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Analyzing sibling differences in adolescents' perceptions of parent-adolescent relationship among families of four different social class

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Abstract

The current study was considered to investigate sibling differences in adolescents' perceptions of parent-adolescent relationship among Families of G.B.P.U.A. &T., pantnagar. The present study examine sibling differences in adolescents' perceptions of parent-adolescent relationship from four different social classes (Class I, Class II, Class III, and Class IV) of G.B Pant University of Agriculture and Technology, Pantnagar, Uttarakhand. Forty adolescents were at random selected as respondents from each social class of families formulating a total of 160 adolescent respondents for the analyzing sibling differences in adolescents' perceptions of parent-adolescent relationship among families of G.B.P.U.A. &T., pantnagar. Analysis of Variance (ANOVA) revealed significant effect of sibling differences in adolescents' perceptions of parent-adolescent relationship among families of G.B.P.U.A. &T., pantnagar. The results of the study revealed that the respondents having significant difference among all ten domains of adolescents' relationship with both mother and father across number of sibling from different social classes. The association of relationship with parent aspects in families from different social classes are represented which depicts significant difference in all the domains of parent-adolescent relationship in the families except in loving. One or no sibling or two or three and more siblings showed high significant difference in protecting, symbolic punishment, demanding, symbolic reward and object reward domains of relationship with mother and father among class I and class II as compared to class III and IV. Whereas, among number of siblings of class III and class IV have high level of significant difference in domain that is rejecting, object punishment, indifferent and neglecting.

Keywords: Siblings, parent-adolescent relationship, protecting, symbolic punishment, demanding, symbolic, object reward, rejecting, object punishment, indifferent and neglecting

Introduction

Adolescence is a developmental period characterize by adolescence renegotiating their relationships with their parents and determining for increased independence. Hall (1904) ^[9] described adolescence as a time of storm and stress period in which several changes occurs. Later research suggests that adolescence is not just a period of negativity but also a transitions period due to physical, psychological as well as social change. According to Arnett (1999) ^[1], adolescents experience conflicts with parents, changes in moods, and engage in unsafe behaviors. In addition, adolescence tries to become independent from their parents during this developmental period for identity. During adolescence, both positive and negative relationship with parent occurs, and adolescence may experience increased deviation with their parents when beginning to form their own autonomy. Most parents have positive relationships with their adolescents but some parents have negative relationship with their children. Journey through adolescence is a alteration period, and is a most demanding and difficult period of whole life span, that appearances a numerous variations in an individual, equally affecting the psychological and physiological sides of mind and body, this features of growing to maturity is called as 'adolescere' in Latin (Deshpande A., Chhabriya M. 2013) ^[5], and is the origin of the word adolescent. Hence Hurlock E. B. (1981) recognizes adolescence as "the problem age" as well as storm and stress period in the human life span.

Adolescence marks an important turning point in the parent-child relationship. As the child enters adolescence, the biological, cognitive, and emotional changes of the phase spark transformations in the parent-child relationship. Adolescence is a time during which the child's support for independence may challenge parents' authority, as the these age strives to establish a sense of emotional autonomy, or individuation and much like toddlerhood, many parents find adolescence to be a difficult period requiring a sensible amount of alteration.

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Adolescents and their family relationships are happiest, in family circle in whom parents are both supportive and accepting of the child's needs for more psychological independence.

Although the significance of number of siblings and their relationships create during this phase, the parent-child relationship maintains its importance for the psychological development of the adolescent changing unwanted behavior into desirable behavior. As in previous eras, authoritative parenting—styles that combines warmth and firmness—seems to have the most positive impact on the adolescents' development. Research shows that, adolescents' who have been reared authoritatively continue to show more success in school, better emotional development, and fewer behavior problems than their counterparts from other types of parenting styles. Adolescents whose parents are disengaged continue to show the most difficulty in later life of their children.

Adolescence may be a time of heightened emotional and poor closeness in the parent-child relationship. This period appears to be temporary, however, and most parents and adolescents are able to establish a stress-free effective relationship by the beginning of school. Erikson (1963) emphasized that adolescence is the time when an individual must set up a sense of personal identity and avoid the dangers of role diffusion and identity diffusion. Parents who show warmth and attention help their adolescents to build a healthy identity while who are conflicting in hope and obedience, preventive and rejecting their children build unhealthy identity. Parents influence their children in every aspect of their lives particularly in adolescence period; in the type of parenting approach they adopt to rear their child. Authoritative type of parenting style is used for improving the manner in which parents treat, communicate, discipline, monitor and support their children (Slicker, et. al, 2003). Adolescence is the developmental stage following childhood and preceding adulthood (Kreip, 1985).

Parents provide for their children in order to sustain them and build them for the future generations (Floyd and Morman, 2014) [7]. Most parents invest in their children through providing resources such as time, love, money, education, and health care facilities. The parent-adolescent relationship maintains its importance for the psychological development of the adolescents. This period appears to be temporary, and most parents and adolescents are able to establish an effective relationship by the beginning of high school.

The majority of adolescents' around the world have at least one sibling. The sibling relationship is likely to last longer than any other relationship in one's lifetime and plays an integral part in the lives of families. Yet, in comparison to the social class of families on parent-child relationships, relatively little attention has been devoted to the role of siblings and their impact on one another's development. Siblings are viewed as an essential component of family systems and as an important situation for learning and development but there are a number of methodological and conceptual challenges to studying siblings from this perspective. When parents treat their children differently by directly varying amounts of positive effect, responsiveness, control, discipline and intrusiveness to the two children, sibling relations are likely to be less friendly, but only if children view the differences as unfair. Sibling relations provide an important context for the development of adolescents' understanding of their social, emotional, moral

and cognitive worlds. In particular, siblings play an important role in the development of adolescents' understanding of other minds, namely their understanding of emotions, thoughts, intentions and beliefs.

The relationship between siblings can be marked with competition and conflict, but can also be one of the closest and intimate relationships a person has in childhood, adolescence, and adulthood (Volling, 2003) [15].

Research on adolescents suggests positive sibling influences can promote strong and adaptive functioning while pessimistic interactions can increase vulnerabilities and problem behaviors. Intimate and positive sibling interactions are an important source of support for adolescents and can promote the development of behavior. However, when sibling relationships are characterized by conflict and aggression, they can promote delinquency, and antisocial behavior among peers.

Above discussion evidently reflects that analyzing sibling differences in adolescents' perceptions of parent-adolescent relationship among families of G.B.P.U.A. &T., pantnagar. However, an attention in present study is to explore the analyzing sibling differences in adolescents' perceptions of parent-adolescent relationship among families from four different social classes of G.B.P.U.A. &T., pantnagar among families of G.B.P.U.A. &T., pantnagar.

Thus, the present study has been taken up with following objectives:

- To assess the sibling differences in adolescents' perception of their relationship with father in families from different social classes of G.B.P.U.A & T., Pantnagar
- To assess the sibling differences in adolescents' perception of their relationship with father in families from different social classes of G.B.P.U.A & T., Pantnagar

Methodology

Locale

The study was conducted exclusively in G.B Pant University of Agriculture and Technology, Pantnagar. The sample for the present study was chosen randomly from the five Schools running in the university, of G.B.P.U.A& T., Pantnagar. Name of the five schools, viz; Campus School, Government Girls Inter College (GGIC), Pantnagar Inter College (PIC), Balnilyam Junior School, and Saraswati Shishu Mandir.

Sample

The research study was carried out exclusively in the schools of G. B. Pant University of Agriculture & Technology Pantnagar. The respondents for the study were the adolescents studying in class VII to IX of the various schools situated in Pantnagar. Out of the total eight schools, only five schools purposively included in the study as only these schools provided education up to the intermediate level. All the adolescents studying in class VII to IX of the selected five schools were taken as respondents for the present study and classified into four categories on the basis of their parents' employment class (Class I, Class II, Class III, and Class IV) in the university. Out of four categories of class, 40 students were randomly selected from each class as respondents for the present study. The total sample for the present study comprised of 160 adolescents.

Research tools

The self-designed socio-demographic questionnaire was used

to study the socio-demographic characteristics of class VII to IX students of the selected schools. Parent-adolescent relationship is analyzed using the "Parent Child Relationship Scale". The scale is planned to examine interpersonal relationships- strength and extent of mother –daughter /son relationship; strength and extent of father –daughter /son relationship; nature of discipline; amount of permissiveness and warmth in parent child interaction and so on. The scale was standardized for boys and girls in the age group of 13 to 16 years. The tool contains 100 items categorized into ten dimension relations namely: Protective (PR), Symbolic punishment(SP),Rejecting (REJ), Object punishment (OP), Demanding (DEM), Indifferent (IND) Symbolic reward (SR), Loving (LOV) Objects reward (OR), Neglecting (NEG). Respondents were asked to rate their own insight of relationship with either mother or father on five point scale ranging from always to rarely using 5,4,3,2 and1 scoring points, respectively. The scale is scored individually for each of the parent, thus, every respondent obtains ten score for mother or father form on the ten dimensions of the scale. Score was done with the help of test guide.

Data collection

The respondents were approached in a group of 4 to 5 in the school itself during their free period. Firstly, the purpose of the study was made clear to them. Then, they were requested to give honest responses and were assured that their identity would be kept confidential and information provided by them would be used exclusively for the purpose of research work. English version scale was used with Campus School students as this school is an English medium school where as Hindi version of the scales was provided to students from PIC, GGIC Balnilyam Junior School, and Saraswati Shishu Mandir because all these schools are Hindi medium schools. Each sampled student was given questionnaires individually and was asked to fill the questionnaires there and then only under strict supervision of the researcher. The respondents were asked to fill the questionnaires within the given time and then collected the questionnaires from the students immediately.

Results and Discussion

Mean differences in adolescents' perception of their relationship with mother across number of sibling in families from different social classes of G.B.P.U.A& T., Pantnagar.

As shown in table 1, depicts significant difference among all ten domains of adolescents' relationship with mother across number of sibling from different social classes. The association of relationship with mother aspects in families from different social classes are represented which depicts significant difference in all the domains of mother-adolescent relationship in the families except in loving. It is observed that adolescent having one or no sibling showed high significant difference in domains protecting, symbolic punishment, demanding, symbolic reward and object reward among class I and class II as compared to class III and class IV. Whereas the domain that is rejecting, indifferent, object punishment and neglecting among one or no siblings of class III and class IV have high level of significant difference. Simultaneously, adolescent having two siblings showed high

significant difference in domains protecting, symbolic punishment, demanding, symbolic reward and object reward of relationship among class I and class II as compared to class III and IV. Similarly it was seen that adolescent having three or more siblings have higher significant difference in class I and class II as compared to class III and class IV. Probable reason for this may be the parents being more acceptable, less restrictive and less negative domains of mother-adolescent relationship tended to have adolescent with higher quality relationship with one or two siblings in comparison to three or more siblings. Siblings within a family have different developmental outcomes (Feinberg. M. *et al.* 2001) ^[6]. In a study conducted on differential parenting within family variable, they found that while the quality of parenting is an important predictor of adolescent outcome, differences in the way that siblings are treated within the family contribute unique variance to adolescent adjustment. This appears to be particularly true for adolescents who experience poor parenting and are treated more harshly than a sibling.

Mean differences in adolescents' perception of their relationship with father across number of sibling in families from different social classes of G.B.P.U.A&T., Pantnagar.

The Table 2 depicts significant difference among all ten domains of adolescents' relationship with father across number of sibling from different social classes. The association of relationship with mother aspects in families from different social classes are represented which depicts significant difference in all the domains of mother-adolescent relationship in the families except in loving. It is observed that adolescent having only one or no sibling showed high significant difference in domains protecting, symbolic punishment, demanding, symbolic reward and object reward among class I and class II as compared to class III and class IV. Whereas the domain that is rejecting, indifferent, object punishment and neglecting among one or no siblings of class III and class IV have high level of significant difference. These findings are supported by Thornton *et al.* (1995) ^[14] found that children had more positive relationships with mothers than with fathers. This might be because mothers carry their babies in there womb and have a hormonal attachment too. Father doesn't get this and have to meet and form a bond with baby. This may be due to bond between a mother and her children are different than the bonding between the father and his children. Usually the mother, whether working or not, takes care of her children's clothes, feedings, school activities and sleeping times and the father takes care of the play times, and more of the external and superficial, although still important roles. That's why children feel attachment to mothers

Simultaneously, adolescent having two siblings showed high significant difference in domain protecting, symbolic punishment, demanding, symbolic reward and object reward of relationship among class I and class II as compared to class III and class IV. Similarly, it was seen that adolescent having III or more siblings, have higher significant difference in class I and class II as compared to class III and class IV. Probable reason for this is that in class I and II have families with fewer children which resulted in giving more attention to children.

Table 1: Mean differences in adolescents' perception of their relationship with mother across number of sibling in families from different social classes of G.B.P.U.A&T., Pantnagar

Domains of mother- adolescent relationship	Social Class I (n ₁ =40)				Social Class II (n ₂ =40)				Social Class III (n ₃ =40)				Social Class IV (n ₄ =40)			
	1 or no sibling (n=12)	2 siblings (n =20)	3 or more siblings (n=8)	F Cal. (C.D)	1 or no sibling (n=4)	2 siblings (n=21)	3 or more siblings (n=15)	F Cal. (C.D)	1 or no sibling (n=6)	2 siblings (n=14)	3 or more siblings (n=20)	F Cal. (C.D)	1 or no sibling (n=1)	2 siblings (n=12)	3 or more siblings (n=27)	F Cal. (C.D)
Protecting	42.92 ^a	40.85 ^a	40.04 ^a	36.76** (5.74)	42.75 ^a	40.19 ^a	40.00 ^a	33.23** (4.41)	36.00 ^b	35.50 ^b	33.95 ^b	29.26** (3.9)	32.00 ^c	31.00 ^c	30.85 ^c	12.92** (2.93)
Symbolic Punishment	37.61 ^a	37.95 ^a	37.55 ^a	13.70* (4.08)	37.50 ^a	37.57 ^a	37.07 ^a	12.90* (4.28)	25.28 ^b	26.46 ^b	28.46 ^b	11.99** (3.99)	15.00 ^c	15.41 ^c	18.41 ^c	9.41* (3.5)
Symbolic Reward	39.56 ^a	39.50 ^a	39.40 ^a	19.17** (6.06)	39.18 ^a	39.38 ^a	39.40 ^a	18.38** (5.16)	29.00 ^b	27.00 ^b	22.60 ^b	14.63** (4.06)	17.75 ^c	17.75 ^c	17.81 ^c	12.17** (3.06)
Loving	45.11	45.01	45.00	1.67 (2.39)	44.50	45.00	45.00	1.59 (1.27)	44.80	44.98	44.20	1.29 (1.11)	44.00	44.00	41.00	1.07 (0.39)
Object reward	37.11 ^a	33.95 ^a	33.54 ^a	31.85** (7.69)	37.05 ^a	33.80 ^a	33.43 ^a	30.64** (5.07)	33.00 ^b	32.53 ^b	29.65 ^b	19.62** (4.48)	27.85 ^c	19.91 ^c	19.02 ^c	10.83** (2.69)
Negative domains																
Rejecting	18.33 ^a	18.43 ^a	19.23 ^a	5.67* (1.28)	18.35 ^a	18.50 ^a	19.90 ^a	5.87* (1.28)	26.43 ^b	27.43 ^b	28.93 ^b	10.67** (2.28)	33.00 ^c	34.00 ^c	39.20 ^c	25.87** (3.48)
Object Punishment	17.70 ^a	17.45 ^a	19.27 ^a	7.45* (3.01)	17.75 ^a	17.57 ^a	19.31 ^a	7.58* (3.08)	19.57 ^b	20.33 ^b	24.60 ^b	13.58** (4.48)	25.00 ^c	27.08 ^c	29.07 ^c	35.17* (9.33)
Demanding	39.43 ^a	39.38 ^a	39.67 ^a	13.92** (4.71)	39.40 ^a	39.20 ^a	39.47 ^a	13.49** (4.70)	29.96 ^b	29.93 ^b	29.98 ^b	10.49** (3.70)	25.48 ^c	25.78 ^c	27.29 ^c	4.02* (1.7)
Indifferent	19.55 ^a	19.95 ^a	19.75 ^a	23.99** (3.37)	28.10 ^a	27.10 ^a	26.09 ^a	24.99** (3.37)	36.48 ^b	36.88 ^b	36.89 ^b	29.99** (4.37)	36.97 ^c	36.87 ^c	36.87 ^c	33.99** (5.37)
Neglecting	18.89 ^a	19.99 ^a	21.90 ^a	4.85* (1.60)	19.00 ^a	20.00 ^a	21.98 ^a	4.95* (1.71)	23.28 ^b	24.89 ^b	25.28 ^b	13.95** (2.71)	32.00 ^c	33.60 ^c	37.00 ^c	33.09** (4.09)

Note: 1. Higher the mean score on positive domains of mother - adolescent relationship, better the mother - adolescent relationship and higher the mean score on negative domains of mother- adolescent relation, poorer the mother- adolescent relationship. 2. Means with different superscripts show significant differences. 3.* Significant at 0.05 level of significance ** Significant at .01 level of significance

Table 2: Mean differences in adolescents' perception of their relationship with father across number of sibling in families from different social classes of G.B.P.U.A&T., Pantnagar

Domains of father-adolescent relationship	Social Class I (n ₁ =40)				Social Class II (n ₂ =40)				Social Class III (n ₃ =40)				Social Class IV (n ₄ =40)			
	1 or no sibling (n=12)	2 siblings (n =20)	3 or more siblings (n=8)	F Cal. (C.D)	1 or no sibling (n=4)	2 siblings (n=21)	3 or more siblings (n=15)	F Cal. (C.D)	1 or no sibling (n=6)	2 siblings (n=14)	3 or more siblings (n=20)	F Cal. (C.D)	1 or no sibling (n=1)	2 siblings (n=12)	3 or more siblings (n=27)	F Cal. (C.D)
Positive domains																
Protecting	42.66 ^a	42.50 ^a	41.76 ^a	36.76** (5.74)	42.25 ^a	42.28 ^a	41.70 ^a	33.23** (5.41)	36.00 ^b	42.28 ^a	40.00 ^a	12.92** (5.93)	32.00 ^c	31.00 ^c	23.25 ^c	4.92** (5.93)
Symbolic Punishment	41.33 ^a	41.25 ^a	40.96 ^a	3.70* (1.08)	41.20 ^a	41.04 ^a	40.96 ^a	3.60* (1.1)	25.28 ^b	41.04 ^a	37.07 ^a	2.41* (0.5)	15.00 ^c	15.41 ^c	23.03 ^c	1.41* (0.2)
Symbolic Reward	40.89 ^a	39.35 ^a	38.90 ^a	19.17** (6.06)	40.50 ^a	34.29 ^a	38.41 ^a	18.38** (5.16)	29.00 ^b	34.29 ^a	39.40 ^a	12.17** (4.06)	17.75 ^c	17.75 ^c	15.87 ^c	10.17** (3.06)
Loving	39.40	37.90	37.40	1.67 (2.39)	39.33	37.42	37.06	1.59 (3.27)	44.80	37.42	45.00	1.37 (3.39)	44.00	44.00	36.20	1.37 (3.39)
Object reward	47.56 ^a	40.95 ^a	37.95 ^a	31.85** (7.69)	47.40 ^a	40.47 ^a	37.88 ^a	31.64** (5.07)	33.00 ^b	40.47 ^a	33.43 ^a	10.83** (4.69)	27.85 ^c	19.91 ^c	15.68 ^c	8.83* (3.69)
Negative domains																
Rejecting	18.33 ^a	18.45 ^a	20.00 ^a	3.44* (4.06)	18.25 ^a	18.30 ^a	20.12 ^a	4.91* (5.4)	22.33 ^b	23.00 ^b	22.50 ^b	14.91** (5.4)	33.00 ^c	31.83 ^c	32.71 ^c	15.00** (8.71)
Object Punishment	18.92 ^a	19.00 ^a	22.16 ^a	3.59* (0.76)	18.95 ^a	19.30 ^a	22.32 ^a	4.49* (1.29)	28.83 ^b	29.33 ^b	28.85 ^b	12.49** (2.29)	25.00 ^c	34.00 ^c	35.93 ^c	22.17** (4.06)
Demanding	42.28 ^a	42.97 ^a	41.54 ^a	14.90* (4.71)	42.25 ^a	42.68 ^a	41.47 ^a	13.99* (3.8)	24.67 ^b	30.10 ^b	29.75 ^b	5.78* (1.8)	25.48 ^c	22.95 ^c	21.31 ^c	3.99* (1.07)
Indifferent	19.55 ^a	24.75 ^a	23.18 ^a	5.28* (1.86)	29.83 ^a	30.09 ^a	30.95 ^a	9.76** (2.09)	42.20 ^b	42.08 ^b	42.00 ^b	19.76** (5.09)	42.21 ^c	42.17 ^c	42.01 ^c	23.99* (8.37)
Neglecting	18.75 ^a	19.23 ^a	20.09 ^a	4.46* (4.04)	18.90 ^a	19.45 ^a	20.80 ^a	4.96* (4.14)	32.67 ^b	22.30 ^b	24.50 ^b	14.16* (5.04)	32.00 ^c	36.42 ^c	36.00 ^c	24.38** (6.5)

Note: 1. Higher the mean score on positive domains of father- adolescent relationship, better the father - adolescent relation and higher the mean score on negative domains of father -adolescent relationship, poorer the father - adolescent relationship. 2. Means with different superscripts show significant differences. 3.* Significant at 0.05 level of significance ** Significant at .01 level of significance

Conclusion

Findings of the present study revealed that respondents having significant difference among all ten domains of adolescents' relationship with mother and father across number of sibling from different social classes. The association of relationship with mother and father aspects in families from different social classes are represented which depicts significant difference in all the domains of parent-adolescent relationship in the families except in loving. One or no sibling or two or three and more siblings showed high significant difference in protecting, symbolic punishment, demanding, symbolic reward and object reward domains of relationship with mother and father among class I and class II as compared to class III and IV. Whereas, among number of siblings of class III and class IV have high level of significant difference in domain that is rejecting, object punishment, indifferent and neglecting.

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