

Assessing Parent-Adolescent Relationship: Communication Pattern and Conflict as Perceived by Adolescents

Mariam Fawzy Abdallah Yousef ⁽¹⁾, Afaf Mohamed Fahmy, Shima Saied Adam

⁽¹⁾Teacher at Hiliopolis Hospital Nursing Institute

Assistant Professor of Psychiatric Mental Health Nursing, Faculty of Nursing-Ain Shams university

Abstract

Background: Communication pattern and conflict have an obvious impact on parent adolescent relationship. **Aim:** This study aimed to assess parent-adolescent relationship: communication patterns and conflict as perceived by the adolescent. **Design:** A descriptive research design was utilized in this study. **Setting:** This study was carried out in the nursing schools subordinate to the curative organization in Cairo for female and Abo Bakr secondary school in Elmag for males. **Subjects:** Simple random sample of 498 student and their parents in adolescent stage was recruited. **Data collection tools.** 1- Interview questionnaire including two parts: a-Demographic data for Students, b-Demographic data for parents, 2-Parent_adolescent communication scale, 3- Family strength scale (FSS), 4-Parent/adolescent social competencies-conflict behavior questionnaire. **Results:** More than half of the studied subjects had moderate conflict level of parent /adolescent social competences-conflict behavior and more than one quarter of them had mild conflict and more than three quarter of the studied adolescent had mild degree of communication problem with their parents. **Conclusion:** More than half of the studied adolescents had moderate conflict level of parent /adolescent social competences-conflict behavior and more than one quarter of them had mild conflict also more than three quarters of them had mild degree of openness of Parent –Adolescent communication under the studied subjects. Additionally, there were moderate positive correlations between parent-adolescent communication and family strength, and parent adolescent competencies conflict behavior. **Recommendations:** Parents should be aware of physical, cognitive and psychosocial changes and needs of adolescence period to deal with their children positively and implementing an educational program about parent-adolescent communication, conflicts to include parents and adolescents viewpoints about conflict.

Key Words: Adolescent-parent relationship, Communication, Conflicts.

Introduction:

Adolescence is a transitional phase of growth and development between childhood and adulthood. The World Health Organization defined an adolescent as any individual between ages 10 and 24 years, and adolescence as a period of life in which adolescents have health and developmental needs. Adolescence can be a time of both disorientation and discovery, a transitional period that can raise questions of independence and identity as adolescents cultivate their sense of self. It is a time to develop healthy behaviors, knowledge, and skills that will be important later in life (Cozett & Roman, 2022).

Therefore, adolescence can be considered a sensitive period for social development, which might be partly dependent

on the development of the social brain: the network of brain areas involved in social perception and cognition that allows us to understand others. As with most regions within the human cortex, the structure of the social brain develops substantially throughout adolescence (Murray et al., 2020).

During this special period, many parents are also prone to emotional instability and some of them even have quarrels and conflicts. These tensions and insecurity may be transmitted to the children with increased stress response. Relieving stress helps children feel the safety and harmony of the family environment. Parents need to learn to perceive and adjust their emotions. Parents need to listen patiently and accept their adolescents' emotions when they are nervous. The attitudes of

parental acceptance could help children restore calm (Ye, 2020).

Despite an emphasis on peer influence during adolescence, parents remain an integral part of adolescents' social environments and play an important role in youths' emotional development, youth learn how to effectively regulate their emotions in response to stressful events through warm, responsive, and communicative parenting behavior. Accordingly, warm, positive parenting has been associated with lower levels of child anxiety and depressive symptoms (Magson et al., 2021).

According to the parental acceptance–rejection theory, individuals who experience low levels of parental warmth are more emotionally labile when faced with stressful events and are more likely to perceive threat within interpersonal contexts (i.e., social threat), compared to those who experience high levels of warmth and acceptance. This suggests that high levels of warmth and acceptance from parents may help buffer or protect adolescents with histories of anxiety (Butterfield et al., 2021).

Adolescence is a developmental period with a reputation. Much like toddlerhood, it is often described as a period of vehement conflicts with parents, emotional upheaval, and irrational behavior. Although many stereotypes about adolescents' functioning and parent–adolescent relationships are unwarranted, adolescence represents a key developmental period in life characterized by multidimensional and multidirectional change in various domains of functioning. Given that stereotypes about adolescence persist and affect the quality of parent–adolescent interactions (Soenens et al., 2019).

Open and two-way communication between parents and adolescents needs to be developed so that adolescents can develop good behavior (Putri et al., 2020).

Additionally, communication to parents is the process of conveying information between children and parents, giving rise to certain attention and effects (Aryani, 2020). relationships This biological and cognitive development facilitates reorganization of the parent–adolescent relationship from a vertical relationship, in which

parents have more knowledge and Beside that,developmental changes in parent–child relationships have been attributed to adolescents' biological or cognitive maturation. Hormonal changes related to puberty are thought to lead adolescents to strive for autonomy and individuation from parents, and result in conflicts with parents that permit adolescents to form mature and egalitarian social power than their children and are expected to provide security and warmth, toward a more horizontal relationship (Odgers & Jensen, 2020).

Family communication is a very important thing to regulate the course of life in the family. The occurrence of communication is the delivery of messages and responses, family communication is a benchmark for whether a family is harmonious, not only in family communication it is very important for the child's mindset because for children the family is the first education for them, because the child can also be influenced by how the conditions in his family are. In the family, it is not surprising that we find conflicts, one of which is common is differences of opinion and bad communication (Pramono, 2020).

Significance of the Study:

There are 1.3 billion adolescents in the world today, more than ever before, making up 16 per cent of the world's population. Defined by the United Nations as those between the ages of 10 and 19, adolescents experience a transition period between childhood and adulthood and with it, significant growth, and development (Brown, 2021).

Egypt's young population is rapidly growing. The adolescents (aged 10-19) are around 17 million, representing approximately 19 percent of the total population. Together with youth in the age group 20-24 years, an additional 9 million, adolescents and youth represent almost one third of the Egyptian population (Brown, 2021)

During adolescence, parent–child relationships are thought to become more equal, interdependent, and reciprocal, changes that co-occur with a temporary decrease in the quality

of the relationship and an increase in conflict. Indeed, adolescents report that their parents are less supportive in early to middle adolescence, and they gradually perceive their parents as less powerful and controlling over the course of adolescence (Sela et al., 2020).

Aim of the study:

The aim of this study is to assess Parent and adolescent relationship regarding communication patterns and conflict as perceived by the adolescent.

Research question :

1. What is the extent of relationship between adolescent and their parents?
2. What are levels of communication with parents from adolescent view?
3. Is there a conflict between the parents and their adolescents?

Subjects and Methods:

Research design:

A descriptive research design was used in carrying out this study.

Sample type:

The Sample used in this study was a "Simple random sample".

Subjects of the Study

The study was conducted on 231 female students from a total of 600 female students in nursing schools and 267 male students from a total of 800. These were selected according to the following:

Sample size equation:

$$S = \frac{X^2 NP (1-P)}{(1-P)} \div d^2 (N-1) + X^2 P$$

s=required sample size

x=the table value of the chi-square for 1 degree of freedom at the desired confidence level (3.841)

N=the population size.

P=the population proportion (assumed to be .50 since this would provide the maximum sample size).

d=the degree of accuracy expressed as a proportion (.05) (Krejcie, & Morgan, 1970).

Inclusion criteria for adolescent:

- Students at adolescent stage and their parents.
- Age between 15-19 years old.
- Gender: females and males.
- Educational level : different educational levels.

Inclusion criteria for parents:

All parents have children in adolescent stage have included in this study.

Study setting:

The current study was conducted in nursing schools subordinate to the curative organization in Cairo for female each school include 150 female students .These schools are :(Hiliopolis school) located in Masr Elgdida Cairo at the second floor of a separate building . They consist of five classes, each class containing 30 students , a total of 150 students beside the teachers room, the managers room, the doctors room ,clinical training room, computer room and the library room) (Coptic School) located in Ramses Street at a separate building with five floors and the school located on the fifth floor, which includes five classes, each class containing 30 students ,in addition to teachers room, managers room, doctors room, clinical training room, computer room and a library room), (Mabaret Amro ebn Elas School). This school located in Masr elkadema at a separate building consists of two floors and the school located on the second floor includes of five classes, and each class contain 30 students, in addition to the teachers room, managers room, doctors room ,clinical training room, computer room and library room). (Elmaadi School) located in Elmaadi at a separate building includes two floors and the school located on the second floor containing five classes, and each class containing 30 students ,in addition to the teachers room, managers room, doctors room ,clinical training room, computer room and the library room)and Abo

Bakrsecondary school in Elmag for males, which contains 800 male students ,this school contains 16 classes each of which contains 50 student.

The researcher held the meeting by interviewing each parent and adolescent individually in the rest area, which is a large, well-ventilated room containing 20 to 25 chairs. The rest area was located on the ground floor.

Tools of Data Collection:

Data was collected by using the following tools:

Tool (1)- Interview questionnaire sheet: including two parts:

Part (1): Demographic Data for Students: (Appendix 1)

It was designed by a researcher in a simple Arabic language after reviewing the relevant and most recent literature and consists of personal and demographic data about the adolescent (student) such as age, sex, educational level, number of siblings, address and school name, telephone number, etc.

Part (2)-Demographic data for parents:

It was designed by researcher and contains demographic data for parents (father and mother): name, age, occupational level, education, marital status, etc.

Tool (2): Parent_Adolescent Communication Scale (PACS):

The standardized tool has been designed by **Barnes and Olson (1985)**, it is composed of 20-item ,self-report questionnaire to assess the adolescent view of their communication with their parents ,which contain of positive and negative items. Judgments were made on 5-point scales (1= strongly disagree; 2= moderately disagree; 3= neither agree nor disagree; 4= moderately agree;5= strongly agree). Items (1,3,6,7,8,9,13,14,16,17 revealed positive statements [for example, the positive item (I can discuss my beliefs with my father/mother without

feeling embarrassed) means that the adolescent can express his beliefs with his parents without shaming or fear] and items (2,4,5,10,11,12,15,18,19,20) revealed negative items reversed scoring and for example, of negative items (Sometimes I have trouble believing everything my mom/dad tells me) mean that the adolescent faces a problems in believing everything from his parents. This tool was collected from the adolescents, and it takes approximately 10 minutes by compiling from the adolescent.

❖ Scoring system:

Parent-Adolescent Communication (Scale)PACS	in. Score	ax. Score	Mild Parent-Adolescent Communication	Moderate Parent-Adolescent Communication	high Parent-Adolescent Communication
Openness (10 statements)	0	0	10-23.3	23.4-36.6	36.7-50
Problems (10-statements)	0	0	10-23.3	23.4-36.6	36.7-50
Total (20-statements)	0	00	20-46.6	46.8-73.2	73.4-100

3-Family strength scale (FSS).

It was developed by **Wang & Lee. (2014)** to assess the quality of family relationships. It contains 12 items, including positive and negative items. Judgments were made on 5-point scales (1=Almost Never, 2=Once in Awhile, 3=Sometimes, 4=Frequently, 5=Almost Always) Items (2,4,6,7,11) revealed negative statements , for example of this negative statements (We tend to worry about many things in our family)this means that there is lack of reassurance from parents to the adolescents and items (1,3,5,8,9,10,12) revealed positive items,for example, of this positive items (We can express our feelings to our family). This means that the adolescent can express his feelings to his parents. This tool collected from the adolescents and it takes approximately 7 minutes by compiling from the adolescent.

❖ Scoring:

Family Strength Scale (12-statements)	in. score	ax. score	mild	Moderate	high
	4	20	4-55.8	5.9-87.8	5 8-120

Family Strength Scale	in. score	ax. score	M		
			mild	moderate	high
	2	0	2-27.9	28-43.9	4-60

4-Parent/adolescent social competencies-conflict behavior questionnaire.

It was developed by **Prinz, Foster, Kent, and O'Leary (1979)** to assess adolescents' social competence-conflict behaviors, it contains 20 items include positive and negative items. Items are rated by selecting either "True or False". Items (1,2,3,4,6,9) revealed positive statements for example of this positive statements (Easy to accompany my son) this means that the parents can make a friendly relationship with their adolescents' items (5,7,8,10,11,12, 13,14,15,16,17,18,19,20) revealed negative statements, for example of this negative statements (Usually my son listens to what I say to him) this means that the adolescents can communicate well and understand their parents. This tool collected from parents and it takes approximately 10 minutes by compiling from the parents.

Scoring

Parent Adolescent Competencies Conflict behavior	in. score	ax. score	o conflict	Moderate		
				mild	moderate	high
		0		-6.7	.8-13.3	3.4-20f

Validity

To achieve the criteria of validity, the tools of data collection in this study were translated into Arabic language and back translated into English language by language experts, and any discrepancies elicited between the back translation and the original tools were taken as an indication of translation error.

Reliability

The reliability of the tools was assessed using the developed questionnaire, and reassessment was done after seven days on the same subject, the results were the same each time. The subjects who participated in reliability testing were excluded from the actual study subjects in order to test and evaluate the clarity, feasibility and applicability of research tools,

and to estimate the time needed to fill the study tools. According to the reliability test results, the necessary modifications were made as the font and format of tables were reprinted in clear forms.

Measuring their internal consistency by determining the Cronbach alpha coefficient, proved to be high, as indicated in the following table:

Internal consistency	Cronbach's coefficient (alpha) α	
Unacceptable	<0.5	
Poor	$0.5 \leq \alpha < 0.6$	
Acceptable	$0.6 \leq \alpha < 0.7$	
Good	$0.7 \leq \alpha < 0.9$	
Very strong	$0.9 \leq \alpha$	

Reliability Statistics		
The variable	tems	Cronbach- α
1.Parent-Adolescent Communication (Scale)		
• Openness	0	0.87
• Problems	0	0.78
• Total PACS	0	0.88
2.Family Strength Scale		
Parent Competencies	2	0.81
Adolescent Conflict behavior questionnaire	0	0.86

Operational design Procedures:

This study was conducted on many phases included a preparatory phase, pilot study, fieldwork, and ethical considerations.

Preparatory phase:

This phase involved the preparation of the study design, data collection tool based on reviewing current and past local and international related adolescents parent relationships. This review was conducted through using available books, articles, periodicals, journals, and internet searches to become acquainted with current relevant tools for data collection. After the preparation of the study tools, they were validated by a panel of experts in nursing and medical psychiatry. The

tools faces and contents were validated after the finalization according to experts' opinions.

Pilot Study

A pilot study was conducted on 10% of adolescents from the sample (50), 25 adolescent males and 25 adolescent females, and their parents, to test the applicability of the items of the data collection tools and, clarity of the designed questionnaire, as well as estimate the time needed to fulfill the tools. It also helped to estimate the time needed for each interview. Based on the pilot findings, the tools were finalized. Students included in the pilot study were included in the study group because no modifications were made after conducting the study. Much time is needed for some parents, due to their low education, to clarify and explain the questionnaire for them.

Too long tool takes more time (30 to 45minutes), so the adolescent's and their parents complained of the long duration to fill it.

Fieldwork

After official permission was obtained from the manager of the curative health organization and Al-Marg Educational Administration to progress with the study, the researcher started on field work.

The researcher visited the schools affiliated with the Cairo curative organization and Abo Bakr secondary school, and met with the directors of the schools, and introducing herself, the researcher explained nature and purpose of the study to gain their approval and cooperation. assessed the studied students for the inclusion criteria. The researcher started to explain the aim and the nature of the study, as well as its procedures. The students who agreed to participate were asked to provide the informed consent through personal interviewing. The study will be carried out for three months using the previously mentioned study tools. The researcher collected data over a period of three months starting at the beginning of March 2022 and ending at the end of May 2022, three days per week from Sunday to Tuesday, from 8 a.m to 2 p.m. The researcher met the students and their parents during the school day.

The researcher started by introducing herself to the subjects and explaining the aim and expected outcomes of the study. The researcher delivered a parent questionnaire.

Upon agreement to participate, oral informed consent was obtained from adolescents. The researcher started the interview with each student individually by using the data collection tools, the researcher held the meeting at the class to all the students between the school quotas, and the teachers have not shared in the data collection.

The researcher held the meeting by interviewing each parent individually at rest area to introduce herself and briefly explain the nature and purpose of the study. They were informed that participation in this study was voluntary, and they had the right to withdraw at any time without giving any reason. Oral approval of parents and their students to share in this study was achieved.

Voluntary participation and confidentiality of obtained information were assured, and the subjects were informed about their right to participate or not in the study. The participants were also assured of anonymity, and their data will only be used for the study.

The questionnaire form and the three scales (parent-adolescent communication scale, family strength scale, and parent adolescent social competencies-conflict behavior questionnaire) were explained to the students. They were filled by the students and their parents. The time consumed to fill out all tools took from 20-30 minutes to be filled. The researcher met 498 students who were involved in the study sample. The researcher met the study sample many times before even starting to fill out the data sheet to build a trusting, supportive relationship.

Ethical considerations:

The ethical research considerations in this study included the following:

- The research approval was obtained from the Scientific Research Ethical Committee of the

Faculty of Nursing, Ain Shams University before initiating the study work.

- The researcher clarified the objective and aim of the study to the students included in the study.
- The researcher assured maintaining the anonymity and confidentiality of students and their right to withdraw from the study at any time.
- The researcher clarified that all information would be used for scientific research and for the students benefits.
- Written consent was obtained from all the studied subjects.
- The questionnaire didn't include any immoral statements that touch on parents' beliefs, dignity, culture, tradition, and religious issues.

Statistical Design:

The statistical analysis of the data was done using the Statistical Package for Social Science (SPSS), version 22. The first part of the data was descriptive data, which was revised, coded, tabulated, and statistically analyzed using numbers and percentages. Qualitative variables were compared using the chi-square test (χ^2), P-value to test the association between two variables, and an R- to test the correlation between the study variables.

The degree of significance of the results was:

- P. Value > 0.05 (not significant)
- P. Value ≤ 0.05 (significant)
- P. Value ≤ 0.001 (highly significant)

Results:

Table (1): shows that, nearly half (49.6%) of students studied in age 14 years with mean age 14.68 ± 0.752 . (53.6%) of them were females, concerning number of siblings nearly half (45.8%) of student's number of sibling were three and more than one third (35.5%) were three orders between siblings.

Table (2): shows that, less than three quarter (74.9%) of fathers age under study more

than 55 years old, with mean age 57.19 ± 4.837 , concerning level of education 50% of student fathers had preparatory education while the other 50% of them had secondary education, slightly more than one third (39.0%) of fathers are unemployed, while less than half (44.8%) of mothers age of the studied subjects in group were from 46 - 50 years old, and slightly more than one half (59.8%) of mothers education had primary education, the majority (82.9%) of mothers were housewife and marital status of parents were slightly more than three fifths (66.3%) were married.

Figure(1): shows that regarding family strength (54.2%) had mild level of family strength of adolescents under the studied subjects.

Figure(2): shows that (54.8%) had moderate conflict level of parent /adolescent social competences-conflict behavior and more than one quarter (29.7%) had mild conflict.

Figure (3): reveals that (77.9%) had mild degree of openness of Parent –Adolescent Communication under the Studied subjects.

Figure (4): reveals that (78.1%) had mild degree of parent-adolescent communication of studied subjects.

Table (4): there were a no-statistically significant relation between student demographic characteristics of the studied and family strength levels ($p = > 0.05$).

Table (5): there were a highly statistically significant relation between gender of the studied student and parent/adolescent social competencies-conflict behavior levels $X^2 = 16.36$ at $p = p \leq 0.001$ while there were no statistically significant relation between age, number of siblings and order between sibling of the studied student and parent/adolescent social competencies-conflict behavior levels. $X^2 = 5.333, 6.499$ and 3.473 at $p = p > 0.05$

Table (6): there were no-statistically significant relation between students` demographic characteristics and total communication levels $p = > 0.05$.

Table (7): shows that, there were moderate positive correlations between parent-adolescent communication and family strength, and parent adolescent competencies conflict behavior in which $r=.696$ and $.457$ at p

value $=.000$ respectively. Also, there was a mild positive correlation between parent adolescent competencies conflict behavior and family strength ($r=.229$ at p value $=.000$).

Table (1): Distribution of Socio-Demographic Characteristics among the Studied Students (N=498).

Items	(No.)	(%)
Age		
14 years old	247	49.6
15 years old	165	33.1
16 years old	86	17.3
Mean±SD	14.68±.752	
Gender		
Male	231	46.4
Female	267	53.6
Number of sibling		
2	133	26.7
3	228	45.8
4	86	17.3
5	51	10.2
Order between sibling		
1	148	29.7
2	173	34.7
3	177	35.5

Table (2): Distribution of Socio-Demographic Characteristics among the Parents' Students of the studied subjects (N=498).

Items	(No.)	(%)
Father's age		
41-45 years old	18	3.6
46 - 50 years old	42	8.4
51 -55 years old	65	13.1
more than 55 years old	373	74.9
Mean±SD	57.19±4.837	
Father's education		
Preparatory education	249	50.0
Secondary education	249	50.0
Father's occupation		
Unemployed	194	39.0
Governmental work	193	38.8
Private work	111	22.3
Mother's age		
Less than 40 years old	18	3.6
40-45 years old	88	17.7
46 - 50 years old	223	44.8
51 -55 years old	121	24.3
more than 55 years old	48	9.6
Mean±SD	49.32±4.820	
Mother's education		
illiterate / read and write	126	25.3
Primary education	298	59.8
Preparatory education	74	14.9
Mother's occupation		
Housewife	413	82.9
Governmental work	85	17.1
Marital status		
Married	330	66.3
Divorced	99	19.9
Widow	69	13.9

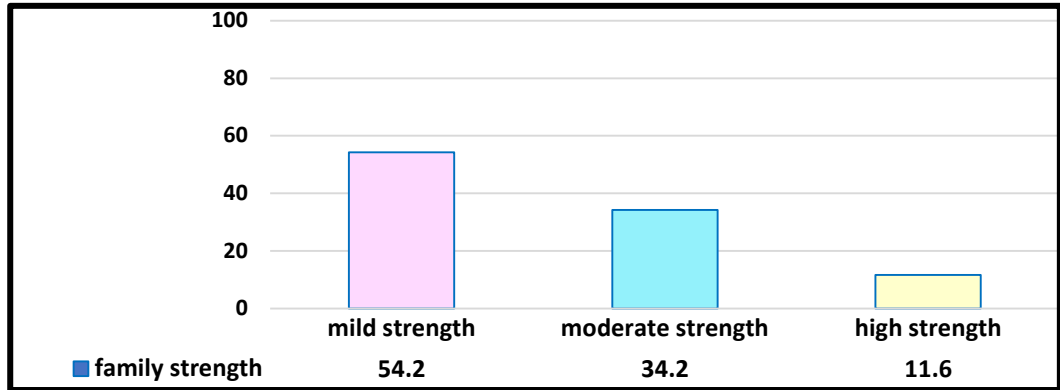


Figure (1):Levels of Family Strength among the Studied Students under the studied subjects (N=498).

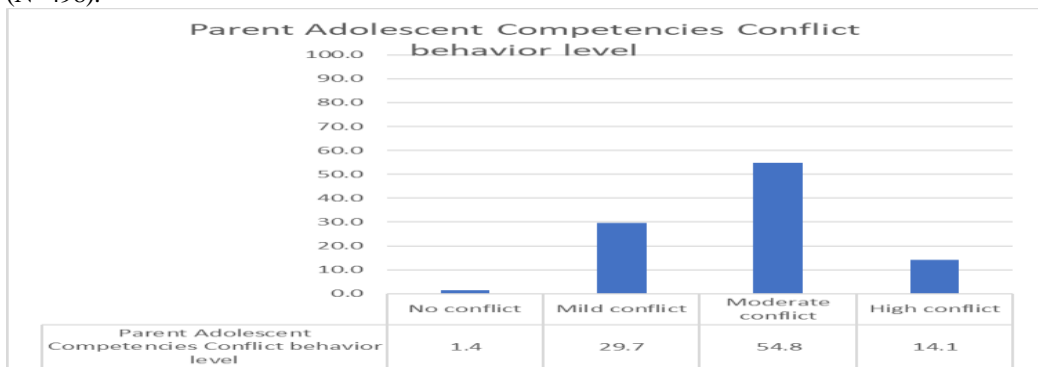


Figure (2):Levels of Parent /Adolescent Social Competences-Conflict Behavior under the Studied Subjects (N=498)

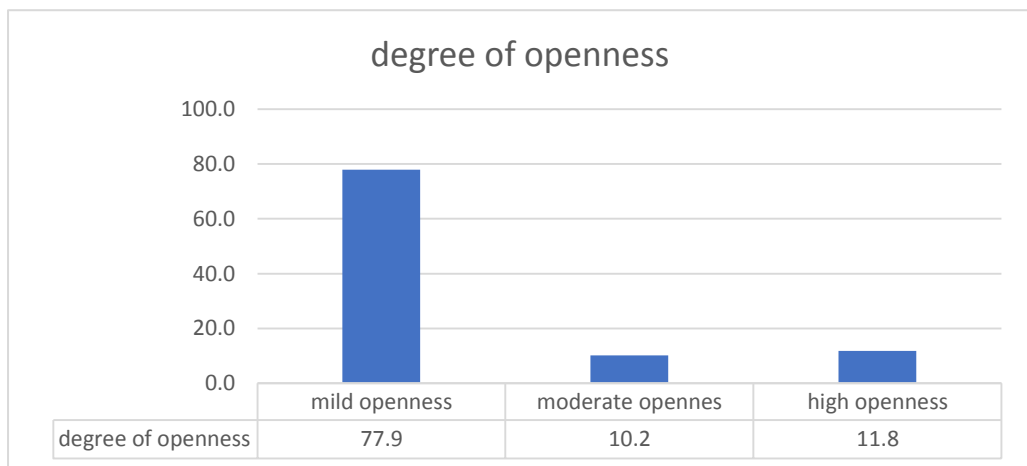


figure (3):Degree of Openness of Parent –Adolescent Communication under the Studied Subject (N=498).

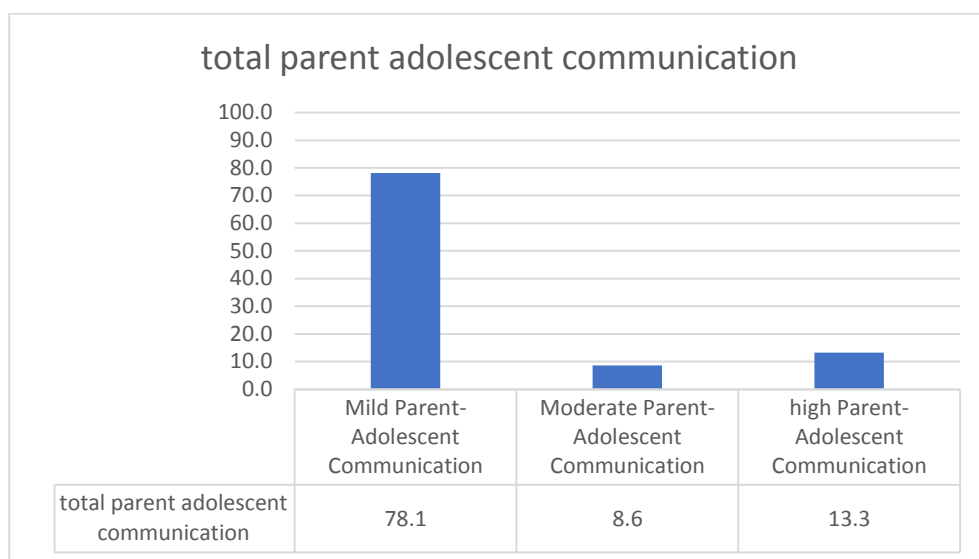


Figure (4):Total Parent-Adolescent Communication under the Studied Subject (N=498).

Table (3):Relation Between Students` Demographic Characteristics and Family Strength Levels under the Studied Subject (N=498).

Variables		family strength levels			X ²	p value
		Mild strength	Moderate strength	High strength		
Age	14 years old	28.51	14.85	6.22	4.119	.390
	15 years old	16.86	12.44	3.81		
	16 years old	8.83	6.82	1.60		
Gender	Male	23.89	16.46	6.02	1.479	.477
	Female	30.32	17.67	5.62		
Number of siblings	2	14.25	9.23	3.21	3.289	.772
	3	26.10	15.76	4.41		
	4	8.43	6.02	2.81		
Order between sibling	5	5.42	3.61	1.20	2.613	.625
	1	16.06	4.41	4.41		
	2	18.67	3.81	3.81		
	3	19.47	3.41	3.41		NS

NS= not statistically significant at $p > 0.05$

S= statistically significant at $p \leq 0.05$

HS= highly statistically significant at $p \leq 0.001$

Table (4): Relation Between Students` Demographic Characteristics and Parent/Adolescent Social Competencies-Conflict Behavior Levels under the Studied Subject. (N=498).

Variables	Parent Adolescent Competencies Conflict behavior level				X ²	p value
	No conflict	Mild conflict	Moderate conflict	High conflict		
	%	%	%	%		
Age	14 years old	0.60	26.90	14.45	7.63	5.333 .502 NS
	15 years old	0.20	18.07	10.04	4.88	
	16 years old	0.60	9.83	5.22	1.60	
Gender	Male	1.40	22.69	16.46	5.82	16.36 .001 HS
	Female	0	32.12	13.25	8.23	
Number of siblings	2	0.40	15.26	8.23	2.81	6.499 .689 NS
	3	1.004	23.69	14.25	6.82	
	4	0	10.24	4.21	2.81	
Order between sibling	5	0	5.62	3.01	1.60	3.473 .748 NS
	1	0.20	15.86	9.43	4.21	
	2	0.40	18.27	11.04	5.02	
	3	0.80	20.68	9.23	4.81	

NS= not statistically significant at $p > 0.05$ S= statistically significant at $p \leq 0.05$ HS= highly statistically significant at $p \leq 0.001$ **Table (5):** Relation Between Students` Demographic Characteristics and Total Communication Levels of the Studied Subject. (N=498).

Variables	Total communication level			X ²	p value
	Mild	Moderate	High		
	%	%	%		
Age	14 years old	38.55	4.81	6.22	4.136 .388 NS
	15 years old	24.89	2.81	5.42	
	16 years old	14.65	1.00	1.60	
Gender	Male	36.14	5.22	5.02	5.350 .069 NS
	Female	41.96	3.41	8.23	
Number of siblings	2	21.28	2.40	3.01	3.387 .759 NS
	3	35.74	4.21	5.82	
	4	12.65	1.40	3.21	
Order between sibling	5	8.43	0.60	1.20	3.355 .500 NS
	1	22.28	3.41	4.01	
	2	27.10	2.40	5.22	
	3	28.51	2.81	4.01	

NS= not statistically significant at $p > 0.05$ S= statistically significant at $p \leq 0.05$ HS= highly statistically significant at $p \leq 0.001$

Table (6): Correlation matrix between parent/adolescent social competencies-conflict behavior, parent-adolescent communication, and family strength among the studied students (n=498).

Variables		Parent-Adolescent Communication	Parent Adolescent Competencies Conflict behavior	Family strength
Parent-Adolescent Communication	r		.457**	.696**
	p-value		.000	.000
Parent Adolescent Competencies Conflict behavior	r	.457**		.229**
	p-value	.000		.000
Family strength	r	.696**	.229**	
	p-value	.000	.000	

NS= not statistically significant at $p > 0.05$

(*) statistically significant at $p \leq 0.05$

(**) highly statistically significant at $p \leq 0.001$

Discussion:

Human communication is now generally believed to consist of any messages or information passing between the members of a group of two or more. It is the vehicle for social interaction-the process of transmitting feelings, attitude, facts, beliefs and ideas between living beings. While language is the primary means of communication it is by no means the only one (Kapur, 2020) & Reno, 2022)

Adolescent years are some of the most tumultuous in an individual's life. The physical and emotional changes a young adult endures significantly affect the adolescent's personal, social, and home lives, and a great deal of research has been done to explore the impact of these changes on the teenager's relationships. One of the relationships most significantly impacted during adolescence is the parent-adolescent relationship. Understanding parent-adolescent conflict is important because researchers have found that the parent-adolescent relationship not only affects the welfare of the adolescent, but such relationships may also affect their ability to create and maintain other relationships, especially those in adulthood (Thomasa et al.,2022).

So the present study was conducted on Adolescents and their parents to assess parent – adolescent relationship: communication pattern and conflict as perceived by adolescents.

Regarding socio-demographic characteristics among the studied students the present study result showed that, nearly half of the were under the age of 14 years. This result may be due to adolescent age is classified between 14:19 years old, and most of the students participating in the study were in their first year of high school.

The present study result agrees with Burke et al. (2021), who applied a study entitled " Assessing Critical Dimensions of the Parent–Adolescent Relationship from Multiple Perspectives: Development and Validation of the Parent-Adolescent Relationship Scale (PARS)" and found that, more than half of the studied adolescents aged between 14 and 18 years (M = 13.82; SD = 1.82).

The present study result showed that, more than half of them were females, This may be due to the present study, conducted at a nursing school, which found that the total number of females was higher than that of males. While this result was contrasted with Shomaker & Furman (2015), who applied a study entitled " Parent—adolescent Relationship Qualities, Internal Working Models, and Attachment Styles as Predictors of Adolescents' Interactions with Friends" found that a highly percentage of the studied adolescents were males.

Regarding socio-demographic characteristics among the parents' students of the studied subjects, the current study result

showed that, less than three- quarter of fathers' age of under study were older than 55 years old, with a mean age 57.19 ± 4.837 . This may be due to the fact that most of the students in the studied sample were ranked third among their siblings, and therefore the father is more than 55 years. Also, due to the high cost of living, the age of marriage has risen, and thus the ages of parents have risen.

The present study result disagrees with **Burke et al. (2021)**, who applied a study entitled " Assessing Critical Dimensions of the Parent–Adolescent Relationship from Multiple Perspectives: Development and Validation of the Parent-Adolescent Relationship Scale (PARS)" and mentioned that, the studied parents age ranged from 37 to 73 years ($M = 51.80$; $SD = 5.54$)

Concerning the level of education Half of the student fathers had preparatory education, while the other half had secondary education. This may be due to the fact that a high percentage of the studied parents were from rural areas where they didn't pay attention to completing their education and their parents had a secondary level of education and the inability to communicate with an open mind.

This result was in disagreement with **Nguyen et al.,(2022)** who applied a study entitled " Parent–Child Relationship Quality in a Developing Country: Adolescents' Perspectives" and found that less than three quarters of the studied subjects had high school diplomas.

The present study result showed that, slightly more than half of mothers education was in primary education. This result may be due to the fact that females in some communities in Egypt have paid more attention to marriage than to female education.

The present study result disagrees with **Silva et al. (2020)**, who applied a study entitled " Daily parent–teen conflict and parent and adolescent well-being: The moderating role of daily and person-level warmth" and mentioned that most of the studied subjects had college

qualifications, and minority of them university degree.

Regarding levels of family strength among the studied students under the studied subjects, the current study result showed that more than half of the studied subjects had a mild level of family strength for adolescents under the studied subjects. This result may be due to the fact that less than two fifths of them really trust each other and find it difficult to communicate with each other, and this can be explained by the fact that parents in Egypt, especially in rural areas, insist on and compare their children with peers and their cousins to get high marks at school to satisfy their parents. Furthermore, there was a statistically negative correlation between gender of the studied adolescent and parent- adolescent conflict, males appear to have more conflict with their parents than do females.

The present study result contrasts with **Arshat. (2013)**, who conducted a study entitled " Adolescents and parental perceptions of family strength: Relation to Malay adolescent emotional and behavioral adjustment" and mentioned that, adolescents perceived a lower level of family strength than the parents. As respect to **Dunst et al (2021)**, who conducted a study entitled "Meta-analysis of the relationships between family strengths and parent, family and child well-being " and recommended that family strengths have been associated with several dimensions of adolescent psychological well-being.

Also, this result disagrees with **Ahmed,(2008)** who applied study entitled "parents- adolescent relationship; communication pattern and conflict" and found that, less than three-quarters of boys and less than two-thirds of girls had high level of family strength scale.

Regarding levels of Parent -Adolescent social competence-conflict Behavior under the studied subjects, the present study result showed that more than half of the studied subjects had a moderate conflict level of parent -adolescent social competence-conflict behavior and more than one quarter had mild conflict. This may be

due to the preoccupation of parents with their jobs and their engagement in more than one job to be able to cover the cost of living, so that there is less time to stay with their families. Also the parents may need their adolescent to be highly efficient and high educated regardless of their adolescents' opinion.

Also, this result goes in the same line with **Gadallah et al.(2016)**, who applied a study entitled "Parent-Adolescent Conflicts and Their Relation with Their School Achievement and Self-Esteem" and found that, mentioned that studied subject of adolescents, had conflicts.

While this result disagreement with **Ahmad & Amin. (2019)**, who conducted a study entitled "Perceived Parent-Adolescent Conflict and Social Competence: Moderating Role of Gender" and mentioned that, girls and boys adolescents had low social competence when they perceived high mother-adolescent conflict. Further, boys had low social competence, compared to girls, with a low to medium score of perceived mother-adolescent conflict.

Regarding degree of openness of parent –adolescent communication under the studied subject, the present study result revealed that, more than three quarters of the studied subjects had a mild degree of openness of Parent –Adolescent Communication under the studied subjects. This could be related to the level of parents' education, so they can communicate with their adolescents, and their communication could be ineffective.

The present study result contrasts with **Wang. (2009)**, who applied a study about "Parent-Adolescent Communication and Sexual Risk-Taking Behavior's of Adolescents" and found that one fifth of the studied adolescents who lived with sibling(s) reported a degree of openness of their communication with their parent(s).

Also, disagreement with **Haakonde et al. (2018)**, who conducted a study about "An assessment of parents-adolescents communication on sexual and reproductive

health matters between Evelyn Hines College lecturers and their adolescent children" and mentioned that, more than one third of the studied parents were too open to discuss with their adolescents.

Concerning total Parent –Adolescent Communication under the Studied Subject, the present study result revealed that more than three quarters of them had a mild degree of parent –adolescent communication. This may be due to the studied parents had a preparatory and secondary level of education, and were facing difficulties communicating and not aware of how to communicate with adolescent.

This could be related to the adolescent's fear from making mistakes during communication with their parents, and the girls may have a close relationship with their parents, so that they communicate more openly than boys, girls may show affection more than boys, or it may be due to the lack of punishment for girls. Girls may stay at home more than boys, so they may have a friendly relationship with their parents.

This result was in accordance with **Moon, (2008)** who conducted a study entitled "The effects of parent-adolescent communication on self-concept and problem behavior" and showed that most of them had a mild level of communication between parents and adolescents.

Regarding the relation between parents` demographic characteristics and family strength levels under the studied subject, the current study result mentioned that, there was non-statistically significant relation between parents` demographic characteristics and family strength levels ($p = > 0.05$) . This may be due to parents aging, which may have not an effects on communication levels and family strength levels.

The present study resulted disagreement with **Arshat, (2013)** who reported that, there were significant differences in perceptions of family strength between adolescents and parents.

Regarding relation between parents' demographic characteristics and parent/adolescent social competencies-conflict behavior levels under the studied subject, the current study result showed that, there were no statistically significant relations between parents' demographic characteristics and parent/adolescent social competencies-conflict behavior levels. $p > 0.05$. This may be due to more than half of the studied parent their age was 55 and more this age has little effect on social competencies-conflict behavior levels

The present study results in disagreement with **Gadallah et al., (2016)** who applied study entitled "Parent-Adolescents Conflicts and its Relation with their School Achievement and Self-Esteem" and mentioned that, there is a significant positive correlation between residence and parents' adolescent conflict.

Regarding relation between parents' demographic characteristics and total communication levels under the Studied Subject, the present study result found that, there was a statistically significant relation between marital status of the studied parents' demographic characteristics and total communication levels $\chi^2 = 10.39$ at $p = p \leq 0.05$ while there were no statistical significant relation between father and mother age, education, occupation of the studied $p > 0.05$. This may be due to age and marital status which have a negative effect on communication level as divorced and widowed marital status has a stronger effect than married level.

This result was contrasted with **Jackson et al., (1998)** who applied a study entitled "Adolescents' perceptions of communication with parents relative to specific aspects of relationships with parents and personal development" and presented communication with the father. No interaction effects were found between sex, age and level of education. With regard to sex, no differences emerged ("Open": $F=3.35$, n.s.; "Problems": $F=0.23$, n.s.). Thus, while in study I boys were more positive about the communication with their father than girls, no differences emerged in study II. With regard to age, there were

significant differences for the subscale "Open" ($F=4.07$, $p=0.017$) and subscale "Problems" ($F=6.69$, $p=0.001$)

Regarding correlation matrix between parent/adolescent social competencies-conflict behavior, parent-adolescent communication, and family strength among the studied students, the current study result showed that there were moderately positive correlations between parent-adolescent communication and family strength, and parent adolescent social competencies, conflict behavior in which $r=.696$ and $.457$ at p value=.000 respectively. Also, there was a mild positive correlation between parent adolescent competencies conflict behavior and family strength ($r=.229$ at p value=.000). This may be due to that open and successful communication between family members improves the bond between them so that conflict is decreased.

The present study result is in the same line with **Xia et al., (2004)** who applied a study entitled "Chinese adolescents' decision-making, parent-adolescent communication, and relationships" and found that, parent-adolescent communication was positively associated with cohesion and negatively associated with conflict.

Conclusions:

The current study concluded that:

- Regarding family strength more than half of the studied subjects have mild level of family strength.
- More than half of them have moderate conflict level of parent/adolescent social competences-conflict behavior and more than one quarter of them have mild conflict
- More than three quarters of them have mild degree of openness of Parent –Adolescent communication under the studied subjects.
- There are moderate positive correlations between parent-adolescent communication and family strength, and parent adolescent competencies conflict behavior.

Recommendations:

On the light of the current results, this study recommends the following:

- There should be a more cordial way for parents to communicate other than insults as this will deter adolescents.
- Parents should be aware of physical, cognitive and psychosocial changes and needs of adolescence period to deal with their adolescents positively.
- Implementing an educational program about parent-adolescent communication, conflicts to include parents and adolescents viewpoints about conflict.
- Health education to the parents about openness communication and how to deal with adolescents' conflict and manage it.
- Encourage parents to respect their adolescent and keep their autonomy and should give them some freedom with supervision.
- Psychologists nurses and social workers in schools to advise the adolescent students about positive interpersonal relationships as regard family issues.
- Periodical assessment should be done for self-esteem to all adolescents in schools for early detection and management of any problem.

Further researchers

- Further study needed to take the views of both parents and adolescents separately about the most issues that cause conflict and comparing points of view.
- Replicate of the study to generalize of the result.

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