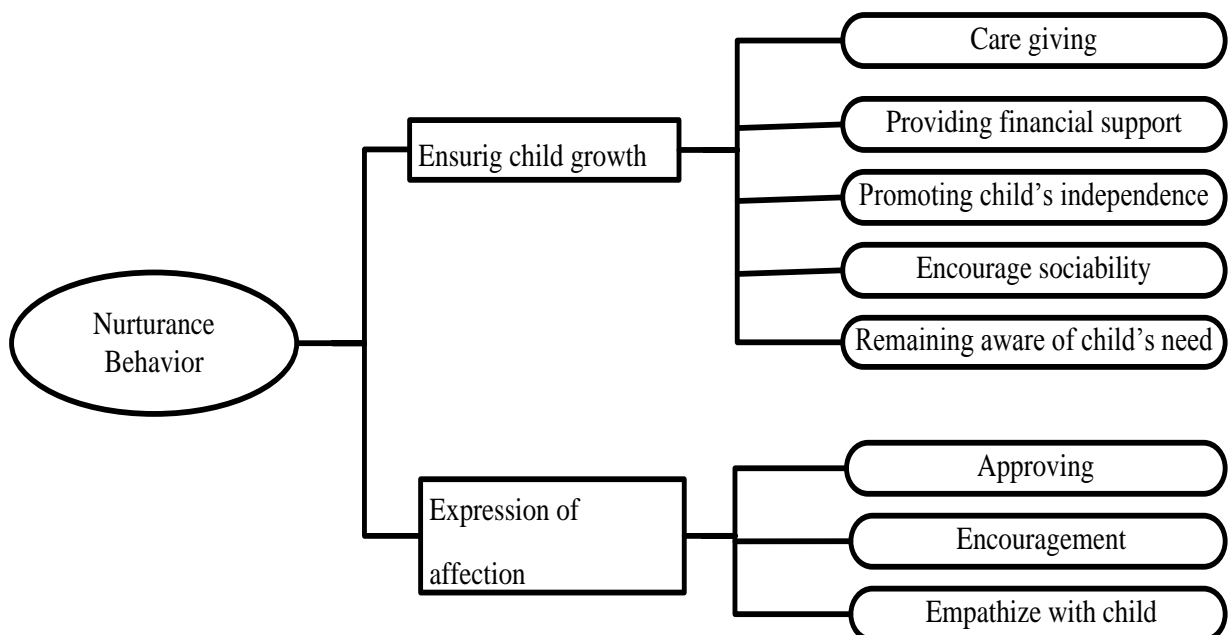


Figure 3.2 Overall presentation of nurturance behavior pattern

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3.1.1.1 Ensuring children growth. Parents play a vital role in child's growth. Five separate but closely related behavior patterns were coined together under this theme. The specific behavior patterns (care giving, providing financial support, promoting children's independence, encouraging sociability and remaining aware of children's needs are discussed in the following sections.

3.1.1.1.1 Care giving. Care giving is one of the influential parental behaviors and it provides opportunities for the promotion of child's growth. In general descriptions care giving refers to 'looking after the children'. Care giving includes provision of nutrition and shelter by parents that create conditions for the maintenance of good health. Children referred to the parent's behavior of cooking for and feeding their children scare taking. Participant reported,

".... Mother gives me food on time. During exams, she wakes me up in the morning so that I can make a revision of the exam papers. So she wakes me up and then prepares the lunch quickly and serves it." (Male Child, 12)

Care giving is also related to children's health and the parent's role in looking after children if they are sick or have an accident. Children described how parents would bring them to the hospital or doctor, or give them medicine when they were sick. Also, in the event of an accident, it was a parent's job to make the child feel better and attend to any injuries, the following quotation from one participant demonstrates this.

"When I fall sick they provide me medicine. And if I fall sick in the winter, she does not allow me to go without clothes." (Female Child, 08)

Child participants also reported that expressions of paternal interest also signify care. For

example in explaining enhanced care from the father, a participant reported:

“Now, my father comes to me and asks me to show him my exam questions, what I have answered to them, and how did my exam go. If I am gloomy, my father can understand that. He asks why I am upset. I then told him I am facing this sort of a problem.” (Female Child, 13)

3.1.1.1.2 Providing financial support. The theme of financial support refers to parents’ earning money to buy whatever necessary to feed and look after the children. Children described parents were showed their caring by offering to buy things that children needed, taking them where they wanted to go.

“If I need exercise books, if the book is finished, he [dad] brings more for me..... He buys me what I need for playing, e.g., racket etc. And again, if a string of my racket gets snapped, he gets it repaired.” (Male Child, 12)

Or

“Whatever he says is necessary for his study, I try to provide them as soon as possible. If I can’t do that at the moment, I tell him, I am unable to do it now. I will arrange them later.” (Father)

3.1.1.1.3 Promoting child’s independence. It was seen that parents encourage children being able to take care of their own needs. Parents teach children to do for themselves what they are capable of. Some relevant quotations are presented below,

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“I want to do their personal works. I let my youngest girl to go out alone. She comes to my office alone. I make them wash their own clothes. Besides, they make up their own beds before going to sleep, hang their own mosquito nets. They do their own works on their own.” (Mother)

3.1.1.1.4 Encourage sociability. It was found that parents allow children to meet and spend time with their peer group. Parents also interact well with their children’s friends, which is reflected in the following quotation from a participant,

“That day I brought my friends, as my mother asked me to bring them all home after the playing is complete.” (Female Child, 08)

3.1.1.1.5 Remaining aware of child’s needs. It was found that parents were concerned and understood children’s needs. Parents were involved in behavior that made the children happy. One parent said,

“Sometimes I sleep with them. Because they want to stay attached to me physically. The youngest one wants it the most.” (Mother)

Or “They (children) are very fond of attending marriage ceremony. His father too tries to make time to go. So does I.” (Mother)

Or “I don’t want my children to be the best in study. (I don’t want them) always to be the first...it’s enough to be a generally good student... I never insist on being the top of the class.” (Mother)

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3.1.1.2 Expression of affection. Parents express their affection towards children by approving, encouraging and empathizing with child.

3.1.1.2.1 Approving. Parents were showing their affection by accepting the demand or request of child. They also express their affection by being acquiescent towards child's behavior. One of the child participants mentioned,

"I didn't feel like sitting the exam today. I told my mother that I wasn't feeling well. Mom said, as you are ill then you don't have to take the test. I said, but it would trigger complications at the coaching center. She said, in that case I will tell the coaching center that you were sick". (Female child, 14)

Or

My sister always insists me to rise early in the morning. But my mother knows that I can't rise early. So she says he will wake when he sleeps for full two quarters of the night. (Female Child, 14).

3.1.1.2.2 Encouraging. It was found that parents were inspiring the children for their good behavior. Children reported that they receive parental affection when they do desired behavior. Which is reflected in the following quotation from a child participant,

"They adore me all the time, especially when I do not behave unruly and listen to them or do well in exam". (Male Child, 12)

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3.1.1.2.3 Empathizing with child. It was found that when the children get hurt, parent were involved to provide mental support to children. It helps to relate to the children with them. Child participants reported,

“One day I had a serious squabble with a friend. Coming back home, I started to cry. My mother asked, why are you crying? I said, mom, my friend totally misunderstands me; and said a lot of things. Then my mother sooth me by saying - lot of things happens between friends. You can say many things and your friend also may say many things.” (Female child, 13)

3.1.2 Participating behavior

Participating behavior pattern refers to engagement of parents with children’s activities. Parent and children both were sharing activities and spending time together. It can be outing, watching TV or gossiping together. Two types of participating behavior are found in this study. These are: involvement, active listening and mutual time spent (see Figure 3.3).

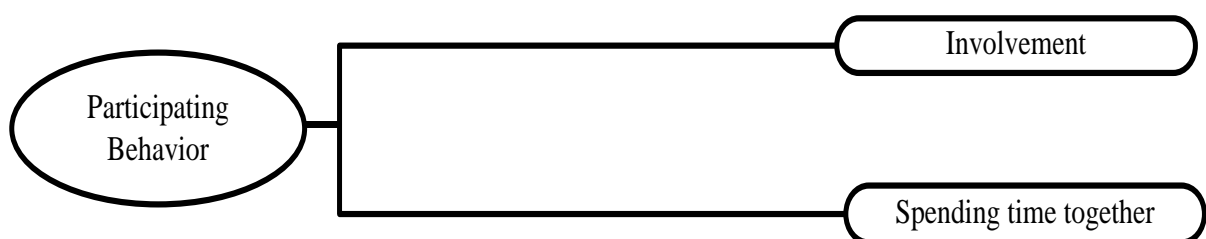


Figure 3.3: Overall presentation of participating behavior pattern

3.1.2.1 Involvement. Parental involvement refers to parental participating activities related to academic learning at home and in school environment (Fantuzzo, Davis, & Ginsburg, 1995). Through involvement, parents assist children's learning. Parental active involvement encouraged children in education at school. One *participant said*:

"I used to wake up very early in the morning so that I could complete my homework quickly. But I would feel afraid staying alone. So my mother too would wake up at dawn and sit beside me." (Female Child, 14)

3.1.2.2 Spending time together. Both parent and children participants reported that they spent their leisure time together. They also mentioned their enjoyment is in spending quality time together. This behavior pattern involved playing and gossiping with child.

"He [child] enjoys playing. He like cricket and football. I too play with him once a while." (Mother)

Or "We sit together and tell stories. Come, let's listen to a story; let's draw a picture and color it. Look at this one; how do you find it? Then they all cheer up and we sit in a group. They like stories a lot. Kids do like to listen to stories. Most of the time I tell them stories. When I see them acting chaotically, I make them sit in a circle and tell them a story. I say come, let's have some stories. I will tell a story. You will listen to it and then tell the same story to me. Now, you tell me a story, and I will listen. I do such things with them quite often." (Mother)

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3.1.3 Monitoring behavior

Parental monitoring behavior includes parental awareness, watchfulness and supervision of activities of children in multiple domains (i.e., friends, school and behavior at home) along with communication to the child that the parent is concerned about, and aware of, those activities. Monitoring also involve limiting child's autonomy in some cases. Three monitoring behaviors were included in this broad category which was parental direction, supervision and aggressive role (see Figure 3.4).

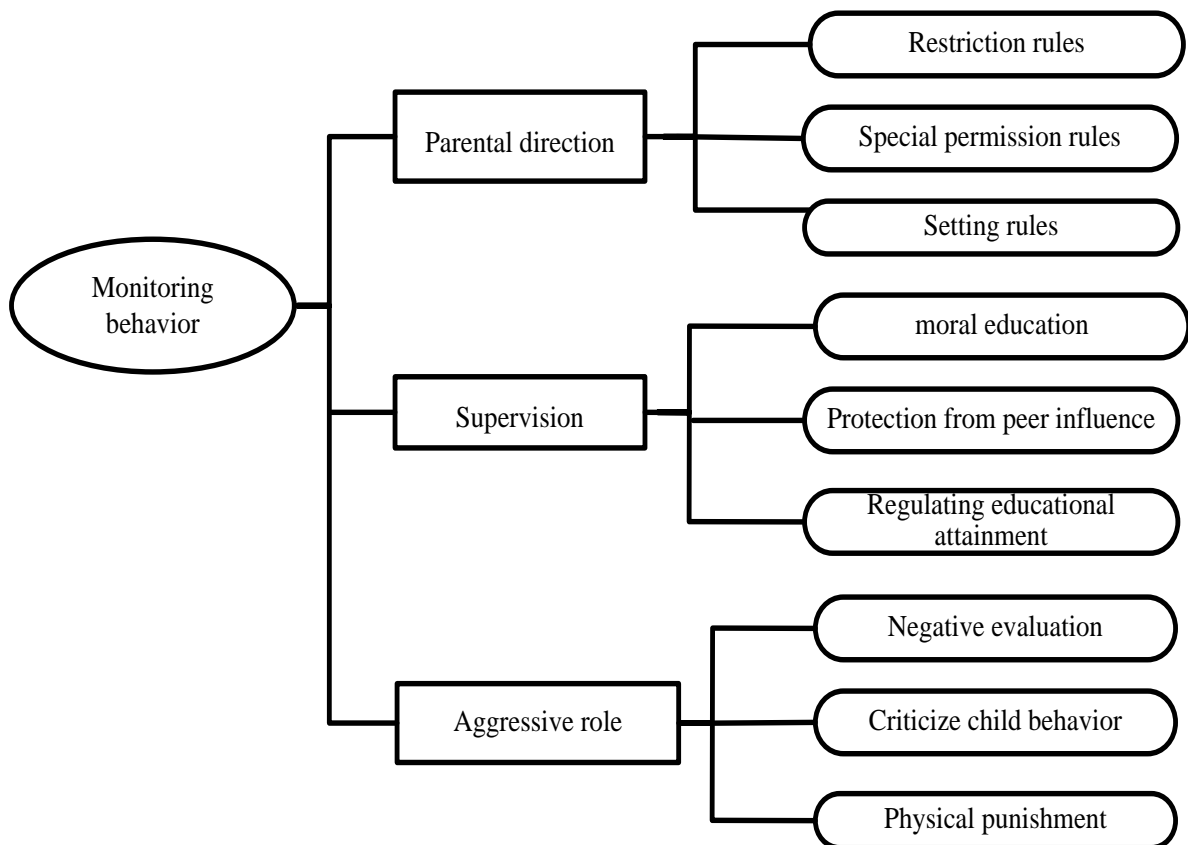


Figure 3.4 Overall presentation of monitoring behavior pattern

3.1.3.1 Parental control. It was found that the parents control children's behavior by regulating and structuring their behavior. Controlling children's behavior is manipulative and intrusive. Parental controlling behavior influence children's thoughts and

feelings by often inducing guilt and shame. It was found that parents were controlling child's behavior by restriction rules, special permission rules and setting rules.

3.1.3.1.1 Restriction rules. Children mentioned that the parents enforced restrictions to control their (children) behaviors such as outing, keeping rooms tidy and style. According to the participants:

"... I wanted to go shopping with my sister. My mother didn't give permission."

(Female child, 14)

Or "My mother said why you need to style up so much? When you come of at the proper age you can dress up. That made me feel irritated. Now I don't dress up any more. But why I should not?" (Female child, 14)

3.1.3.1.2 Special permission rules. In some cases children reported that parents permitted them to enjoy beyond the normal disciplinary rule. These are often special consideration that allows children to do things that he/she is not allowed at usual time.

"On that night (before the Eid Day) my mother gave me permission to stay out.

There were a lot of cattle and goats...it was my childhood and I stayed there up to 1 a. m. to 2 a. m." (Female child, 08)

3.1.3.1.3 Setting rules. Besides, parents set some rules to cope with child's behavior. As example: some parent participants reported.

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“I don’t take them to eat out every time. They have their monthly schedules set. May be twice a month I surprise them. It’s not like, they want to go and I comply.”
(Mother)

3.1.3.2 Supervision. It was observed that, parents were involved in looking after, or monitoring child's activities. Parental supervision contains the elements of providing knowledge, help organize tasks, enhance motivation, and monitoring activity. This study found that parents supervise their children in moral education and protecting from negative peer influence and regulating the educational attainment.

3.1.3.2.1 Moral education. Children and parents both made references to parental supervision designed to guide and control children’s behavior with reference to moral well-being. The participants mentioned emphasizing the importance of not hurting others, not fighting with or bullying siblings or peer, and engagement in religious activities as the content for moral education. In addition, parents specified the importance of not getting into trouble and not annoying or disturbing elderly or young people. These are reflected in the following statements,

“I instruct them perform salat. Performing salat and reading the scriptures make both this life and the life hereafter benevolent..... Don’t misbehave with anyone i.e., any such behavior that people may call bad. This is the way I instruct the kids.”
(Mother)

3.1.3.2.2 Protection from negative peer influence. Parental supervision linked to psychological well-being and protection from negative peer influences were highlighted in the narratives of both parents and children. Parents described parental prohibitions that

centered on possible negative influences, such as peer pressure. One of the parent participants stated,

“I (mother) tell them don’t mix with such friends that would turn you into you a bad boy”. (Mother)

3.1.3.2.3 Regulating educational attainment. Children emphasized on parental supervision on rules and regulations relating to school as was shown in this study. Children made reference to parental supervision related to school behavior, such as the need to work hard in school and complete homework on time. Some parent participants also highlighted parental rules that emphasized the need to be in school on time. Which is reflected by the following statement:

““Then I say why have you switched on the TV? It’s study time. He says I am studying. I say show me what you are studying?” (Father)

3.1.3.3 Aggressive role. It was observed that parents often get involved in aggressive role to control child’s behavior. In this role parents were concerned with rules and punishment is associated with those rules to deal children’s behavior. Aggressive role of parents can take place in verbal and physical forms. Most of the parents were involved in negative communication with child. As they shows their aggressiveness by yelling and screaming at children, judging negatively, instilling fear to get control implementing overly harsh disciplinary actions, using punishments that humiliate children. This behavior is classified in three categories: negative evaluation, criticize child’s behavior and physical punishment.

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3.1.3.3.1 Negative evaluation. In this category it was seen that, parents were displaying negation or a negative outlook on children. They were making judgment about children's behavior in negative form. Both children and parent participants reported that parents were labeling child negatively and compare their (children) behavior with their sibling, friends or themselves.

Negative branding. It was found in this study that some parents characterize child's behavior in negatively. The example is:

“Mother was saying that I had become crazy to visit Cox's Bazar.” (Female child, 14)

Or “Can't you keep studying, you bad lumpy girl?” (Female child, 08)

Comparing child's behavior. It was seen that parents express their feelings by judging children's behavior that something is missing with children. It was found that parent were comparing children's behavior with people of surrounding where children belong. It creates negative feelings in children.

Sometimes parent compared children's behavior with their siblings. The *relevant* quotations are given below:

“How would you become established if you don't study? Every one of your sisters has reached a prominent stage.” (Female child, 14)

Sometimes parent compared their children's behavior with parent themselves.

“Look how I dress. What type of 3-piece do I wear. No one says anything looking at my dress. Do I have any lack of glamour? Do I have any lack of beauty? Thus I instruct them by making myself an example. But she has no feelings at all”.
(Mother)

Occasionally parent compared their children’s behavior with their friends. For example:

“My mother said, why you have bought that gift without any purpose. What is the benefit of it? Does she give you anything?” (Mother)

3.1.3.3.2 Criticize child’s behavior. It was found that parent were indicating the faulty behavior of children in a disapproving way. The example is:

“You don’t take orna. Wearing T-shirt is not expression of one’s beauty.”
(Mother)

3.1.3.3.3 Physical punishment. It was observed that to manage some undesired behavior by the children parent were punishing their child. Such parental act were causing deliberate physical pain and discomfort to children. As example:

“...In village I went another side without informing my mother and sister. After came my mother slap me in front of my cousins friend. It was insulting for me. She wouldn’t slap in front of them.” (Female child, 14)

In summary, three themes emerged from the descriptions of parental behavior made by children and parents: nurturance behavior, participating behavior, and monitoring behavior. These themes highlight the diversity of behavior that parents are perform for their children.

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3.2 Perceived meaning of parent behavior pattern

It seems reasonable that parents are among the most important significant and first objects of the child's affection. The children are dependent on them (parent) for the satisfaction of his most basic needs. For this, the interaction between parents and child comes early. In this study it was seen that parent were interact with their children by nurturing, participating and monitoring behavior. In this section we describe how children make sense or feel of their parent's actions or behavior, may be more related to his adjustment than is the actual behavior of his parents. It may help to explain the relationship of parent and child. In this study researcher found eleven types of perceived meaning of parental behavior shows in following diagram. This meaning classified in two groups namely i) interpreting parents from the behavior: supportive, loveable, friendly, caring, ii) interpreting the behavior: responsibilities, parental right, well-wisher, not understandable, do not listen carefully and lack of trust/doubtful.

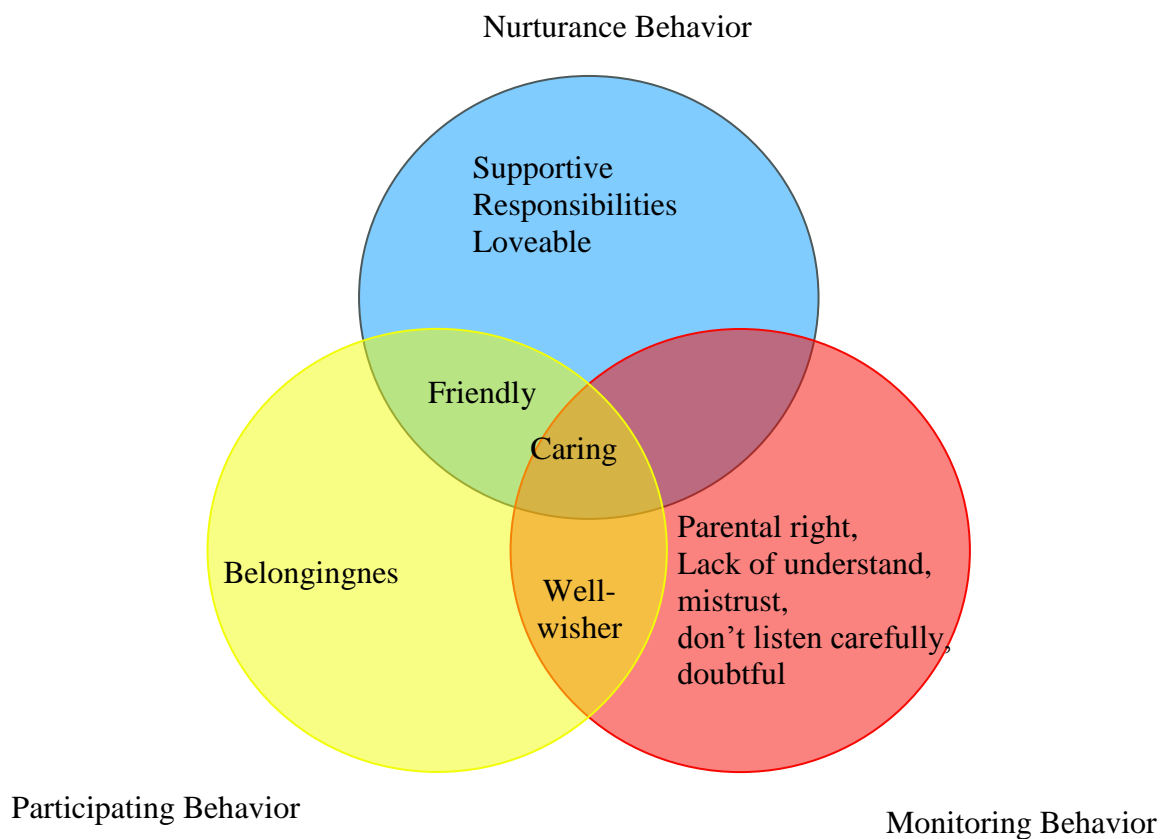


Figure 3. 5 Overall presentation of perceived meaning of parental behavior

3.2.1 Caring. It was found that child interpreted parental nurturance, involvement and monitoring behavior as caring behavior.

“When I face any accident or is hurt in my leg, my parents dressing it up.” (Female Child, 8)

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“... If I want to eat something he would bring it for me”. (Male child, 12)

Parental monitoring, in which parents checked on the activity of the child, was also mentioned as caring attitude of parents by children. It was seen that, children made a connection between parental strictness and caring. As one participant said,

“She does not permit me to go outside alone. It might be a sign of her deep care for me.” (Female child, 14)

3.2.2 Friendly parent. Child participants said when both the parent and children were spending time together or parents take them for outing, they (children) felt parent were like their friends. Which is reflected in the following statement:

“When my mother buy dresses for me or take me somewhere for outing, I feel great. I feel like we were having fun together. It seems my mother then becomes my friend.” (Female child, 8)

3.2.3 Well-wisher parent. Monitoring in which parent punish children and involvement with child is interpreted as for the betterment of their future life. Children seen their parents as well-wisher. One Child participant cited parents-

“Parents scold for the good of their children, for their healthy future... They never want anything bad to happen to their kids.” (Male child, 12)

Or “They were helping me to educate. It is a sign of I will do good in future.”(Female child, 14)

3.2.4 Belongingness or togetherness. It is a pleasant feeling of being united or belongs with family member. It was found that, when parent and child doing some common affairs child felt as a member or part in a family. In this category participants reported this:

“I feel happy when we all the family members sit together to have our meal on time... We make fun about something... at night we dine together or talk about some TV program... we laugh ... and we love it.” (Female child, 13)

3.2.5 Supportive. Children’s narratives on parental supportiveness are reflected by parental nurturance behavior. Child participants demonstrated, that parental helping behavior was as a form of supportiveness of parent for achieving success or providing emotional support. They explain when parent showing concern about them it was also signifies as supportiveness of parent.

“My parents are giving adequate support for my study.... Every month a lot of money is spent — in school, for private and other coaching — they pay a lot for these for me. If they have not done that, I would not be able to continue my study.” (Male Child, 12)

3.2.6 Loveable. It was found that children interpret parental nurturing behavior as parental love. Which is reflected in the following statement.

“She loves me a lot. She is also the most caring towards me. I know she loves me a lot and maybe that’s why she feels so tensed about me.” (Female child, 14).

3.2.7 Parental responsibilities. Children interpreted parental nurturance, care-giving, emotional supportiveness behavior is one kind of parental responsibilities. They mention

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parental responsibility is being continually available to their children, providing shelter and love, and protecting their children from danger. One child participants reflected,

“And when it comes to cuddling...she definitely caresses me. A mother’s responsibility is always to stay beside her children.” (Male Child, 12)

3.2.8 Parental right. Children perceived their parents had the rights to monitor, the right to discipline them and check the behaviors their children were engaging in. Children were describing about parent’s rights in terms of ‘what parents should be allowed to do’. Child participants reflected that,

“A mother can definitely scold her daughter. She may say, I will smack you, or may say you don’t listen to me...that’s all.” (Female child, 14)

3.2.7 Lack of understandable In this category the children reported that when parents were involve in imposing rules it is a sign of lack of awareness of children’s feelings. The example as-

“I try a lot to make them understandable but they don’t. Then it seems they don’t understand anything about us. They don’t understand that we too have our matters of joy, that we too have our life.” (Female child, 13)

3.2.10 Do not listen carefully. In this category child reported that when parent do not pay attention or interest to listen what they really want is a sign of lack of careful about them. The example as-

“When I go to consult my parents, they give their opinion without hearing me out. I don’t like it. Sometimes I say, I want to visit my friend’s house. Instantly they say, no. They don’t even check out how my friend is or talk to her.” (Female child, 13)

3.2.11 Doubtfulness. Children reported that when parents were involving with third party (other sibling) to converse about the issues related with them it is a sign that the parents did not trust them (children).

“...I think she doubt on me, that’s why she talked the issues with my sister.... she thought that this age is dangerous and I will make friend with bad guy. But I didn’t do that and she said that. I felt annoyed.....” (Female child, 14)

In conclusion, highlighted eleven perceived meaning of parental behavior can be classified in two group namely i) interpreting parents from the behavior: supportive, loveable, friendly, caring, ii) interpreting the behavior: responsibilities, parental right, well-wisher, not understandable, do not listen carefully and lack of trust and doubtful. In first category child describe their parent characteristics on the basis of what behavior they express. While the second category described the meanings of parental behavior. This meaning moderates the relationship between parent and children.

3.3 Connecting parental behavior and perceived meaning

This study found nineteen types of parental behavior with eleven types of meaning of those behaviors. An integrated model of healthy environment in parent-child relationship was developed based on the findings of this study (see Figure 3. 6). After analyzing the data it

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explains that the process of creating a healthy environment in parent-child relationship with the interaction between parental behavior and the three levels of processing (i.e., perceived meaning of parental behavior, internalizing parental rules and regulations, and establishing the sense of cooperation; see figure). Children were shown reciprocity of taking care behavior towards their parents when above three processes occurred within the children as individual or as part of interactions. Parental behavior and perceived meaning of those behaviors is mentioned in earlier section (see 3.1 and 3.2). Now we explain the other issues relating to develop healthy parent child relationship.

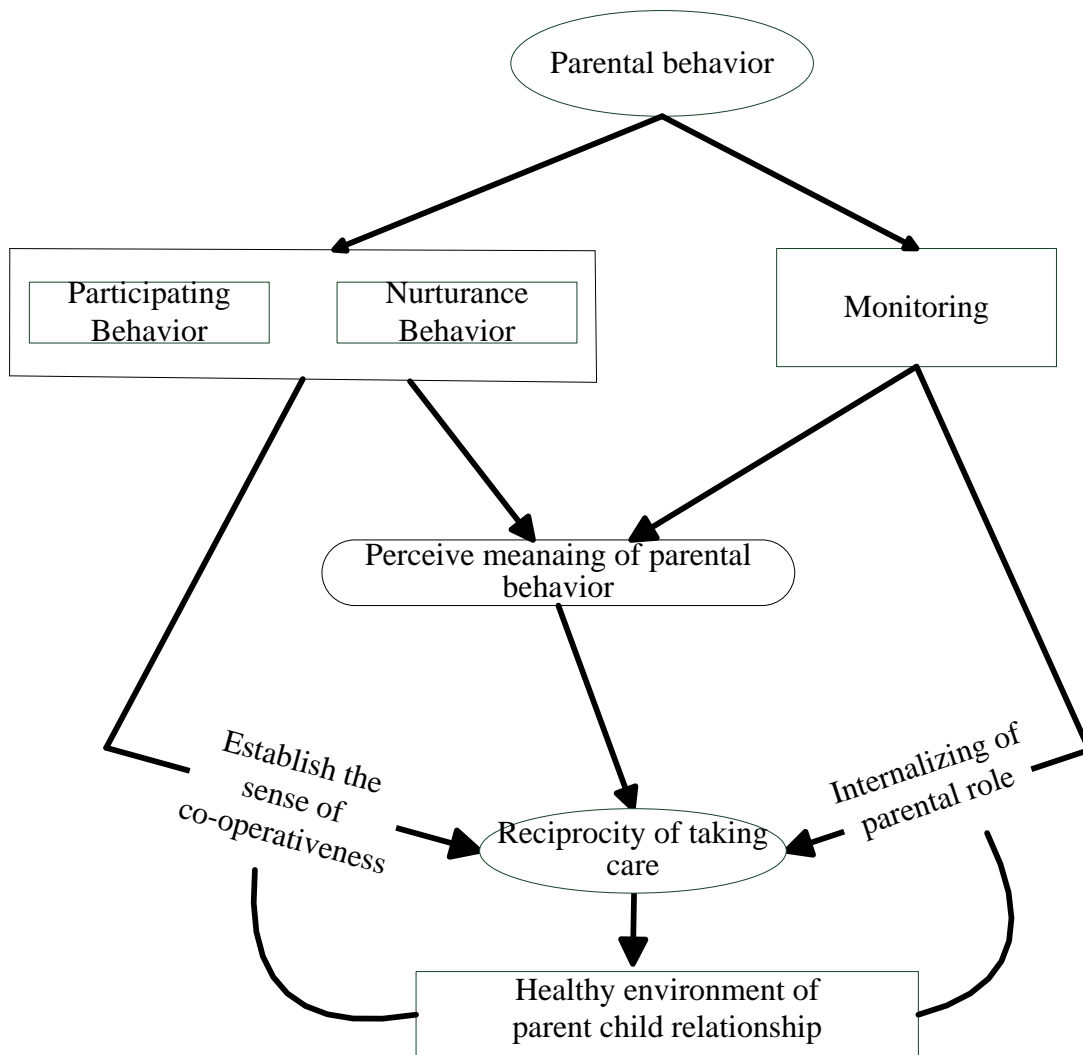


Figure 3. 6: Integrated model of regulating healthy parent-child relationship

3.3.1 Establishing the sense of cooperativeness behavior It was seen that parental behavior (providing nurturance and participating behavior) helps to develop the sense of cooperativeness in children. Children shows cooperative behavior by reciprocity of taking care as child provide support, caring towards their parents. So, children were motivated to reimburse earlier parental transfers to them. Both mothers and fathers who shared more activities with their children, spending time with them and provide higher levels of support to children, suggesting an establishment the sense of cooperativeness behavior (Silverstein,

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Conroy, Wang, Giarrusso, & Bengtson, 2002). In this sense children were feel that (a) they should reimburse parents for transfers made to them earlier in life and (b) their reimbursement to parents should be related to what they received.

3.3.2 *Internalization of parental rules* Children's perception on parental behavior helps to develop internalizing of parental rules. When children perceived parental monitoring behavior as parental responsibilities and parental right it describes children were accepted and internalized. This study shows internalization of parental rules is manifested by parental supportive and participating behavior. Empirical studies on internalizing of parental rules topic have highlighted the role of maternal warmth, sensitivity, and disciplinary strategies as predictors of self-regulation where children internalizing the parental rules (Eisenberg et al., 2003; Olson, Bates, & Bayles, 1990). Several studies have noted that mothers who are high in warmth and positive emotions and low in negativity have children who display lower levels of hostility, internalizing and externalizing problems, and higher in self-regulation (Eisenberg, Cumberland, & Spinrad, 1998; Emde, Biringen, Clyman, & Oppenheim, 1991).

3.3.3 *Reciprocity of taking care* Children provided support to parents who made few intergenerational transfers to their children when they were younger. It describe children's return of support to parent's for their initial contribution to them, but not contingent on the parent's current needs. Three behavior patterns comprised this broad category, which were responsibility towards parent, child loving behavior and caring behavior towards parents (see Figure 3. 7).

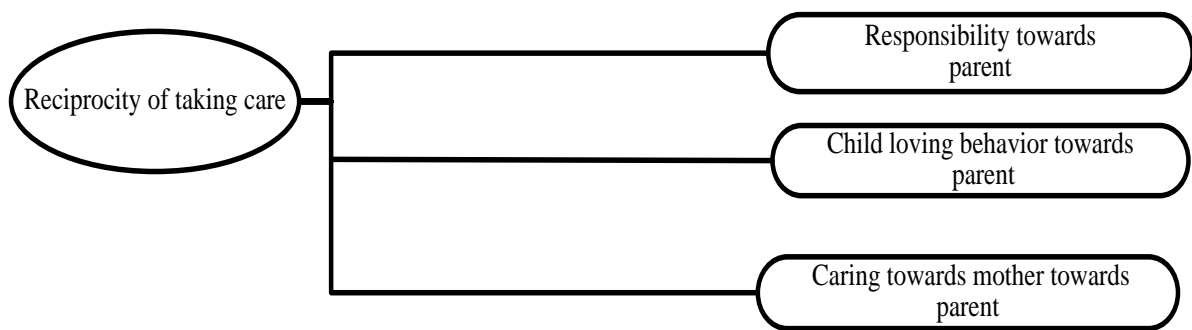


Figure 3. 7 Overall presentation of Reciprocity of taking care behavior

3.3.3.1 Responsibility towards parent. It was observed that children felt they were having a duty towards their parents. These are reflected in the following statements,

“Many children, when they become adult, send their parents to old people’s home. But I will never do it. Because, my parents have been adoring and caring me a lot in my childhood. Why should I do that when I become an adult? That’s it...” (Male child, 12)

3.3.3.2 Caring towards mother. It was observed that children were concerned about their parent’s physical health. They want to provide support to reduce their pain. They want to give them company to do so. They are trying to reduce parent’s discomfort or sadness by spending fun time with them. These show the signs of caring attitude of children towards their parents. Both child and parent participants stated this:

“Come with me, I will now do some homework and you please sit with me.... After I have finished doing my lessons, when I was feeling tired, she took a photo of me or I said Ammu, may I take a photo of you?” (Mother)

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3.3.3.3 Child's loving behavior towards parents. It was found that children sometimes make something different to make their parents happy. By doing this they want to surprise them.

“That's day I had glitters and tried to make a card for them (parent). I drew a picture of my parents..... and certainly it was heart-shaped..... mother felt very happy. She made a cake for me.” (Female Child, 8)

In conclusion, how these three levels of processing helps to create healthy environment of parent-child relationship we describe in bellow.

After analyzing the result we found that children view their parent's nurturance and participating behavior as favorable light. As, parental nurturance and participating behavior create an emotional context or climate where children feel love, affection and availability of parents. Children grown up in such an environment tend to be secure, well-adjusted, and generally healthier and safer (Lezin, Rolleri, Bean, & Taylor, 2004). They are friendlier to their parent. So, children's feelings to parent's behavior helps to establish the sense of cooperativeness behavior in children. In line with this to view the parental monitoring behavior as positively helps to internalize the reasons for monitor children's behavior. So, the combination of these three i.e., nurturance, participation and structure helps children to develop self-regulatory skills and competence (Steinberg, 2001). As a result, children's communications involve a sense of cooperative partnership through reciprocity of taking care. In reciprocity of taking care, children continue to stay with their parents. They want to accompany their parents in their critical moments. In the sense of partnership phase, the child is able to internalize parental rules. When cooperativeness and internalizing of parental rules are high in a family, the “emotional climate” is one of affection, warmth,

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satisfaction, trust, and minimal of conflict. In this way the healthy relationship pattern of relationship is developed between parent-child.

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CHAPTER 4

DISCUSSION

DISCUSSION

The present study tried to explore the behavior pattern of parent and perceived meaning of those behavior related to parent-child relationship in Bangladesh. This qualitative study identified three broad categories which incorporated nineteen categories of parental behavior. The broad categories include nurturance behavior, participating behavior and monitoring behavior. Themes emerged from content analysis were named and organized as sub-categories under these categories. A detailed discussion of these behaviors is presented in the following sections.

4.1 Nurturance behavior. The nurturance behavior of parent consists of the positive affective characteristics of the parent-child relationship. The present study explored the expression of affection and ensuring children growth as a form of nurturance behavior which has been discussed in findings section (Chapter 3). Providing nourishment and care, providing financial support, promoting independence, encouraging sociability and being aware of children's needs found as ensuring children growth behavior of parent. These behaviors explain that parents provide care and nourishment for their children's development. Parents also help them to encourage and develop their abilities, to cherish them and to bring them up to the best of their ability. These represents the behavioral expressions of parental acceptance (Rohner et al., 2007). By acceptance parents were acknowledging and understanding of children's needs.

On the other hand, by approving, encouraging, and providing emotional support as part of nurturance behavior, parents show affection towards children. We see that, parent shown their affection physically (e.g., hugging, kissing, caressing, and comforting) and verbally (e.g., praising, and saying nice things to or about the child) (Rohner, 2016). Affectional

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parents establish emotional contact with their children. Approving children's demands and providing emotional support to them is actually a demonstration of parents' concern about them (Rohner, 2016). It demonstrates that parents' are emotionally available and responsive to them (Baumrind, 1996). Parents were also playing supportive role by showing affection to their children. So, all of these acts create an environment that promotes openness, protection and encouragement (Lezin et al., 2004) which helps to develop cohesive relationship with parents (Baer, 2002; Irving, 2013).

So, these particular behaviors 'expression of affection' and 'ensuring child growth' means parents were accepting and concerned about children's needs and demands (Baumrind, 1996 cited in Gurland & Grolnick, 2003). It demonstrates that parents are paying attention towards children. Parents are able to understand and make sense of signals of children's needs, i.e., what makes them excited, engaged, angry or calm, though it describes a complicated process of parenting (Sigman, 2016). Following this, children felt that parents were valuing their needs and emotions. It gives them a sense that their parents are available and responsive. Responsive parents create an environment where children feel safe. It makes them (children) more relaxed. The confidence of children in the parents' availability helps them view parents' behavior in a favorable light. Following this, children see their parents as sources of support. Though children described by showing affection or nurturing, parents were doing their job, they also observed these behaviors as parental love and care. This perception helps to establish cooperative behavior. These cooperative behaviors are explained by the reciprocal behavior of children.

4.2 Participating behavior. This study found involvement, active listening and spending time together are participating behavior patterns of parents. Parental active involvement is related with children's schooling, learning at home, and participation at school (Epstein &

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Sanders, 2000). Illustrative examples of parental involvement were observed, for example participation in educational activities at home and school. Participation at home included helping with homework, discussing school activities with the child, monitoring child's school progress, reading to/with the child. While participation in school activities involved contacting the school in case of problems. When parents are involved in children's education such as spending time in homework or reading with their children, it signals that parents are concerned about children's education, care-giving, accompanying them, guiding them in intellectual development, and teaching or mentoring them. Children felt good about such interaction with their parents. The findings from Beckert, Strom, and Strom (2007) revealed that a higher level of satisfaction of the parent-child relationship was perceived when parent engaged in a more academic involvement with their children. Fantuzzo et al. (1995) described that parental involvement directly or indirectly influence children's cognitive development and school achievement.

It has been seen in this research that spending time together is another important feature for developing healthy environment of parent child relationship. Spending time together is meaningful interaction and incorporating elements of fun (Lezin et al., 2004). When parents were spending time with children by, shared activities or interests or playing or gossiping, children have a sense of parents accompanying them. Spending time with each other strengthens ties between them. Additionally, enjoying joint activities will develop strong relationships and allow handling stressful situations with ease (Michelle, 2017). It helps to create an environment where feelings and ideas were exchanged and acknowledged (Lezin et al., 2004). It reflects that, children feel good and are satisfied about their relationship with their parents.

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So, parental active participation can strengthen the communication and relationships with children by demonstrating interest, care and understanding. Some benefits of active participation for communication and relationships helps children to feel valued, connected, supported and understood; build trust and credibility with a child; helps to clarify a child's thoughts and feelings; helps to avoid conflict and misunderstandings; making it more likely a child will talk to parent, express themselves and seek views in the future. .

4.3 Monitoring behavior. Respondents expressed parental control, supervision and aggressive role are as monitoring behavior pattern of parent. This broad category of monitoring behavior comprised of nine types of specific behavior in three broad categories namely parental control, supervision and aggressive role. Parental control included restriction rules, special permission rules, and setting rules. Supervision included moral education, protection from negative peer influence and regulating educational attainment. Aggressive role included comparing child and physical punishment. Parental monitoring behavior is the "common feature" across diverse intervention and developmental theories that focus on parenting practices. This study found the link between parental monitoring relating with children's behavior in three areas, these are children's safety, problematic behavior, and sub-stance use. Nixon and Halpenny (2010) and Peterson, Ewigman, and Kivlahan (1993) described parental monitoring has been found to be correlate with child safety or injury.

It was seen that parent were trying to manage or control children's behavior by practicing or imposing some rules. Controlling children's behavior is one of the most important yet difficult responsibilities of parent. Children demonstrated that rules alerting them to the dangers of wandering too far from home, talking to strangers or opposite gender. Parental rules are related to children's risk behaviors, such as staying away from negative things

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(drugs), and not staying out after dark. Most children acknowledged the need for parents to establish rules in order to ensure that they would be safe (see Chapter 3). It described that children internalize parental rules and regulation and get adjusted with it. The children expressed that they try to understand the reasoning and the advantages for abiding by the rules. Dishion and Patterson (1996) cited rules are needed for children's health and safety. But, in general monitoring is disliked on both sides of the relationship and it requires parental attention and a lot of parental effort. On the receiving side, the children can find it hostile and cruel; and on the providing side, the parent can find it annoying and exhausting (Pickhardt, 2018) too much rules hamper the development of independence and autonomy of children. Children were found to view their parents as not understandable about their happiness. In addition to this, inconsistent parental rules communicate to children that parents are not serious about them. Following this, children disregard parental rules and express negative feelings towards parents when they are asked to follow rules.

Some researchers have pointing the term supervision to describe parental monitoring (Craig & Glick, 1968; McCord, McCord, & Howard, 1963; West & Farrington, 1973). They found parental supervision is related with moral issues, protection from negative peer group and regulating educational attainment which are in line with previous research findings (Catron & Masters, 1993; Smetana & Braeges, 1990; Smith, Gollop, Taylor, & Marshall, 2004). Moral education is to help and make the children honest, kindhearted and responsible and pass on positive value in the children. Guimaraens and Daniel (2016) describe parental supervision is essential to deal with peer effects related to crime. They suggest this type of peer effects and maternal supervision is operating in opposite direction. They found that peer effects on juvenile crime are 48% lower for adolescents with engaged mothers, relative to those whose mothers prefer not to involve in their life. The findings

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from another study shown parental supervision as significant predictor in the risks of adolescent substance use (Clark, Kirisci, Mezzich, & Chung, 2008) with peer influence (E. Kim, Kwak, & Yun, 2010).

Aggressive role The parents who yelling at children, calling them hurtful names, and turning them in total comparing child and punishment against themselves is related to the aggression role of parents. Narratives conveyed children were negatively affected in response to the use of comparing and physical punishment, with descriptions of feeling uncomfortable, sad, mad and unloved included in children's responses, in line with previous studies (Dobbs, 2002). It damages the ability to trust and form relationships (Vardigan, 2018). Negative consequences of physical punishment were expressed by children both in terms of the physical and psychological distress that it inflicts. Findings suggests that parental aggressor role not only cause physical pain and discomfort to the children, but also, it increase vulnerabilities to be affected by long-term emotional distress. Moreover, children also expressed their concern that slapping the children had serious implications for the quality of child–parent relationships. Such finding is consistent with a large body of research that emphasizes the potentially damaging effects of physical punishment (Cutting, 2001; Dobbs, 2002). Despite these negative affective responses, the children accepted the use of physical punishment as a parental right. As highlighted in a similar study of children's perspectives in the USA (Graziano, Hamblen, & Plante, 1996) most children in the present study expressed feelings of hurt, upset and anger in their responses, but acknowledged that it was effective and appropriate in addressing misbehavior.

In conclusion, monitoring involve parents knowing their child's whereabouts and activities. It as a key part of parental care, love, guidance and protection. The purpose of monitoring

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and supervision was seen as keeping the children safe, out of trouble, and preparing them for independent lives as adults. The evidence suggests that monitoring may be a protective factor related to lower rates of delinquency in high-risk environments (Wilson, 1980). Some children were very aware of how their parents monitored and supervised them and agreed that they understood that their parents were mainly trying to keep them safe. Children admitted that supervision on these issues were necessary for their future development and that the parents were doing these as the well-wisher of them. Perceiving parental behavior as this way is indicative of the children's internalization of parental rules. This contributes to the development of reciprocity of taking care behavior among the children. Where, the children also felt that they have some responsibility towards their parent.

4.4 Strength of the study

The major strength of this qualitative study can be mentioned here. Firstly, this study carries the first indigenized data on children perspective with parental behavior to understand parent child relationship in Bangladeshi culture. It is believed that this result will facilitate future research and intervention delivery on the area of parent child relationship. Secondly, this study incorporated the perspective of both parent and child. Thus, the experiences of both parents and the children gave this study unique dimension and distinguished it from other studies conducted in this area.

4.5 Limitations of the study

Available literature on parent child relationship has been discussed with limitations which are thoroughly discussed in Chapter 1 (see section 1.4). The present research attempted to

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overcome some of these limitations by adopting a grounded theory approach incorporating the perspective of both parent and child through qualitative exploration. However there are some limitations which the present study left to address as scope for improvisation in future studies. These drawbacks include small number of sample size, limited variation in sampling, limited inclusions of parent child participants and gender equality in the number of participants in the in-depth interview. Accessing child participant was difficult as several parents show reluctance and declined giving ascent to collect data from their child.

4.6 Implications of the study

Despite these limitations, the present study among the first attempts towards an exploratory understands the parent–child relationships for Bangladeshi children. Boys and girls provided details descriptions of their distinct relationships with mothers and fathers. Importantly, most of them viewed their parents positively while also recognizing that their relationships were not ideal. The possible implications of this research are described below.

- **Measuring Parent–child relationship.** As described in this review, researchers have used a variety of adapted instruments to measure quality of parent–child relationship. Identification of parental behavior and recognizing the perception of children will help them to understand which components are necessary for measuring the relationship between parent–child.
- **Parent–child relationship models.** The parent–child relationship models developed in this study describes how the children’s perception based on parental behavior helps to create health or unhealthy environment of relationship.

DISCUSSION

- **Intervention.** These findings can largely be utilized by the practitioners, as aids for understanding parent-child relation needed in clinical practice. It may influence the provision of psychological intervention in creating healthy environment between parent and child.
- **Awareness.** These findings may be utilized to create awareness among parents about the role and perceived meaning of parental behavior which may help them change how they (parent) communicate with children.

UNDERSTANDING PARENT-CHILD RELATIONSHIP

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

CONCLUSIONS AND RECOMMENDATIONS

The aim of the present study was to understand the parent child relationship through exploration of parental behaviors and perceived meaning of those behaviors from narrative account of children and parents. A qualitative research design under grounded approach was adopted to accomplish the objectives. Both parent and child participants were interviewed. The purpose of the present study was to explore the behavior pattern of parents involved in parent child relationship and it attempted to identify the interrelation between behavior patterns and their meaning to describe healthy parent child relationship.

This qualitative investigation found nineteen categories of specific behavior pattern of parent under three broad categories and eleven types of perceived meaning of these behaviors of parents in parent-child relationship. The findings provided detailed understanding of behavior patterns of parent, perceived meaning of parental behavior and overall parent-child relationship. Finding of the present study can be utilized to interpret the interrelation between parental behavior and their perceived meaning, which will be useful in developing cooperative behavior crucial for maintaining a harmonious relationship between parents and children.

The present research has made important practical contributions. Published research on understanding parent-child relationship in Bangladesh is limited. Using grounded approach the present study contributed to the creation of new knowledge in this area. The findings of present research can also be considered as a contribution to knowledge on parenting behavior in worldwide contexts with especial relevance for Asian countries. Though few research have been conducted world-wide on parent child relationship they were methodologically limited. For this particular reasons present research is unique from others

UNDERSTANDING PARENT-CHILD RELATIONSHIP

and can play a significant role in providing in depth understanding regarding parent child relationship.

5.1 Recommendations

Although the body of research on understanding parent–child relationships and its various components (parent behavior, perspective of parents) is explored but several areas remain unexplored which needs deeper investigation. As a starting point for discussion, some are listed below,

- Though the parent–child relationship models helps to describe the health or unhealthy environment of parent child relationship, but some other factors (personality, peers, schools, and communities) can be directly and indirectly influence on parent-child relationships, which is not explored. So, it can be explored on how do these factors manifest and influence on parent-child relationships? Which factors mediate others? How does (and how should) parent-child relationships change through developmental transitions?
- The quality of parent–child relationship are likely to be altered by gender (of both parents and children), culture and other contextual setting. However, the present study did not fully explored these interactions. Very little came across about fathers behavior and their connections to their children. Future research can address these in extensive details.
- Future studies may be able to disentangle the cultural and ecological factors that lead to positive evaluations of parental control among

CONCLUSIONS

5.2 Key Findings of this study

1. This qualitative investigation describe parents' and children's descriptions on how parents behave with their children. Nineteen specific parental behaviors under three broad categories were identified, highlighting the wide-ranging scope of parents' behavior.
2. The present study revealed eleven themes of child's perception of their parents' behavior involved in parent-child relationship.
3. This study also found some aspects related to parent child relationship as establishment of cooperativeness and internalization of parental rules or in children. It helps to develop reciprocity of parental care.
4. Finally, this study draw a model how healthy and unhealthy environment can be create between parent and child. The model describe perceived meaning of parental behavior helps to build internalization of parental rules and establishment of cooperativeness in children. These helps to create a healthy or unhealthy environment of parent-child relationship.

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APPENDICES

APPENDIX A: Ethical Approval Form

চিকিৎসা মনোবিজ্ঞান বিভাগ
ঢাকা বিশ্ববিদ্যালয়
কলা ভবন (৫ম তলা)
ঢাকা-১০০০, বাংলাদেশ



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Certificate of Ethical Approval

Project Number : **MP151003**

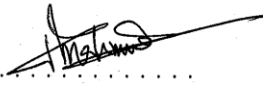
Project Title : **Understanding Parent Child Relationship**

Investigators : **Shamima Akter and Muhammad Kamruzzaman Mozumder**

Approval Period : **30 October 2015 to 29 October 2017**

Terms of Approval

1. Any changes made to the details submitted for ethical approval should be notified and sought approval by the investigator(s) to the Department of Clinical Psychology Ethics Committee before incorporating the change.
2. The investigator(s) should inform the committee immediately in case of occurrence of any adverse unexpected events that hampers wellbeing of the participants or affect the ethical acceptability of the research.
3. The research project is subject to monitoring or audit by the Department of Clinical Psychology Ethics Committee.
4. The committee can cancel approval if ethical conduction of the research is found to be compromised.
5. If the research cannot be completed within the approved period, the investigator must submit application for an extension.
6. The investigator must submit a research completion report.


.....
Chairperson
Ethics Committee
Department of Clinical Psychology
University of Dhaka

Appendix B1: Explanatory statements for interviewing child

গবেষণার অংশগ্রহণকারীদের জন্য ব্যাখ্যামূলক বিবৃতি

তারিখ:

গবেষণার শিরোনাম: Understanding of Parent-Child Relationship (পিতা-মাতার সাথে শিশুর সম্পর্ক)

এই ব্যাখ্যামূলক তথ্যসমূহ আপনার কাছে রাখার জন্য

আমি শামীমা আক্তার, আমার এম. ফিল এর অংশ হিসেবে ঢাকা বিশ্ববিদ্যালয়ের চিকিৎসা মনোবিজ্ঞান বিভাগের সহযোগী অধ্যাপক, ড: কামরুজ্জামান মজুমদার এর তত্ত্বাবধানে একটি গবেষণা করছি। গবেষণার উপর ভিত্তি করে আমাকে থিসিস লিখতে হবে।

গবেষণার লক্ষ্য

পিতা-মাতার সাথে শিশুদের সম্পর্ক কিরকম এবং শিশুরা তাদের পিতা-মাতার আচরণকে কিভাবে ব্যাখ্যা করছে- তা এই গবেষণার মাধ্যমে খুঁজে বের করার চেষ্টা করা হবে।

কেন আপনার সন্তানকে এই গবেষণায় অংশগ্রহণ করতে অনুরোধ করা হচ্ছে

এই গবেষণার তথ্য সংগ্রহের জন্য আমি পিতা, মাতা এবং শিশু-কে সাক্ষাতকারের জন্য বেছে নিয়েছি। আমি আপনার কাছে এসেছি কারণ- আপনার সন্তানের সাক্ষাতকারটি জ্ঞান বিস্তারের পাশাপাশি পিতা-মাতার সাথে শিশুদের সম্পর্ক ভাল ভাবে বুঝতে এবং তাদের জন্য সেবার মান বৃদ্ধিতেও সহায়ক হবে বলে আশা করছি।

গবেষণায় যা করা হবে

একক সাক্ষাতকারের মাধ্যমে আপনার সন্তানকে কিছু প্রশ্ন করে, তার কাছ থেকে তথ্য নেয়া হবে। তা অডিও ক্যাসেট ও লিখিতভাবে সংরক্ষণ করা হবে।

গবেষণায় অংশগ্রহণ করলে যে পরিমাণ সময় দিতে হবে

Explanatory statements for interviewing child

একক সাক্ষাতকারের জন্য ৫০-৬০ মিনিট সময় দিতে হতে পারে। আপনার সন্তানের দেয়া তথ্যের উপর ভিত্তি করে এক বা একাধিকবার আপনার সাক্ষাতকার নেয়া প্রয়োজন হতে পারে। প্রয়োজন অনুসারে সময় ও তারিখ আপনার সাথে আলোচনা করে ঠিক করা হবে।

সম্ভাব্য অসুবিধা

এই গবেষণায় অংশগ্রহণ ব্যক্তিগতভাবে কোন প্রত্যক্ষ সুবিধা না দিলেও, পিতা-মাতার সাথে শিশুদের সম্পর্ক ভাল ভাবে বুঝতে সহায়ক হবে বলে আশা করছি।

গবেষণায় অংশগ্রহণের সম্ভাব্য অসুবিধা

আমি যে বিষয়গুলো নিয়ে কথা বলব তার অনেকগুলোই আপনার পূর্বস্মৃতি ও আবেগ বিষয়ক হতে পারে এবং এসব আলোচনায় আপনার সন্তানের মন খারাপ হয়ে যেতে পারে। এটি সাময়িকভাবে আপনার মধ্যে অস্থিতি বা কষ্টের উদ্বেক করতে পারে, কিন্তু এটি তার মধ্যে কোন দীর্ঘস্থায়ী ক্ষতিকর কারণ হবে বলে মনে হয় না।

গবেষণায় অংশগ্রহণ প্রত্যাহার

এই গবেষণায় অংশগ্রহণ সম্পূর্ণ তার স্বেচ্ছাধীন। অংশগ্রহণ করতে হবে এমন কোন দায়বদ্ধতা নেই।

গোপনীয়তা

আপনাদের গোপনীয়তা রক্ষা করার বিষয়টি সর্বোচ্চ বিবেচনায় রাখা হবে। আপনার সন্তানের নিকট থেকে যে তথ্য নেয়া হবে তা শুধু গবেষণার কাজে ব্যবহৃত হবে এবং পরিচিতি সম্পূর্ণ গোপন থাকবে। আপনাদের নাম, ঠিকানা ইত্যাদি অর্থাৎ যা থেকে আপনাকে চেনা যাবে এমন তথ্য একটি আলাদা কাগজে লেখা থাকবে এবং সেটি সাক্ষাতকারের তথ্য থেকে আলাদা থাকবে। কেনলমাএ একটি সাংকেতিক চিহ্ন দিয়েই এই দুটোকে একত্র করা সম্ভব হবে এবং সেই সাংকেতিক চিহ্নটি আমি ছাড়া আর কেউ জানবে না। একং এমন কোন তথ্য বা কোন রিপোর্ট কারো কাছে প্রকাশ করা হবে না যা থেকে আপনাদের চিহ্নিত করা সম্ভব।

গবেষণার ফলাফল

যদি আপনি এই গবেষণার কোন বিষয় সম্পর্কে আরও বেশী কিছু চানতে চান তবে অনুগ্রহ করে মূল গবেষকের সাথে(শামীমা আক্তার) ইমেইল (shamimakhter09@gmail.com) এর মাধ্যমে যোগাযোগ করবেন।

Appendix B2: Explanatory statements for interviewing parent

গবেষণার অংশগ্রহণকারীদের জন্য ব্যাখ্যামূলক বিবৃতি

তারিখ:

গবেষণার শিরোনাম: Understanding of Parent-Child Relationship (পিতা-মাতার সাথে শিশুর সম্পর্ক)

এই ব্যাখ্যামূলক তথ্যসমূহ আপনার কাছে রাখার জন্য

আমি শামীমা আক্তার, আমার এম. ফিল এর অংশ হিসেবে ঢাকা বিশ্ববিদ্যালয়ের চিকিৎসা মনোবিজ্ঞান বিভাগের সহযোগী অধ্যাপক, ড: কামরুজ্জামান মজুমদার এর তত্ত্বাবধানে একটি গবেষণা করছি। গবেষণার উপর ভিত্তি করে আমাকে থিসিস লিখতে হবে।

গবেষণার লক্ষ্য

পিতা-মাতার সাথে শিশুদের সম্পর্ক কিরকম এবং শিশুরা তাদের পিতা-মাতার আচরণকে কিভাবে ব্যাখ্যা করছে- তা এই গবেষণার মাধ্যমে খুঁজে বের করার চেষ্টা করা হবে।

কেন আপনাকে এই গবেষণায় অংশগ্রহণ করতে অনুরোধ করা হচ্ছে

এই গবেষণার তথ্য সংগ্রহের জন্য আমি পিতা, মাতা এবং শিশু-কে সাক্ষাতকারের জন্য বেছে নিয়েছি। আমি আপনার কাছে এসেছি কারণ- আপনার স্বাক্ষাতকারটি জ্ঞান বিস্তারের পাশাপাশি পিতা-মাতার সাথে শিশুদের সম্পর্ক ভাল ভাবে বুঝতে এবং তাদের জন্য সেবার মান বৃদ্ধিতেও সহায়ক হবে বলে আশা করছি।

গবেষণায় যা করা হবে

Explanatory statements for interviewing parent

একক সাক্ষাতকারের মাধ্যমে আপনাকে কিছু প্রশ্ন করে, আপনার কাছ থেকে তথ্য নেয়া হবে। তা অডিও ক্যাসেট ও লিখিতভাবে সংরক্ষণ করা হবে।

গবেষণায় অংশগ্রহণ করলে যে পরিমাণ সময় দিতে হবে

একক সাক্ষাতকারের জন্য আপনাকে ৫০-৬০ মিনিট সময় দিতে হতে পারে। আপনার দেয়া তথ্যের উপর ভিত্তি করে এক বা একাধিকবার আপনার সাক্ষাতকার নেয়া প্রয়োজন হতে পারে। প্রয়োজন অনুসারে সময় ও তারিখ আপনার সাথে আলোচনা করে ঠিক করা হবে।

সম্ভাব্য সুবিধা

এই গবেষণায় অংশগ্রহণ আপনাকে ব্যক্তিগতভাবে কোন প্রত্যক্ষ সুবিধা না দিলেও, পিতা-মাতার সাথে শিশুদের সম্পর্ক ভাল ভাবে বুঝতে সহায়ক হবে বলে আশা করছি।

গবেষণায় অংশগ্রহণের সম্ভাব্য অসুবিধা

আমি যে বিষয়গুলো নিয়ে কথা বলব তার অনেকগুলোই আপনার পূর্বস্মৃতি ও আবেগ বিষয়ক হতে পারে এবং এসব আলোচনায় আপনার মন খারাপ হয়ে যেতে পারে। এটি সাময়িকভাবে আপনার মধ্যে অস্থিতি বা কষ্টের উদ্বেক করতে পারে, কিন্তু এটি আপনার মধ্যে কোন দীর্ঘস্থায়ী ক্ষতিকর কারণ হবে বলে মনে হয় না।

গবেষণায় অংশগ্রহণ প্রত্যাহার

এই গবেষণায় অংশগ্রহণ সম্পূর্ণ আপনার স্বেচ্ছাধীন। অংশগ্রহণ করতে হবে এমন কোন দায়বদ্ধতা আপনার নেই।

গোপনীয়তা

আপনার গোপনীয়তা রক্ষা করার বিষয়টি সর্বোচ্চ বিবেচনায় রাখা হবে। আপনার নিকট থেকে যে তথ্য নেয়া হবে তা শুধু গবেষণার কাজে ব্যবহৃত হবে এবং আপনার পরিচিতি সম্পূর্ণ গোপন থাকবে। আপনার নাম, ঠিকানা ইত্যাদি অর্থাৎ যা

Explanatory statements for interviewing parent

থেকে আপনাকে চেনা যাবে এমন তথ্য একটি আলাদা কাগজে লেখা থাকবে এবং সেটি আপনার দেয়া সাক্ষাতকারের তথ্য থেকে আলাদা থাকবে। কেনলমাএ একটি সাংকেতিক চিহ্ন দিয়েই এই দুটোকে একত্র করা সম্ভব হবে এবং সেই সাংকেতিক চিহ্নটি আমি ছাড়া আর কেউ জানবে না। একং এমন কোন তথ্য বা কোন রিপোর্ট কারো কাছে প্রকাশ করা হবে না যা থেকে আপনাকে চিহ্নিত করা সম্ভব।

গবেষনার ফলাফল

যদি আপনি এই গবেষণার কোন বিষয় সম্পর্কে আরও বেশী কিছু চানতে চান তবে অনুগ্রহ করে মূল গবেষকের সাথে(শামীমা আক্তার) ইমেইল (shamimakhter09@gmail.com) এর মাধ্যমে যোগাযোগ করবেন।

Appendix C1: Ascent form for parent for child participants**সম্মতি পত্র**

গবেষণার শিরোনাম: Understanding of Parent-Child Relationship (পিতা-মাতার সাথে শিশুর সম্পর্ক)

আমি ঢাকা বিশ্ববিদ্যালয়ের উপরোল্লিখিত গবেষণায় অংশগ্রহণ করার জন্য সম্মতি দিচ্ছি। আমাকে গবেষণাটি সম্পর্কে বিস্তারিতভাবে বুঝিয়ে বলা হয়েছে যা আমার কাছে রেকর্ড হিসেবে রাখা আছে।

এবং

আমি বুঝতে পারছি যে, আমার সন্তানের অংশগ্রহণ স্বেচ্ছামূলক, সে ইচ্ছে করলে আংশিক বা সম্পূর্ণ প্রকল্পে অংশগ্রহণ করা থেকে বিরত থাকতে পারে এবং গবেষণায় আহরিত তথ্যেও অনুলিপি অনুমোদনের পূর্বে যে কোন পর্যায়ে অংশগ্রহণ প্রত্যাহার করা হলে আমাকে কোন ভাবেই ক্ষতিগ্রস্ত করা হবে না।

এবং

আমি বুঝতে পারছি যে, গবেষণায় একক সাক্ষাতকারের মাধ্যমে যে তথ্য আহরণ করা হয়েছে তার প্রকাশনা বা উপস্থাপনায় কোন অবস্থাতেই অংশগ্রহনকারীর নাম পরিচয় লিপিবদ্ধ থাকবে না বা প্রকাশ করা হবে না।

এবং

আমি বুঝতে পারছি যে, আমার সন্তানের থেকে আহরিত তথ্যের একটি লিখিত অনুলিপি আমাকে দেয়া হবে যা দেখে আমি সেটি গবেষণায় অর্ন্তভুক্ত করার বিষয়ে সিদ্ধান্ত দিতে পারি।

এবং

Ascent form for parent for child participant

আমি বুঝতে পারছি যে, যা তথ্য দেয়া হবে তার গোপনীয়তা রক্ষা করা হবে, এবং এমন কোন তথ্য কারো কাছে বা কোন রিপোর্টে প্রকাশ করা হবে না যা থেকে চেনা সম্ভব।

এবং

আমি বুঝতে পারছি যে, সাক্ষাৎকারের অডিও রেকর্ডও তা থেকে আহরিত তথ্যের লিখিত অনুলিপিসমূহ একটি নিরাপদ স্থানে সংরক্ষিত থাকবে এবং কেবলমাত্র গবেষক ছাড়া অন্যকারো কাছে তা সহজলভ্য হবে না। তাছাড়াও এসব তথ্য ৫ বছর সংরক্ষনের পর ধ্বংস করে ফেলা হবে যদি এই তথ্য অন্য কোন গবেষণায় ব্যবহারের জন্য আমার পূর্বানুমতি না নেয়া হয়।

অংশগ্রহণকারীর নাম..... অংশগ্রহণকারীর অভিভাবকের নাম.....

স্বাক্ষর-----

স্বাক্ষর-----

বা টিপসই-----

বা টিপসই-----

তারিখ-----

Appendix C2: Consent form for parent participants

সম্মতি পত্র

গবেষণার শিরোনাম: Understanding of Parent-Child Relationship (পিতা-মাতার সাথে শিশুর সম্পর্ক)

আমি ঢাকা বিশ্ববিদ্যালয়ের উপরোল্লিখিত গবেষণায় অংশগ্রহণ করার জন্য সম্মতি দিচ্ছি। আমাকে গবেষণাটি সম্পর্কে বিস্তারিতভাবে বুঝিয়ে বলা হয়েছে যা আমার কাছে রেকর্ড হিসেবে রাখা আছে।

এবং

আমি বুঝতে পারছি যে, আমার অংশগ্রহণ স্বেচ্ছামূলক, আমি ইচ্ছে করলে আংশিক বা সম্পূর্ণ প্রকল্পে অংশগ্রহণ করা থেকে বিরত থাকতে পারি এবং গবেষণায় আহরিত তথ্যেও অনুলিপি অনুমোদনের পূর্বে যে কোন পর্যায়ে আমার অংশগ্রহণ প্রত্যাহার করতে পারি যার জন্য আমাকে কোন ভাবেই ক্ষতিগ্রস্ত করা হবে না।

এবং

আমি বুঝতে পারছি যে, গবেষণায় একক সাক্ষাতকারের মাধ্যমে যে তথ্য আহরণ করা হয়েছে তার প্রকাশনা বা উপস্থাপনায় কোন অবস্থাতেই অংশগ্রহনকারীর নাম পরিচয় লিপিবদ্ধ থাকবে না বা প্রকাশ করা হবে না।

এবং

আমি বুঝতে পারছি যে, আমার থেকে আহরিত তথ্যের একটি লিখিত অনুলিপি আমাকে দেয়া হবে যা দেখে আমি সেটি গবেষণায় অন্তর্ভুক্ত করার বিষয়ে সিদ্ধান্ত দিতে পারি।

এবং

আমি বুঝতে পারছি যে, আমি যা তথ্য দেব তার গোপনীয়তা রক্ষা করা হবে, এবং এমন কোন তথ্য কারো কাছে বা কোন রিপোর্টে প্রকাশ করা হবে না যা থেকে আমাকে চেনা সম্ভব।

APPENDIX C2
Consent form for parent participant

এবং

আমি বুঝতে পারছি যে, সাক্ষাৎকারের অডিও রেকর্ডও তা থেকে আহরিত তথ্যের লিখিত অনুলিপিসমূহ একটি নিরাপদ স্থানে সংরক্ষিত থাকবে এবং কেবলমাত্র গবেষক ছাড়া অন্যকারো কাছে তা সহজলভ্য হবে না। তাছাড়াও এসব তথ্য ৫ বছর সংরক্ষনের পর ধ্বংস করে ফেলা হবে যদি এই তথ্য অন্য কোন গবেষণায় ব্যবহারের জন্য আমার পূর্বানুমতি না নেয়া হয়।

অংশগ্রহণকারীর নাম.....

স্বাক্ষর-----

বা টিপসই-----

তারিখ-----

APPENDIX D
Screening questionnaire

Appendix D: Screening questionnaire

গবেষণায় অংশগ্রহণের অযোগ্যতা

১.	আপনার কি স্মৃতিশক্তির কোন সমস্যা আছে?	<input type="checkbox"/> হ্যাঁ	<input type="checkbox"/> না
২.	আপনি কি এই মুহূর্তে মাদকগ্রস্ত অবস্থায় আছেন?	<input type="checkbox"/> হ্যাঁ	<input type="checkbox"/> না
৩.	বর্তমানে আপনার এমন কোন মানসিক অসুস্থতা আছে কি, যা আপনার কর্মক্ষমতা বাধাগ্রস্ত করছে?	<input type="checkbox"/> হ্যাঁ	<input type="checkbox"/> না
৪.	আপনি কি এমন কিছু দেখেন বা শোনেন যার অস্তিত্ব অন্যরা অস্বীকার করে	<input type="checkbox"/> হ্যাঁ	<input type="checkbox"/> না
৫.	আপনি কি বিশ্বাস করেন যে লেজার রশ্মি, এক্সরে বা অন্য কোন উপায়ে বিশেষ এক অদ্ভুত শক্তি আপনার মাথার মধ্যে চিন্তা ঢুকিয়ে দেয় অথবা আপনার চিন্তাগুলো চুরি করছে, অথবা আপনার সাথে যোগাযোগ করার চেষ্টা করছে	<input type="checkbox"/> হ্যাঁ	<input type="checkbox"/> না
৬.	আপনি কি বিশ্বাস করেন যে, আপনার ক্ষতি করার জন্য কেউ ষড়যন্ত্র করছে এবং এটা পরিবার বা নিকটজন কেউ বিশ্বাস করছে না	<input type="checkbox"/> হ্যাঁ	<input type="checkbox"/> না

Appendix E1: Topic guide for in-depth interview

টপিক গাইড

বাবা-মার/ সন্তানের সাথে আপনার সম্পর্কটা কেমন তা নিচের ছকের মাধ্যমে নির্দেশ করুন:

০ প্রচণ্ড খারাপ	১০ অনেক খারাপ	২০ বেশ খারাপ	৩০ কিছুটা খারাপ	৪০ সামান্য খারাপ	৫০ খারাপ ও না ভালও না	৬০ সামান্য ভাল	৭০ কিছুটা ভাল	৮০ বেশ ভাল	৯০ অনেক ভাল	১০০ প্রচণ্ড ভাল	

১. বাবা-মার/ সন্তানের সাথে আপনার সম্পর্কটা ব্যাখ্যা করুন
২. আপনার বাবা- মা/ সন্তান আপনার সাথে কেমন আচরণ করে?
 - আপনার কেমন লাগে?
 - তখন আপনি কি করেন?
 - তখন কি মনে হয়?
 - কখন কখন তারা এ আচরণ করে?
৩. এ আচরণগুলোর মানে কি?
৪. তারা কি মনে করে এ আচরণ করে?
৫. সম্পর্কের ভাল লাগার দিকগুলো কি কি?
৬. কোন কোন সময় ভাল লাগে
৭. বিশেষ ভাল লাগার ঘটনাটি বলুন?
৮. সম্পর্কের খারাপ লাগার দিকগুলো কি কি?
৯. কোন কোন সময় খারাপ লাগে
১০. বিশেষ খারাপ লাগার ঘটনাটি বলুন?
১১. এই ভাল বা খারাপ সম্পর্ক আপনার জীবনে কিরকম প্রভাব ফেলেছে?
১২. কোন কোন বিষয় প্রভাব ফেলেছে?
১৩. বাবা মা / সন্তানের এর নিকট থেকে আপনার প্রত্যাশা কি?

Appendix E2: Demographic information form for child

গবেষণায় অংশগ্রহণকারীর ব্যক্তিগত তথ্যাবলী

শিশু সম্পর্কিত তথ্য:

আই. ডি :

১. বয়স :
২. লিঙ্গ : ছেলে / মেয়ে
৩. ভাইবোনের সংখ্যা :
৪. জন্মক্রম :
৫. অধ্যয়নরত শ্রেণী :
৬. বাবা-মা এর বৈবাহিক অবস্থা:
৭. বাবা: বয়স : পেশা :
৮. মা: বয়স : পেশা :
৯. একক পরিবার / যৌথ পরিবার
১০. মাসিক পারিবারিক আয়:
১১. আর্থ-সামাজিক অবস্থান:

খ. সম্পর্কের গুণগত পরিমাপক:

বাবা-মার/ সন্তানের সাথে আপনার সম্পর্কটা কেমন তা নিচের ছকের মাধ্যমে নির্দেশ করুন:

০ প্রচন্ড খারাপ	১০ অনেক খারাপ	২০ বেশ খারাপ	৩০ কিছুটা খারাপ	৪০ সামান্য খারাপ	৫০ খারাপ ও না ভালও না	৬০ সামান্য ভাল	৭০ কিছুটা ভাল	৮০ বেশ ভাল	৯০ অনেক ভাল	১০০ প্রচন্ড ভাল	

APPENDIX E3

Demographic information form for child

Appendix E3: Demographic information form for parent

গবেষণায় অংশগ্রহণকারীর ব্যক্তিগত তথ্যাবলী

ক. পিতা / মাতা সম্পর্কিত তথ্য -

আই. ডি :

১. বয়স :
২. লিঙ্গ : ছেলে / মেয়ে
৩. শিক্ষাগত যোগ্যতা:
৪. পেশা-
৫. বৈবাহিক অবস্থা:
৬. ছেলে-মেয়ের সংখ্যা :
৭. পরিবার এর ধরন: একক পরিবার / যৌথ পরিবার
৮. মাসিক পারিবারিক আয়:
৯. আর্থ-সামাজিক অবস্থান :

খ. সম্পর্কের গুণগত পরিমাপক:

বাবা-মার/ সন্তানের সাথে আপনার সম্পর্কটা কেমন তা নিচের ছকের মাধ্যমে নির্দেশ করুন:

০	১০	২০	৩০	৪০	৫০	৬০	৭০	৮০	৯০	১০০	
প্রচন্ড খারাপ	অনেক খারাপ	বেশ খারাপ	কিছুটা খারাপ	সামান্য খারাপ	খারাপ ও না ভালও না	সামান্য ভাল	কিছুটা ভাল	বেশ ভাল	অনেক ভাল	প্রচন্ড ভাল	

Appendix E4: Contact form

CONFIDENTIAL

Contact Details

Code

Name

Address
Phone no

Note

APPENDIX F
Original Quotations and translated Quotations

Appendix F: Original Quotations and translated Quotations

	Bangla Quotations	English Quotations
1	<p>“...আম্মু....সময় মত খাবার দেয়। এ ...ঘুম থেকে উঠায়। পরীক্ষার সময় ,সকাল সকাল উঠতে রিভিশন দেয়ার জন্য। তো আম্মু ঘুম থেকে উঠায়। তার পরে আম্মু দুপুর বেলায় তাড়াতাড়ি রান্নাবান্না করে খাবার দেয়।”</p>	<p><i>“....Mother gives me food on time. During exams, she wakes me up in the morning so that I can make a revision of the exam papers. So she wakes me up and then prepares the lunch quickly and serves it.”</i></p>
2	<p>“যখন আমার জ্বর আসে তখন ঔষুধ খাওয়ায় আর বেশির ভাগ যদি শীতের সময় আসে তাহলে তো আমাকে.. মানে খালি গায়ে টায়ে থাকতেই দেয় না।”</p>	<p><i>“When I fall sick they provide me medicine. And if I fall sick in the winter, she does not allow me to go without clothes.”</i></p>
3	<p>“এখন আমার বাবা এসে জিজ্ঞাসা করে, প্রশ্ন আমাকে দেখাও তুমি প্রশ্ন কি দিস, কি রকম দিস, কি মানে... পরীক্ষা তোমার কেমন গেল যদি আমার মন খারাপ থাকে তাহলে আমার বাবা বুঝতে পারে। বলে তোমার মন খারাপ কেন, কি হইছে তোমার তখন আমি বলি এরকম এরকম আমার একটা সমস্যা হইছে”</p>	<p><i>“Now, my father comes to me and asks me to show him my exam questions, what I have answered to them, and how did my exam go. If is am gloomy, my father can understand that. He asks why am I upset. I then told him I am facing this sort of a problem.”</i></p>

APPENDIX F
Original Quotations and translated Quotations

4	<p>“...যদি খাতা-টাতা দরকার, খাতা শেষ আইনা দেয়। আকবু ...খেলার জন্য যা প্রয়োজন, মানে রেক্কেট এগুলো কিনা দেয়। আবার যদি রেক্কেটের তার ছিড়ে যায় এগুলো লাগাইয়া আনে।”</p>	<p><i>“If I need exercise books, if the book is finished, he [dad] brings more for me</i> <i>..He buys me what I need for playing, e.g., racket etc. And again, if a sting of my racket gets snapped, he gets it repaired.”</i></p>
5	<p>“তার পড়াশুনার ক্ষেত্রে যেটা দরকার সেটা বলে আমি সাথে সাথে দেবার চেষ্টা করি। না পারলে বলি যে এখন তো পারতেছি না। পরে দিবো।”</p>	<p><i>“Whatever he says is necessary for his study, I try to provide them as soon as possible. If I can't do that at the moment, I tell him, I am unable to do it now. I will arrange them later.”</i></p>
6	<p>“আর ওদের কাজ ওদের করতে দেওয়ার আমি পক্ষপাতি। ছোট মেয়েকে আমি একা ছেড়ে দেই একা একা ও আমার অফিসে যায়। ওদের কাপড় চোপড় ওদের খুইতে দেই। তারপরে ওদের বিছানা ওরা নিজেরা গোছায়, নিজেরা মশারি টানায় ঘুমানোর আগে। নিজের কাজ ওরা নিজেরা করে।”</p>	<p><i>“I want to do their personal works. I let my youngest girl to go out alone. She comes to my office alone. I make them wash their own clothes. Besides, they make up their own beds and before going to sleep, hang their own mosquito nets. They do their own works on their own.”</i></p>
7	<p>“এখানে আমি ফ্রেন্ডদের বাসায় নিয়ে আসছি। আমার মা আমাকে বলছিল খেলা শেষ হলে সবাইকে বাসায় নিয়ে আসবা।”</p>	<p><i>“That day I brought my friends how, as my mother asked me to bring them all home after the playing is complete.”</i></p>

APPENDIX F

Original Quotations and translated Quotations

8	“মারো মারো ওদেরকে সাথে নিয়ে ঘুমাই। ওরা বড়ির এটাচে থাকতে চায়, ছোটটা বেশি।”	“ <i>Sometimes I sleep with them. Because they want to stay attached to me physically. The youngest one wants it the most.</i> ”
9	“আর ওরা বিয়ের দাওয়াতে যেতে খুব পছন্দ করে। ওর আকাঙ চেস্টা করে নেওয়ার আমিও চেস্টা করি।”	“ <i>They (children) are very fond of attending marriage ceremony. His father too tries to make time to go. So do I.</i> ”
10	“পড়ালেখাই যে খুব ভাল হতে হবে এটা কখনই চাই না। সবসময় ফার্স্ট হতে হবে..জাস্ট মোটামোটি ভাল হলে হবে..এরকম ফার্স্ট হতে হবে কখনো চাই না।”	“ <i>I don't want my children to be the best in study. (I don't want them) always to be the first...it's enough to be a generally good student... I never insist on being the top of the class.</i> ”
11	“... আজকে পরীক্ষা আমি দিতে চাইনি, পরে আম্মুকে বলছি আমার শরীর ভাল না। আম্মু তখন বলল তাহলে দেয়া লাগবে না তুমি যখন অসুস্থ। আমি বললাম, কোচিং থেকে সমস্যা হবে। তখন বলল, তাহলে কোচিং-এ বলব তুমি অসুস্থ।”	“ <i>I didn't feel like sitting the exam today. I told my mother that I wasn't feeling well. Mom said, as you are ill then you don't have to take the test. I said, but it would trigger complications at the coaching center. She said, in that case I will tell the coaching center that you were sick.</i> ”
12	“আপু সব সময় বলে যে, তাড়াতাড়ি ঘুম থেকে উঠতে। কিন্তু আম্মু জানে যে, আমি তাড়াতাড়ি ঘুম	“ <i>My sister always insists me to rise early in the morning. But my mother knows that I</i>

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	থেকে উঠতে পারি না তখন আম্মু বলে ২ফওর যখন পুরোপুরি ঘুম হবে ও তখন উঠবে।”	<i>can't rise early. So she says he will wake when he sleeps for full two quarters of the night.” (Children).</i>
13	“আদর সব সময়ই করে । বলতে গেলে পরীক্ষার রেজাল্ট যখন ভাল হয়। তার পরে ...আবার কথাও শুনি, যখন অবাধ্য হইনা। যখন বলে, যা কিছু বলে তাই করি তখন আদর করে অনেক বেশি করে।”	<i>“They adore me all the time, especially when I achieve good marks in the exams. On the other hand, when I act unruly, they do scold me for that. When I do whatever they ask me to, they do admire me much more.” (Children)</i>
14	“আমার ফ্রেন্ড এর সাথে খুব ঝগড়া আমি বাসায় এসে কান্নাকাটি করতে থাকি তখন আমার মা বলে তুমি কান্নাকাটি করতেছো কেন? তখন আমি বলি মা আমার ফ্রেন্ড আমাকে খুব ভুল বুঝে, আমার সাথে রাগ করছে আবার আমকে অনেক কিছু বলছে। তখন আমার আম্মু বলছে না এটা তো খারাপের কোন বিষয় না তুমিও তো অনেক কিছু বলতে পার। যারা ফ্রেন্ড, ফ্রেন্ড, ফ্রেন্ডদের মধ্যে অনেক কথা হতে পারে তুমিও ওকে অনেক কিছু বলতে পার ও তোমাকে অনেক কিছু বলতে পারে।”	<i>“One day I had a serious squabble with a friend. Coming back home, I started to cry. My mother asked, why are you crying? I said, mom, my friend totally misunderstands me; he is cross with me; besides, he also abused me a lot verbally. Then my mother said, but it really is not a bad matter, you too might have told him many things. Friends may tell each other many things – you can tell him many things, so does he tell you many.” (Children)</i>

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15	<p>“আমি ভোরবেলা উঠতাম যাতে সব পড়া তাড়াতাড়ি শেষ করতে পারি, তো আমি একাএকা থাকতে খুব ভয় পেতাম। আম্মু আমার সাথে ভোরবেলায় উঠে আমার সাথে বসে থাকতো।”</p>	<p><i>“I used to wake up very early in the morning so that I could complete my homework quickly. But I would feel afraid staying alone. So my mother too would wake up at dawn and sit beside me.”</i></p>
16	<p>“খেলাধুলা করলে ও একটু আনন্দ পায়। ও ক্রিকেট খেলা পছন্দ করে, বল খেলা পছন্দ করে। আমিও ওর সাথে একটু খেলি।”</p>	<p><i>“He [child] enjoys playing. He likes cricket and football. I too play with him once a while.”</i></p>
17	<p>“ওকে একটা গল্প শুনাইলাম, বসে একটা গল্প করলাম। আস একটা গল্প করি। একটা ছবি আঁকি। ছবি একে কালার করি। এটা দেখ, কেমন লাগছে তোমার। তখন ওরা খুব খুশি হইয়া বসে। গল্প শুনতে খুব পছন্দ করে। বাচ্চারা গল্প শুনতে খুব পছন্দ করে। প্রায়ই গল্প শুনাই। যখন দেখি দুষ্টুমি করে তখন বসাই গল্প শোনাই। যে আসো আমরা গল্প করি। আমি একটা গল্প বলি। তুমি শুনবা পরে আবার আমাকে বলবা। তুমি একটা গল্প বল আমি শনি। এগুলো করি ওদের সাথে।”</p>	<p><i>“We sit together and tell tales. Come, let’s listen to a story; let’s draw a picture and color it. Look at this one; how do you find it? Then they all cheer up and we sit in a group. They like stories a lot. Kids do like to listen to stories. Most of the time I tell them stories. When I see them acting chaotically, I make them sit in a circle and tell them a story. I say come, let’s have some stories. I will tell a story. You will listen to it and then tell the same story to me. Now, you tell me a story, and I will listen. I do such things with them quite</i></p>

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		<i>often.”</i>
18	আপুৰ সাখে শপিং-এ (শপিং সেন্টার এর নাম) যেতে চেয়েছিলাম। যাইতে দিবে না।	<i>“... I wanted to go shopping with my sister. My mother didn't give permission.”</i>
19	আম্মু বলে এত কেন বেশি এত কেন স্টাইল করা লাগবে তোমার একটা বয়স আসবে তখন কইরো তখন মাঝে মাঝে অনেক বেশি মেজাজ গরম হয়। আমি এখন স্টাইল করতে পারব না এটা কেন করতে পারব না।	<i>“My mother said why do you need to style up so much? When you come of at the proper age you can dress up. That made me feel irritated. Now I don't dress up any more. But why I should not?”</i>
20	“তখন সেদিনের রাতে অবশ্য সেদিন রাতে আমার মা আমাকে পারমিশন দিয়েছিল সেদিন ঈদের মত সেখানে তখন গরু ছাগল ছিল অনেক। ছোট বেলা থাকতে তখন রাত ১টা ২ট পর্যন্ত কাটিয়েছি।”	<i>“On that night (before the Eid Day) my mother gave me permission to stay out. There were a lot of cattle and goats...it was my childhood and I stayed there up to 1 a.m.to 2 a.m.”</i>
21	“ওদের সব সময় নেই না। ওদের মাহুলি হয়ে করা আছে। হয়তো মাসে দুবার, সারপ্রাইজ দেই। চাইলেই যে নেওয়া সেটা না।”	<i>“I don't take them to eat out every time. They have their monthly schedules set. Maybe twice a month I surprise them. It's not like, they want to go and I comply.”</i>
22	“বলি নামায কালাম পড়ো। নামায কালাম পড়লে ইহকাল পরকাল সব ভাল হবে।বাইরে কোন খারাপ মানে আচরণ করবে না কারো সঙ্গে,	<i>“I instruct them perform salat. Performing salat and reading the scriptures make both this life and the life hereafter</i>

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	এমন কোন আচরণ করবে না যাতে মানুষে যাতে খারাপ বলতে না পারে আরকি। বাচ্চাদের এইভাবেই বুঝাই।”	<i>benevolent..... Don't misbehave with anyone in the outside world, i.e., any such behavior that people may call bad. This is the way I instruct the kids.”</i>
23	“আমি বললাম যে খারাপ কোন বন্ধু বান্ধবদের সাথে মিশবানা যাতে খারাপ ছেলে না হও।”	<i>“I (mother) tell them don't mix with such friends that would turn you into you a bad boy.”</i>
24	“তখন আমি বলি যে, এখন টিভি ছাড়া কেন? এখন তো পড়ার সময়। বলে যে, আমি পড়ছি। আমি বলি যে, কী পড়ছো তুমি।”	<i>“Then I say why have you switch on the TV? It's study time. He says I am studying. I say show me what you are studying?”</i>
25	“আম্মু বলতেছিল আমি কক্সবাজার যাওয়ার জন্য পাগল হয়ে গেছি।”	<i>“Mother was saying that I had become crazy to visit Cox's Bazar.”</i>
26	“পড়াশুনা করতে পার না অভদ্র।”	<i>“Can't you keep studying, you lumpy girl?”</i>
27	“পড়াশুনা না করলে কেমনে তুমি বড় হবা। তোমার আপুরা সবাই সবার একটা স্টেজে চলে গেছে।”	<i>“How would you become established if you don't study? Everyone of your sisters has reached a prominent stage.”</i>
28	“তুমি আমাকে দেখ আমি কী রকম পোষাক পড়ি। আমি কী রকম থ্রি পিস পড়ি। আমাকে দেখে কেউ	<i>“Look how I dress. What type of 3-piece do I wear. No one says anything looking at my</i>

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	<p>কিছু বলে না। আমার মধ্যে কী গ্ল্যামার কম আছে। আমার মধ্যে কী সৌন্দর্য কম আছে। এই ভাবে আমি আমাকে দিয়ে বুঝাই। ওর কোন ফিলিংসই নাই।”</p>	<p><i>dress. Do I have any lack of glamour? Do I have any lack of beauty? Thus I instruct them by making myself an example. But she has no feelings at all.”</i></p>
29	<p>“ফ্রেন্ডের জন্য একটা গিফট কিনছিলাম, ওই গিফট কি করছে ওই গিফট কিনলা তো কোন লাভ হল না শুধু শুধু কিনলা। আমার আশু বলতেছে, কেন তুমি শুধু শুধু কিনলা এই গিফট কিনে তোমার কি হলো? সে তোমাকে কিছু দেয় নাকি?”</p>	<p><i>“My mother said what benefit is there in that gift? You have bought the gift but you will gain nothing, just waste of money. My mother said, why you have bought that gift without any purpose. What is the benefit of it? Does she give you anything?”</i></p>
30	<p>“তুমি যে ওড়না নিতে চাও না। জিন্স টি শার্ট এগুলো পড়তে চাও। এগুলো পড়লেই কিন্তু একজনের সৌন্দর্য ফুটে উঠে না।”</p>	<p><i>“You don’t want to wear dupatta, you want to wear Jeans, T-shirt and such thing. But wearing these alone does not highlight one’s beauty.”</i></p>
31	<p>“আপু, আম্মুকে না বইলা গ্রামের অন্যদিকে গেছিলাম তো তখন রাস্তার ভিতরে আসতে না আসতে আম্মু আম্মাকে থাপ্পড় দিছিলো। তো সেই জিনিসটা আমার অনেক বেশি খারাপ লাগছে আমার এখনো মনে পরে সেখানে অনেক ছেলে দাঁড়ানো ছিল যাদের আমি চিনি না আমার কাজিন</p>	<p><i>“In village I went another side without informing my mother and sister. After came my mother slap me in front of my cousins friend. It was insulting for me. She wouldn’t slap in front of them.”</i></p>

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	এর অনেকগুলো ফ্রেন্ড ছিল তারপর আরো অনেক বড় ভাইয়া ছিল। তো সেটা আমি অনেক ইস্টাটিং ফিল করছি যে আমাকে রাস্তায় না মারলেও পারত।”	
32	“আমি যখন কোন বিপদে পড়ছি বা পায়ে ব্যাথা পাইছি তখন আম্মু তখন ড্রেসিং ট্রেসিং কইরা দিচ্ছে।”	<i>“When I face any accident or is hurt in my leg, my mother dressing it up.”</i>
33	“... কিছু খেতে বললে ও আইনা দিবে।”	<i>“ . . . If I want to eat something he would bring it for me”.</i>
34	“তারপর সে আমাকে একা একা কোথাও যাইতে দেয় না। সে আমার দিকে অনেক বেশি কেয়ার করে তাই হয়ত।”	<i>“She does not permit me to go outside alone. It might be a sign of her deep care for me.”</i>
35	“যখন মা... আমার জন্য জামা কাপড় কিনে অথবা আমাকে নিয়ে কোথাও বেড়াতে যায়। তখন ভাল লাগে। মনে হয় যে, আমি মার সাথে মানে মজা করছি। মনে হয় মা আমার ফ্রেন্ড হয়ে যায়।”	<i>“When my mother buy dresses for me or take me somewhere for outing, I feel great. I feel like we were having fun together. It seems my mother then becomes my friend.”</i>
36	“বকা দিচ্ছে ভালর জন্যই দিচ্ছে। আর যেন বড় হয়ে আমার ভবিষৎ ভাল হয়। কারণ ভালর জন্যই করে তারা। তারা তো সন্তানের খারাপ চায়না।”	<i>“Parents scold for the good of their children, for their healthy future...They never want anything bad to happen to their</i>

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		<i>kids.”</i>
37	পড়া লেখা শিখাইছে। . . . আর যেন বড় হয়ে আমার ভবিষ্যৎ ভাল হয়।	<i>“They were helping me to educate. It is a sign of I will do good in future.”</i>
38	“ভালোলাগে যখন আমরা ফ্যামিলির সবাই একসাথে বসে টাইমলি খাওয়া দাওয়া করি.....সবাই এক সাথে একটা জিনিস নিয়ে মজা করি.....রাতের বেলা আমরা সবাই একসাথে খাওয়া দাওয়া করি বা টিভিতে একটা অনুষ্ঠান আছে সেটা নিয়ে সবাই একসাথে আলোচনা করি... তখন হাঁসি তখন ওটা ভালোলাগে।”	<i>“I feel happy when we all the family members sit together to have our meal on time... We make fun about something... at night we dine together or talk about some TV program... we laugh ... and we love it.”</i>
39	“আমার পড়ালেখাতে ভালভাবে সাপোর্ট দিতাছে। . . . প্রতিমাসে অনেক টাকা খরচ হয়। স্কুলে, স্কুলে তো অনেক টাকা যায়। তারপর প্রাইভেট, অন্যান্য কোর্সিং এগুলো তো অনেক সাপোর্ট দেয় আমাকে। যদি এগুলো করতে না দিত তাহলে আমি পারতামই না পড়তে।”	<i>“My parents are giving adequate support for my study....Every month a lot of money is spent — in school, for private and other coaching — they pay a lot for these for me. If they have not done that, I would not be able to continue my study.”</i>
40	“অনেক বেশি ভালোবাসে। আমার দিকে সবচেয়ে বেশি কেয়ার নেয়। . . . আমি জানি খুব বেশি ভালোবাসে তাই হয়তো এত টেনশন করে সব কিছু নিয়ে।”	<i>“She loves me a lot. She is also the most caring towards me. I know she loves me a lot and may be that’s why she feels so tensed about me.”</i>

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41	<p>“আর...যখন আদর তখনতো আদর করবেই। . . . মায়ের দায়িত্ব সন্তানের সবসময় পাশে থাকা।”</p>	<p><i>“And when it comes to cuddling...she definitely caresses me. A mother’s responsibility is always to stay beside her children.”</i></p>
42	<p>“মা নিজের মেয়েকে শাসন করতেই পারে, বলবে একটা থাপ্পড় দিব, হয়তোবা বলবে তুই কোন কথা শুনস না... এই।”</p>	<p><i>“A mother can definitely scold her daughter. She may say, I will smack you, or may say you don’t listen to me...that’s all.”</i></p>
43	<p>“ওনারদের অনেক বুঝানোর চেষ্টা করি কিন্তু ওনারা বোঝেই না। তখন মনে হয় ওনারা আমাদের ব্যাপারে কিছু বোঝেই না। আমাদেরও খুশি আছে, আমাদেরও লাইফ আছে এটা ওনারা বোঝেই না।”</p>	<p><i>“I try a lot to make them understand but they don’t. Then it seems they don’t understand anything about us. They don’t understand that we too have our matters of joy, that we too have our life.”</i></p>
44	<p>আমি যখন একটা কথা আক্বুকে বলতে যাই বা আম্বুকে বলতে যাই তারা কোন কথা না শুনেই রায় দিয়া দেয়। এই জিনিস গুলা আমার ভালো লাগে না মারো মারো, অনেক সময় আসে আমি বলি কোথাও ঘুরতে যাব বা ফ্রেন্ডের বাসায় যাব তখন তারা সেই মুহূর্তে না করে দেয়। না, কেমন তোমার ফ্রেন্ড একটু কথা বলে দেখি বা কিছু একটা করি তারা তেমন কিছু করবে না।</p>	<p><i>“When I go to consult my parents, they give their opinion without hearing me out. I don’t like it. Sometimes I say, I want to visit my friend’s house. Instantly they say, no. They don’t even check out how my friend is or talk to her.”</i></p>

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45	<p>আর আম্মু ইদানীং মনে হয় বেশি সন্দেহ করে।সে হয়তোবা ভাবে এই বয়সটা অনেক খারাপ ছেলেদের সাথে হয়তোবা মিশেছি। যেটা আমি করতেছিনা সেটা আমকে মাঝে মাঝে বলে। বিরক্ত লাগে।</p>	<p><i>“I think I am a subject of doubtshe thinks this age is dangerous and I will make friends with bad boys. But I don't do that and still she say that. I feel really annoyed.....”</i></p>
46	<p>“অনেক সন্তানরাই বড় হয়ে মা-বাবা কে বৃদ্ধা আশ্রমে পাঠায়া দেয়। কিন্তু আমি তা করব না। কারণ মা-বাবা ছোটবেলায় অনেক আদর দিতেছে। আমি কীজন্য বড় হয়ে এটা করব? এটাই।</p>	<p><i>“Many children, when they become adult, send their parents to old people's home. But I will never do it. Because, my parents have been adoring and caring me a lot in my childhood. Why should I do that when I become an adult? That's it. . . “</i></p>
47	<p>“তুমি একটু চলো আমি এখন পড়বো তুমি আমার কাছে একটু বসে থাকো। . . . ঐ গুলা করে যখন আমি একটু খারাপ আছি এসে একটা ছবি তুললো বা আম্মু তোমার একটা ছবি তুলি।”</p>	<p><i>“Come with me, I will now do some homework and mother-you please sit with meafter I have finished doing my lessons, when I was feeling tired, she took a photo of me or I said Ammu, may I take a photo of you?”</i></p>
48	<p>“আমার তো সেদিন গ্লিটার ছিল তাই আমি গ্লিটার সে আমি গ্লিটারস দিয়ে একটা কার্ড বানানোর চেষ্টা করেছি কার্ড হয়েছে। তারপর ওখানে ছবি আঁকছি</p>	<p><i>“That's day I had glitters and tried to make a card for them (parent). I drew a picture of my parents..... and certainly it was heart-shaped.....mother felt very happy.</i></p>

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	আমার বাবার এবং মার । ওটা অবশ্য মাকে বলছি । অবশ্য হাট শেপ দিয়ে কেটে ।”	<i>She made a cake for me.”</i>
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