

Exploring of Related Theories and Research of Adolescent Parent-Child Relationship

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Abstract: *The parent-child relationship is the most important relationship in a person's life. It not only has an important impact on the physical and mental development of children, but also has an immeasurable effect on the formation of children's personality characteristics, behavior and ways of doing things and various social relations. A good parent-child relationship processing mode plays a vital role in the healthy growth of children's body and mind and the harmony of the family. The theories and related researches on parent-child relationship have a long history in China and other countries. In this paper, the significance of parent-child relationship, related theories and related research in China and other countries were analyzed by inquiring relevant domestic and foreign literature. It is found that there are abundant theories about parent-child relationship in China and other countries but in terms of intervention and improvement, both the subjects and contents of the studies are relatively single. How to improve the parent-child relationship by means of intervention is still a prominent and important issue facing psychological workers.*

Keywords: *Parent-child relationship; teenagers; research; explore*

1. Parent-Child Relationship

Parent-child relationship, the earliest term belonging to genetics, it refers to a biological kinship, usually between parents and children (Fu Ying, 2011). Later, it was applied to the fields of education, psychology and sociology to express the relationship between parents and children, but there are some differences in specific areas of emphasis. Genetics focuses on the basis of blood relationship, emphasizing a blood relationship between parents and children, that is, we often say the relationship between biological parents and children; sociology emphasizes the relationship between parents and children in the social field, focusing on fact-based relationships such as laws, institutions and status. Psychology generally defines a parent-child relationship as an interpersonal relationship formed by parents and children, emphasizing more on a psychological identity (Li Song, 2015). Psychologist Professor, Zhu Zhixian believes that the parent - child relationship exists not only between parents and their own children, but also between parents and adopted or adopted children. Zhao Rong(2013) believes that the parent-child relationship is not limited to blood relationship, but also includes parents and children who live together but do not have blood relationship. The quality of parent-child relationship is a reflection of family relationship and atmosphere. From the perspective of psychology and pedagogy, adolescent parent-child relationship refers to the interpersonal relationship formed between parents and adolescents. It plays a vital role in the family and directly affects the physical and mental development of the parents and the development of their future interpersonal relations at all levels. A good parent-child relationship will have a significant impact on the formation of children's outlook on life, values and world outlook (Liu Yan Ping, 2006).

2. Related Theories of Parent-Child Relationship

As early as the 1940s, parent-child relationship attracted the attention of Western researchers. Since the 1970s, a large number of scholars have studied the influence of parent-child relationship in the development of children and adolescents from the perspective of parent-child relationship, among which the typical theories are family system theory and attachment theory.

2.1 Family System Theory

The family system theory was first put forward by American psychologist Murray Bowen, who regarded family as a social system. The family has the wholeness, each member is interdependence and mutual influence. That is, in the family, events that affect one person will inevitably affect other members of the system. So to build a healthy family system, each family member needs to pay attention to each other's behavior. When we study the family system model, we will focus on its three prominent characteristics: First, the formation and development of each member's personality will be influenced by the family. On the influence of family, parents' behavior style and characteristics are very important factors; Second, the poor family environment or poor communication among family members may be shown through the abnormal behavior of individuals; Third, therapists should focus on the whole family rather than on the individual. In particular, the parent-child relationship between teenagers and their parents, as a subsystem of the family, is affected by the integrity and interdependence of the family system (Lin Wei Hao, 2013.) The rules and behaviors of parents dealing with family relationship have an important influence on the development of a parent-child relationship.

2.2 Attachment Theory

Attachment is a strong and lasting emotional connection between individuals and others in the process of getting along with each other (Bowlby, j, 1969). It is a very important aspect of the parent-child relationship, which exists in the individual's life development at various stages. Attachment has a profound influence on the psychological development of adolescents (Zhu Su Min, 2011). Bowlby, J and Ainsworth et al. found that attachment is very important for the development of adolescent parent-child relationship and personality. Research by Harry F and B. Bradford Brown (2001) on adolescents' attachment to parents and peers has shown that both parents and friends are equally likely to be identified by adolescents as the most important attachments. All these studies highlight the importance of establishing secure parent-child attachment. Harlow and Bradford Brown's research on parent-child attachment provides a theoretical basis for us to study the parent-child relationship of junior high school students. To a large extent, the reason why teenagers face many problems and dilemmas is that there is no safe and reliable attachment relationship in the family, so they can only seek for such attachment outside the family.

3. Research on Adolescent Parent-Child Relationship

Research on adolescent parent-child relationship has a long history, the earliest in the early 20th century in the United States, "The Development of children's Movement". Researchers have made a lot of exploration of parent-child conflict, the influencing factors of parent-child relationship, and the development of a parent-child relationship with adolescents. The theoretical research of parent-child relationship is relatively mature, and the research framework of parent-child relationship has been formed. However, practical intervention in the parent-child relationship is still relatively lacking both in China and other countries. Relevant foreign studies show that parent-child training helps to improve the quality and psychological quality of teenagers in many aspects. Estrada et al.'s research shows that parent-child activities between families can promote the improvement of children with emotional and behavioral disorders (Estrada, 1995). However, according to the data currently available, the intervention studies on the parent-child relationship abroad are relatively scattered. Most interventions are done with group training programs, the more commonly used ones are Parent Effectiveness Training and Systematic Training for Effective Parenting, and Parent-Child Relationship Enhancement Training, and Parent-Adolescent Relationship Development Training for Parents and Children, and Affinity Training, etc (Liu Hai Ying, 2007). Generally speaking, the training content can be summarized into five modules which are environmental design, communication, change of parents, change of children, change of families (Qi XiaoDong, 2005). There are relatively few empirical studies on parent-child relationship intervention. Through China National Knowledge Network (CNKI), Baidu Xuxuan and Duanxiu, we found that there are few studies with relatively large impact on the parent-child relationship. Among them, Yu Xuelan, Meng Yuqun et al. adopted group experiment method and a variety of methods to improve the parent-child relationship of teenagers and promote their healthy growth (Yu XueLan, Men YuQun, 1994). The research group of Tianjin "Experimental Research on the Renewal of Parent Educational Concepts" conducted an experimental study on parent-child relationship in six middle schools and one primary school in Tianjin, to help parents to update their educational philosophy ("Experimental Research on the Renewal of Parent Educational

Concepts" Research Group of Tianjin city, 2002). Li Qiang, Meng Yuqun et al. conducted an experimental study on parent-child relationship. This paper puts forward a new model of parent-child relationship, which is "Parent-Led, School-Assisted, Parent-Child Interaction Practice Activity" (Li Qiang, Men YuQun, 2003). The results of Chen Haiqin's study on the intervention of parent-child conflict in junior high school students with Satya therapy model show that group activities in Satya therapy model have significant effects on reducing parent-child conflict and enhancing parent-child intimacy (Chen HaiQing, 2008). Haiying Liu and Xin Liu conducted a group counseling intervention for 15 pairs of students with poor parent-child relationship and their parents. The results show that the overall situation of parent-child relationship has been significantly improved by group counseling intervention (Liu HaiYing, LiuXin, 2008).

4. Conclusion

In general, there are a lot of researches in the field of parent-child relationship in China and other countries. In particular, researchers have made rich achievements in theoretical research, and there are a lot of researchers going on in interventions. Experts in China and other countries typically take the form of community instruction and counselling in terms of the manner and means of parent-child relationship intervention. However, in the parent-child relationship intervention research, both the research object and the research content, now is relatively simple (Yang Feng, 2012). How to improve parent-child relationship through intervention remains as a prominent and important problem faced by psychological workers.

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