

Parent-Adolescents Conflicts and its Relation with their School Achievement and Self-esteem

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Abstract

Background: Parent-adolescent conflict is complex and multifaceted construct as it includes any differences of opinions, whether it is negative or positive between parents. This study **aimed** to identify the parent-adolescents conflicts and its relation with their school achievement and self-esteem. A descriptive correlational **research design** was used. 1018 adolescents were recruited in this study. It was conducted at eight governmental preparatory schools, four schools in urban areas and four in rural areas in Assiut governorate, Upper Egypt. Four **tools** were used for this study as demographic questionnaire for the adolescents and their parents, parent-adolescent issues checklist, adolescent self-esteem scale and adolescents' school achievement. **Results** indicated that the majority of the studied adolescents (93.6%) had conflict with their parents. The greater the conflict between adolescents and their parents, the higher the school achievements occurred, $p=0.004$. But there was no statistically significant relation between the adolescents' self-esteem and parent-adolescent conflict. **Conclusion**, the majority of adolescents had higher frequency of conflict issues but intensity of conflict was not severe with their parents. Parent-adolescent conflict had a positive effect on adolescent School achievement. The present study **Recommended** that, parents should be aware of physical, cognitive and psychosocial changes and needs of the adolescents to deal with their children positively. Periodical assessment should be done for self-esteem to all children in schools for early detection and management of any problem.

Key words: Parent-Adolescent Conflicts, School Achievement & Self-esteem.

Introduction

Adolescence is a stage characterized by unique changes in physical growth and cognitive, emotional, social and self-definitional development. Also, it is frequently sensed as a challenging period of life for the adolescent and their family (Steinberg & Silk, 2002).

Conflict is defined as any disagreement, difference and argument about an issue that rises in family life. However, the Parent-adolescent conflict is complex and multifaceted construct as it includes any differences of opinions, whether it is negative or positive between parents (Kouros et al., 2010). It is defined as a dyadic, interpersonal situation including obvious behavioral disapproval as disputes, disagreements and squabbles (Melching Jessica, 2011). Therefore communication and conflict between adolescent and their parents often encompass renegotiating rules, roles and relationships regarding everyday topics as activities, friends, responsibilities and school (Shearman & Dumlao 2008).

Adolescents' intensifying struggling about autonomy can be a factor that increases parent-adolescent disagreement through early adolescence and heighten a negative impact of conflicts during middle

adolescence. The main cause of conflicts between the parents and adolescents is the discrepancy between their expectations as regard proper behavior and the suitable time of turns in authority, independence, and duties (Pinquart & Silbereisen, 2002 & Branje et al., 2009).

Some conflicts with parents can be considered a normal part of family relations throughout adolescence and it has a well-defined function in the adolescent development of autonomy and individuation (Steinberg, 2001). While, when a lot of and excessive frequent conflicts may be a predisposing factor for adolescent psychosocial adjustment and well-being (Branje et al., 2009).

Wingat (2004), Shehata & Ramadan (2010) & Shibeshi, (2015) stated that parents' socialization manner in their children might also be a factor in initiating conflict between them. Likewise, Renk & Simpson (2005), added that disagreements upon topics like daily tasks, freedom, rights and relationships are indicators about young adults' desire for increased autonomy and independence from their parents. While conflicts over topics as religious, political, or social occur less frequently they considered it as sensitive topics.

Similarly, **Nebel-Schwalm (2006)**, revealed that school achievement was an important sign of change and modification as it has been related to many factors like styles of parents, parents' involvement, conflict within the family, school and homework activities, intellectual capacity and socio-economic condition. In addition; **Unger et al., (2000)**, found that marital conflict could be a factor affect on parent-adolescent conflict and academic achievement.

Academic achievement may be a cause of stress and conflict in families as conflict can get up when adolescent wasn't doing as well in school as their parents would like (**Onongha, 2015**), Higher levels of parent-adolescent conflict could have a negative impact on adolescents' and parents' psychological well-being and their satisfaction of life. This could cause higher levels of internalizing problems such as low self-esteem (**Smetana et al., 2006 & Pajckic, 2013**).

Self-esteem is evaluated by a number of essential psychological phenomena, both positive and negative. High self-esteem has been linked with productive coping strategies, enhanced motivation and positive emotional state. A person with low self-esteem would involve more conflicts and poor coping skills to life stresses (**Yaacob, 2006**). **Deshpande and Chhabriya (2013)**, stated that due to the generation gap between parents and their adolescents and inability of parents to appreciate their adolescents, conflicts develop. Also, reported that mild punishment from parents can result in high self-esteem in adolescents' as they view their parents as their caretaker.

Pediatric nurses play an important role in parental education about needs, problems, causes that could increase parent-adolescent conflict and developmental changes that the adolescents would have and in facilitating parent/youth relationships and how to resolve these conflicts (**American Nurses Association and Society of Pediatric Nurses, 2003**)

Significance of the study

Twenty-five percent of the total populations in Egypt were adolescents **UNICEF, (2011)**. According to the age of highest disagreement begin when the young adults were between 13 - 16 years old; that is during the years of beginning liberation from parental dominance. This increase may be due to a number of factors; the puberty's biological conversions, intellectual variations including increased idealism and logical reasoning, social changes focused on autonomy and individuality, maturational changes in parents, and expectations that are violated by parents and adolescents. The adolescent compares her/ his

parents to an ideal standard and then criticizes their flows (**Elemery et al., 2016**).

Aim of the study

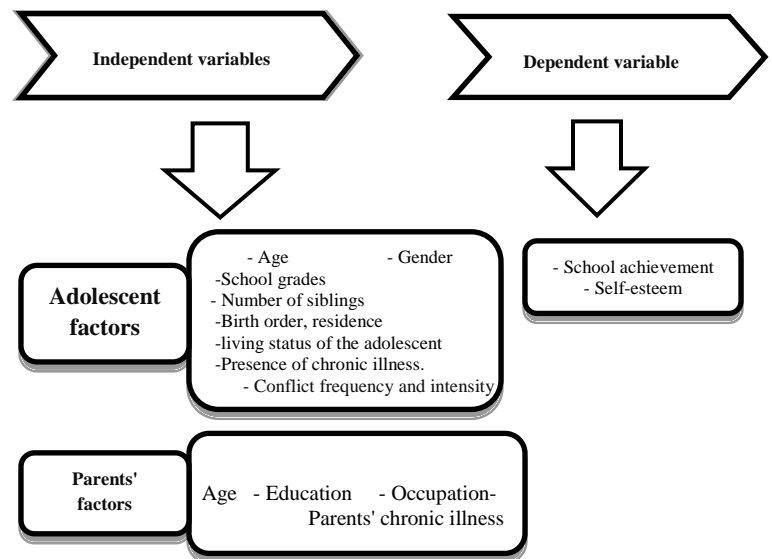
The present study aimed to identify the parent-adolescent conflicts and its relation with their school achievement and self-esteem.

Study questions

- What are the frequencies and intensity of parent-adolescent conflicts?
- What is the relationship between parent-adolescent conflicts and school achievement?
- What is the correlation between parent-adolescent conflicts and self-esteem?
- What are association between Parent-adolescent conflicts with characteristics of adolescents and their parent?

Conceptual framework

Variables



Subjects & method

Study design

A Descriptive correlational research design was used for this study.

Setting

It was conducted at eight governmental preparatory schools, four schools in urban areas and four in rural areas in Assiut governorate; Upper Egypt.

Target Population

A representative sample of adolescents was recruited in this study. The researchers followed a stratified sampling. A list of all governmental preparatory schools was obtained from the directorate of education in Assiut governorate; Upper Egypt. One school was selected randomly from each direction in

urban and rural areas. From each school, two classes for each grade were chosen randomly. Each class included about (30-40) students. The researchers interviewed all children to fill the sheet in the selected classes. The total sample was 1018 adolescents.

Tools of data collection

Four tools were used for this study

Tool I: Demographic questionnaire for adolescent and their parents which included two parts

Part one: Personal data for adolescent as gender, age, school grades, the number of siblings, birth order, residence, the living status of the adolescent and presence of chronic illness.

Part two: Personal data for parents as age, history of chronic illness, education and occupation.

Tool II: Parent-Adolescent issues checklist. This scale developed by **Robin and Foster (1989)** to assess frequency and intensity of the parent-adolescent conflict. It consists of forty-four items covering conflict topics. Adolescents point to whether or not each of the issues (e.g., "performing homework," "sleeping time") had been the topic of conflict with their parents during the previous four weeks. Their answers were computed in two ways:

- Frequency of conflict: Count the number of issues marked "yes." when adolescents circle 13 or more items "yes" considered had frequent conflict. Higher scores indicate higher levels of conflict frequency.
- Intensity of issues: For issues marked "yes," add intensity ratings and divide by the number of issues marked "yes" to obtain mean intensity rating. The intensity of conflict was calculated by summing the products of each conflict intensity topic (based on a 5-point Likert scale ranging from 1= "very calm" to 5= "very angry"). This score adjusts for the possibility that highly intense conflicts might be related to frequently discussed issues (Printz et al., 1979). When adolescents had a mean intensity rating of 1.7 or higher considered had conflict intensity. Higher scores indicate more intense conflicts and lower scores indicate less intense conflicts.

The scale translated into Arabic by the researchers. the content validity was done by 5 experts (two in the pediatric nursing field, one in community health nursing and two in psychiatric nursing) the content validity index was 0.73 and reliability were tested, by using Cronbach's alpha and it was $r=0.83$

Tool III: Adolescent Self-Esteem Scale. The original scale was constructed by **Rosenberg Self-Esteem Scale (1965)**. It includes ten items on a four-point scale from "strongly agree = 4" to "strongly disagree =1". Final scores range from 10 to 40. Higher scores represent higher levels of self-esteem

and lower scores represent lower levels of self-esteem. The scale was reliable by using Cronbach's alpha values $r=0.88$.

Tool VI: Adolescents' Academic Achievement Tool (Dornbush et al., 1987), it was measured based on adolescents' self-reports on the most recent exam scores over the last year. Responses that best represented their school grades were indicated on the questionnaire (e.g., 5 = "mostly excellent in different subjects (A's)") to 1 = "mostly failed in different subjects (F's)". Test-retest correlations for this measure range from .85 and .85. Cronbach's alpha for this study was .73.

Procedure

Method of data collection

An official permission to collect data was obtained from the prime minister of education. Tool one was developed by the researchers and was tested for its content validity by five experts in the pediatric, community and psychiatric nursing field it was 0.9. Tool reliability was done by using Cronbach alpha coefficient, it was $r=0.98$. A written consent was obtained from the studied adolescents to collect the data after explaining the purpose and the nature of the study.

A pilot study was carried on (10%) of the adolescents .It was conducted to assess the clarity of the study tool and the time needed to fulfill the sheet. As the results of the pilot study, the necessary modifications were done (two items as "using the television" to "watching television and using social media" and "drinking beer or other alcoholic beverages" to "drinking beer" to match with our community tradition)..

The researchers interviewed the adolescents during classes of activities and physical exercise (PE).The researchers distributed the sheet for all adolescents and they were waiting for filling the sheet, the time needed about 45 – 60 minutes for each class.

During the period of data collection; about (188) students refuse to participate in the study and about (200) students return the sheet with incomplete data and some of them were absent; these were excluded from the study. The data were collected during the period of four months from February to May 2016.

Ethical considerations

The research proposal was approved by Ethical Committee of the Faculty of Nursing. The-adolescent students were informed about the study and they were advised that; they were under no obligation to participate or not in the study and the study will not affect their education or assessment. Confidentiality and anonymity was assured. Adolescents had the rights to refuse to participate of the study without any rational.

Data management and statistical Analysis

Data were coded, entered and cleaned using the Statistical Package for Social Science (SPSS Inc., Chicago, IL, USA) version 20. Data analysis was done in the form of univariate analysis: descriptive statistics (frequency & percent for qualitative data,

mean \pm SD for quantitative data). Bivariate analysis: cross tabulation. Chi-square test (X^2) and correlation coefficient were used to test the difference between the proportions of qualitative data. Statistical significance level was considered when p-value < 0.05 for all statistical tests.

Results

Table (1): Rank Order according to the Highest and lowest topics' Frequency and intensity of Discussion over Last 4 Weeks.

Highest topics	Frequency		Intensity
	No	%	Mean \pm SD
1. Making too much noise at home	779	76.5	1.8 \pm 1.6
2. Watching television or using social media	757	74.4	1.6 \pm 1.5
3. Cleaning bedroom	756	74.3	1.4 \pm 1.4
4. Sleeping time	746	73.3	1.3 \pm 1.2
5. Arranging clothes	740	72.7	1.3 \pm 1.3
6. Performing homework	737	72.4	1.3 \pm 1.4
7. Friends should they have	733	72.0	1.1 \pm 1.1
8. Fighting with brothers and sisters	731	71.8	1.9 \pm 1.8
9. Allowance	727	71.4	1.0 \pm 1.1
10. Selection of new clothes	704	69.2	1.1 \pm 1.0
Lowest topics			
11. Using drugs	503	49.4	0.8 \pm 1.2
12. Earning money away from the house	473	46.5	1.1 \pm 1.4
13. Bothering adolescent when he/she wants to be left alone	464	45.6	0.8 \pm 1.3
14. Going on dates	455	44.7	1.0 \pm 1.3
15. Buying games, toys, and other things	436	42.8	0.7 \pm 1.1
16. Bothering parents when they want to be left alone	433	42.5	0.8 \pm 1.3
17. Cursing	408	40.1	0.9 \pm 1.5
18. Smoking/spit tobacco	310	30.5	0.8 \pm 1.6
19. Drinking beer	246	24.2	0.7 \pm 1.5

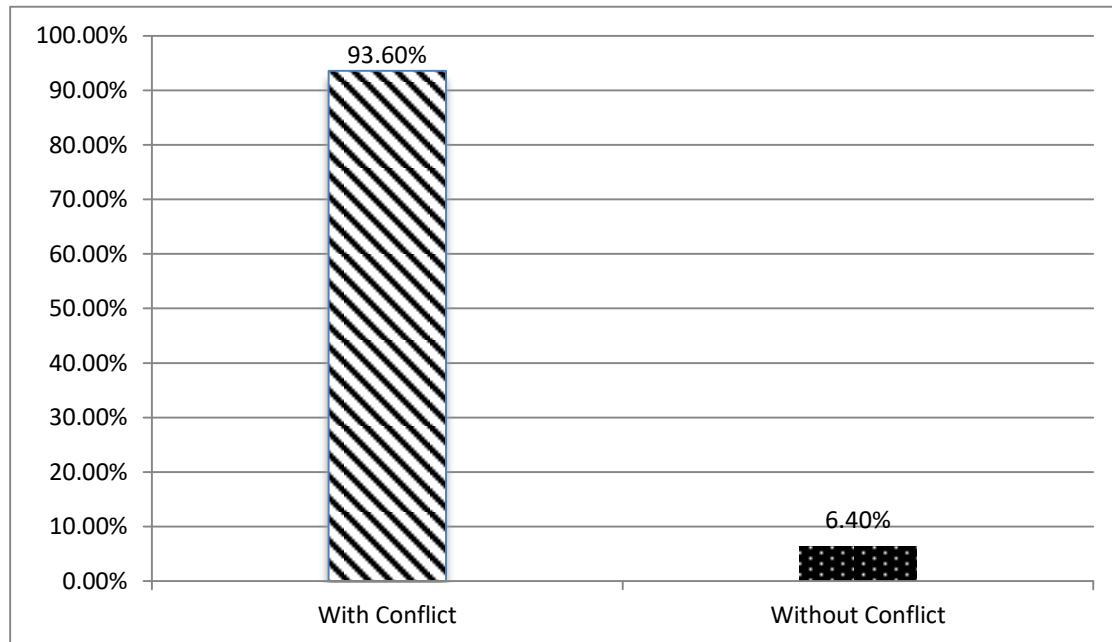


Figure (1): Percentage distribution of parent-adolescent conflict frequency.

Table (2) Relation between characteristics of studied adolescents and the experience of conflicts with their parents.

Items	Total (N=1018)	Conflict n=953		No conflict n= 65		X ²	p-value
		No	%	No	%		
School achievement						17.23	0.004
Most excellent	363	325	89.5	38	10.5		
Excellent and most very good	301	286	95.0	15	5.0		
Very good and most good	175	169	96.5	6	3.5		
Good and most pass	126	123	97.6	3	2.4		
Pass and most failed	53	50	94.3	3	5.7		
Residence.						8.38	0.004
Urban	544	498	91.6	46	8.4		
Rural	474	455	96	19	4.0		
Gender						3.26	0.05
Male	494	470	(95.1)	24	4.9		
Female	524	483	92.2	41	7.8		
The living status of the child						8.79	0.04
With his/her father due to divorce or mother's death	8	8	100	0	0.0		
With his/her mother due to divorce or father's death	45	44	97.8	1	2.2		
With his/her parents	810	749	92.5	61	7.5		
With his/her parents in the family house	155	152	98.1	3	1.9		

* Level of significance at $P = < 0.05$.

Table (3): Correlation between the characteristic of adolescents and their parents and Parent-adolescent conflict.

Parent's adolescent characteristic	Parent's adolescent conflict	
	r	Significance
Mother's age	0.19	0.544
Father's age	-.019-	0.538
Mother's education	-.028-	0.378
Father's education	.015	0.636
Mother's occupation	-.043-	0.175
Father's occupation	.042	0.183
Parents' chronic illness (Yes)	0.22	0.5
Residence.	.091	0.004
School grades(levels)	-.122-	0.000
Number of siblings	.045	0.156
Age/year	-.088-	0.005
Birth order	.066	0.039
Child chronic illness	-.010-	0.759

Table (4): Relation between adolescents' self-esteem and parent-adolescent conflicts scores.

Items	Total	Conflict n=953		No conflict n= 65		X ²	P. value
		No	%	No	%		
Low self-esteem (<20)	387	357	92.2	30	7.8	0.57	0.3
High self-esteem(>20)	631	596	94.5	35	5.5		

Table (5): Relation between school achievement, self-esteem and parent-adolescent conflicts.

Items	Total	Level of self esteem				X ²	P. value
		Low level of self-esteem n= 378		High level of self-esteem n=631			
School achievement with conflict		No	%	No	%	0.143	0.000
Most excellent	325	144	44.3	181	55.7		
Excellent and most very good	286	118	41.3	168	58.7		
Very good and most good	169	46	27.2	123	72.8		
Good and most pass	123	37	30.1	86	69.9		
Pass and most failed	50	12	24.0	38	76.0		
School achievement without conflict						0.257	0.039
Most excellent	38	22	57.9	16	42.1		
Excellent and most very good	15	4	26.7	11	73.3		
Very good and most good	6	3	50.0	3	50.0		
Good and most pass	3	1	33.3	2	66.7		
Pass and most failed	3	0	0.0	3	100		

A total of 1018 adolescents, aged from 12 – 15 years with mean age 14.06 ± 1.10 were included in the study. Thirty-two of the adolescents were in grade one and (36.9%) were in grade two. The first and second birth order constitutes three-fifths of studied sample (60.7%) and about one-third of adolescents have 1-2 siblings. The mean of mothers' age was 39.11 ± 5.51 while the mean age of the fathers was

46.56 ± 6.76 . Thirty percent of mothers and more than one-third of fathers had higher education.

Table (1): Presents rank order according to the highest and lowest topics frequency and intensity of discussion over last four weeks. The table revealed that, the most common topics that increased incidence of conflict between adolescent and their parents were making too much noise at home

(76.5%), watching TV or using the internet (74.4%), cleaning bedroom (74.3), sleeping time (73.3), arranging clothes (72.7%), performing homework (72.4%), friends should they have (72.0%), fighting with brothers and sisters (71.8%), allowance (71.4%), and selection of new clothes (69.2%). Regarding conflict intensity; making too much noise at home and fighting with brothers and sisters were the most intense topics with mean intensity 1.8 ± 1.6 and 1.9 ± 1.8 respectively.

While the lowest topics that increase incidence of conflict between adolescent and their parents were using drugs (49.4), earning money away from the house (46.5%), bothering adolescent when he/she wants to be left alone (45.6%), going on dates (44.7%), buying records, games, toys, and other things (42.8%), bothering parents when they want to be left alone (42.5%), cursing (40.1%), smoking/spit tobacco (30.5%), and drinking beer (24.2%).

Figure (1): Regarding percentage distribution of parent-adolescent conflict frequency. The figure indicated that the majority of adolescents (93.6%) had conflict.

Table (2): Represented relation between characteristics of the studied adolescents and the experience of the conflicts with their parents. There was statistically significant difference between school achievement, gender, mother's occupation and parent-adolescent conflict. The frequency of parent-adolescent conflict would increase with studied adolescents who had higher scores of school achievement ($P < 0.004$). In addition; male gender, rural areas and the adolescents' who living either with their fathers or mothers were factors that increase parent-adolescent conflict with statistically significant ($P < 0.004$, $P < 0.05$ and $P < 0.03$ respectively).

Table (3): Illustrated correlation between the characteristic of adolescents and their parents and parent-adolescent conflict. There was statistically significant positive correlation between the residence, birth order with the parents-adolescent conflict ($R 0,004$ and 0.039 respectively) while a statistically negative correlation found between the adolescents' school grades, ages with the parents-adolescent conflict ($R 0,000$ and 0.005 respectively)

Table (4): Revealed the relation between adolescents' self-esteem and parent-adolescent conflicts scores. There was no statistically significant relation between the adolescents' self-esteem and parent-adolescent conflict.

Table (5): Showed relation between school achievement, self-esteem and parent-adolescent conflicts. There was highly statistically significant relation between school achievement of adolescent and level of self-esteem ($P < 0.000$ and $P < 0.039$

respectively). The higher the percentage of school achievement among adolescent (with and without conflict), had a higher self-esteem.

Discussion

Adolescents are often confused about their role and are torn between their responsibilities as growing adults and their desires as children. Family relationships are also altered as the process of differentiation begins to take place. As a result, the parent-adolescent relationship experiences increased conflict and decreased closeness (Steinberg & Morris, 2001).

Frequency & intensity of parent adolescent conflict

The current study found that the frequency of parents-adolescent conflict was higher during early adolescence but conflict intensity wasn't severe. These results were consistent with the study of Smetana et al., (2006) & Pajkic Ivana, (2013) who found that the parent-adolescent conflict was higher during early adolescence. Also, conflict more frequent between adolescents and their parents but intensity of conflict was usually not intense.

These results concurrent with Melching, (2011) who stated that; early adolescence is characterized by multiple physical, emotional, and intellectual changes associated with puberty. So, this age is better associated with conflict frequency and conflict intensity.

The findings of the current study found that the most common issue conflict involves in the everyday events of family life as; bedtime, cleaning bedroom, performing homework, arranging clothes, watching TV or using social media, making too much noise at home, fighting with brothers and sisters, allowance, friends should they have and selection of new clothes, These results were consistent with Smetana et al., (2006), Santrock, (2006), Çopur et al., (2007), Ozmete Emine & Bayoglu Ayse, (2009), & Pajkic Ivana, (2013).

This may be due to the preoccupation of adolescents with advanced technology who spent most of their time using social media and watching TV. So, they wasted their time and delayed the daily activities as cleaning the bedroom, arranging clothes and delaying sleep time. This is supported by Shah et al., (2016) who mentioned that the main cause of the conflict was using of social media via a website or mobile. In the same line Blease, (2015), & Griffiths et al., (2016) indicated that using the internet frequently and depressing the Facebook were two factors that commonly increase conflict in young age children.

Gongala Sagari, (2017), stated that young adults in their viewpoint need to say: "I'm growing and I can take care of myself". While the viewpoint of parents

isn't the same. Parents realize that their young adults require extra care at this critical age. They are afraid that their children delaying homework and obtaining low scores at school or a bad boy or girl will be a friend to the adolescent and can affect his way of thinking.

The findings of this study indicated that adolescents who fighting with brothers and sisters and/or making too much noise at home had more frequent conflict, these may be due to adolescents' children can face many emotional and behavioral problems. This is normal changes for them at this time and they have mood swings are common among them (**Gongala Sagari, 2017**).

As children reach adolescence, period they often ask for more freedom. Parents walk a tightrope between wanting their children to be confident and able to do things for themselves and knowing that the world can be a frightening place with fears to their children's health and safety (**Pickhardt, 2011**). In addition, the amount of allowance for the adolescent child can also be a factor that increases the incidence of parent-adolescent conflict. Adolescent dressing, hairstyle, and sense of fashion also change, mostly to something that parents may not approve of.

Regarding the topics of using drugs, drinking beer and smoking/spit tobacco, the culture and religion in our society prevent and prohibit it. While bothering parents when they want to be left alone and bothering adolescents when they want to be left alone didn't cause any conflict between adolescents and their parents. This may be explained that adolescents were satisfied when they were left home alone, felt free, practicing their hobbies without any restrictions. These results were in agreement with, **Riesch et al., (2000)**, **Ozmete Emine & Bayoglu Ayse, (2009)** & **Pajkic Ivana, (2013)**.

As regard, the topics of buying games and other things, going on dates and earning money away from the house. The study subjects mentioned that their parents buy games or other things to them. Also, they bring them to their school or special classes so these topics didn't cause a frequent conflict between adolescents and their parents. This is in agreement with **Renk and Simpsons, (2005)** who stated that conflicts over topics as religious, political, or social occur less frequently they considered it as sensitive topics (e.g., substance use, dating, and drinking beer or alcohol).

Relationships between parent-adolescent conflicts & school achievement

The study results showed that there was a significant difference between parent-adolescent conflict and school achievement, the higher the school achievements, the more frequency of conflict occur. This result disagree with a study of (**Branje, 2009**),

who reported a negative association between parent-adolescent conflict and adolescent school performance and the same results reported by **Onongha, (2015)** who found that students with low school achievement have more conflict with their parents than students who have high performance. This result may be due to parent conflicts consider positive stress that motivate adolescent to achieve higher school level. Moreover, students' school excellence is the main target for parents which cause parents conflict who exerted pressure on their adolescents to do their best. This was in agreement with **Nebel-Schwalm, (2006)** who found that parent-adolescent conflict would be more highly correlated with school achievement. A study by **Shibeshi, (2015)** indicated that school issue is the leading major source of conflict. Also, **Onongha, (2015)** stated that school achievement may be a cause of stress and conflict in families as conflict can arise when adolescent wasn't doing as well in school as their parents would like.

Relationships between parent-adolescent conflicts & self-esteem

Deshpande & Chhabriya, (2013) stated that due to the generation gap between parents and their adolescents and inability of parents to appreciate their adolescents, conflicts develop. Results of the current study reported that more than half of adolescents have conflict, their self-esteem are high, this result in agreement with **Deshpande & Chhabriya (2013)** & **Driscoll (2013)** who reported, mild punishment from parents can result in high self-esteem in adolescents' as they view their parents as their caretaker and sometimes protector. This could be interpreted that, the adolescence is in a tough time and there were various changes that adolescent have to deal with ranging from their body to the relationships they have with their friends.

Relationships between adolescents & their parent characteristics & Parent-Adolescent Conflicts

The present study found that there is a significant positive correlation between residence and parents' adolescent conflict, More than half of studied children comes from rural areas and highly educated parents either secondary, university or higher. This can be explained that, highly educated parents in Upper 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 parents- adolescent conflict, male sex appears to have more conflict with their parents than do female. In line with this **Wohabie (2007)** & **Renk & Simpsons (2005)**, found that female conflict was more frequent than male.

Also, there is a highly statistically negative correlation between adolescents' ages and school grades (levels) of the studied adolescents as regard the parents-adolescent conflict, the lower the age and school grades, the higher of parent-adolescent conflict. This result is consistent with **Helland et al., (2017) & Whiteman et al., (2007)** who stated that conflict between parents and adolescents increases and peaks during the early years of adolescence and is associated with the onset of puberty

The current study showed that there is a statistically positive correlation between birth order and parents-adolescent conflict, it was found that adolescents who were in the first birth order had the highest parent-adolescent conflict. This finding was in the same line with the Findings of **Helland et al., (2017), Shanahan et al., (2007), Whiteman et al., (2003)**, who indicate that parent-adolescent conflicts are generally high during the adolescent transition of the firstborn child, compared with that of younger siblings. However, there is a negative correlation between the child's chronic illness and parents-adolescent conflict, the child who has a chronic illness, he /she had experience conflict less frequently, this can be interpreted that parents of a child with chronic illness strive to satisfy their children's needs.

Conclusion

Based on the current study findings it was concluded that the majority of adolescents had higher frequency of conflict issues but intensity of conflict wasn't sever. Parent-adolescent conflict-had a positive effect on adolescent school achievement. There was no statistically significant relation between the adolescents' self-esteem and parent-adolescent conflict. But a statistically positive relation was found between higher score of school achievement of adolescent with and without conflict and self-esteem. The following factors were associated with higher frequency of conflict; rural area, first births, age at 14-15 years, first grade, male gender, housewife mothers and adolescent who live with either their father or mother.

Recommendations

- Parents should be aware of physical, cognitive and psychosocial changes and needs of adolescence period to deal with their children positively.
- Implementing an educational program about parent-adolescent conflicts to include parents and adolescents viewpoints about conflict.
- Health education to the parents about 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 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 children in schools for early detection and management of any problem.
- 7- 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.

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