Child–Parent Conflict and its Impact on Adolescents Self-Development

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ABSTRACT— *This manuscript examines the conflict between child and parent that affect the adolescent's self development in the Malay people in Malaysia. The article discusses types of conflict, the impact of the conflict on children and the challenges that most face both the children and parents. The discussion included types of conflict, impact of conflict and conflict resolution between parents and child. Conflict resolution has been claimed to equip young people with the opportunity to adapt to the development of learning negotiation skills. Direct evidence that improved parent-child relationships can counteract some harmful effects of parent conflict is available and parent-child relationships can be improved in high conflict in family. The conclusion sketches innovative strategy as a way forward that aims to address the challenges that face both the child and the parent. And the need for urgent affirmative action to overcome these challenges that might improve parent–child relationships and counteract some harmful effects of parent's conflict with their child.*

Keywords— parent, child, conflict, self development
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1. INTRODUCTION

Adolescence is a unique period of transition and change that involves both physical and mental. At this stage, adolescents begin to experience a dramatic change to improve brain power with complicated things. In fact, they have their own group with its own way of life. However, the level of conflict varies widely by age and adolescence (Montemayor,1986). In early adolescence, there is a conflict between parents and children because the children claim to get their own autonomy and independence. This indirectly creates some conflict to rules and predetermined roles within the family. As a result, there were increasing conflicts resulting in parent - adolescent relationship was falling apart (Steinberg & Morris, 2001) .

Associated with conflict studies have been conducted in accordance with the categories of young people in a certain age (early teens aged 10-12; mid teens ages 13-16, and the end of youth ages 17-22). The researchers have shown that the number of conflicts escalate at an early age and diminished during their youth through middle adolescence (Schultz & Allison, 2004; Steinberg & Morris, 2001; Montemayor, 1986). Laursen, Coy, & Collins, (1998) found that the prevalence of parent-adolescent conflict decreased in accordance with increasing age, while concerns about rising conflict. Smetana, Daddis, and Chuang (2003) found that the level of conflict concerns are changing all the time depending on the problems in the family, problems and tasks of home rule, while the conflict daily work or routine to decline in the mid teens. During this period, males and females perceived more conflict faced express to mothers than fathers, while daughters are seen more frequently reported conflicts than boys (Allison & Schultz, 2004).

Montemayor (1983) stated that the increase in conflicts occur during early adolescence, remained stable through the middle during adolescence, and decline when teens begin to leave home. In a study in which the characteristics of the conflict is taken into account, there is a different pattern was observed. Greater negative effects reported during adolescence through middle age than during the early teenage youth, which then decreased to a level between the two age groups early and late adolescence, when teens through the end of the adolescents (Laursen, Coy & Collins, 1998).

Psychologists of the 19th century in their study mostly acknowledged that the conflict in the family is one of the essential components for self-development or development in children especially in adolescence. Not only that, conflict between parents and children is often said to exist as a result of disagreement (Steinberg, 2001; Gonzales, Cauce & Mason, 1996). According to Peterson & Leigh, (1990), children who have no fear of conflict with parents experiencing lower self-development compared to children who have conflict with their parents. Although the conflict is still regarded as normal in the relationship between children and parents, but, today, the increasing conflict is associated with a sense of hostility between the children and parents of the next block development of their children to obtain a positive interaction in themselves in the future (Patterson, 1986; Montemayor, 1986; Laursen, 1995).

However, conflict is considered temporary, which will lead to a change in the relationship between parents and adolescents (Laursen, 1994). Most conflicts between teenagers and their parents including household responsibilities, social life and friends, compliance, and internal family relationships, increased desire autonomy and freedom from their parents (Montemayor,1983). Thus, adolescents who experience conflict with parents are more easily influenced by peer behavior and render them incapable of monitoring adults in determining the behavior of its members. It is thus changing family relationships, especially with parents, as part of the teenagers' process of self-development. Thus, adolescents are more dependent and closely with peers, feel and desire to live freely without restraints, and less willing to engage them in the family (Fuligni & Eccles,1993; Collins & Repinski, 1994).

2. TYPE OF CONFLICT BETWEEN PARENTS AND CHILD

Most studies find that the issues involved in the conflict between parents and adolescents are associated with everyday issues like homework, activities and personal matters (Montemayor, 1986; Steinberg, 1981).

2.1 *Academic Achievement*

Academic achievement is often a major factor inherent conflict in the lives of children and parents. This is because most parents aim too high and demanding love from their children. Unger et al . , (2000) studied the relationship between conflict, family support and adolescent academic functioning. The results showed that family support is able to restore the children's academic achievement problems. This shows that the conflict is closely intertwined with the children's academic shortcomings. Therefore, the quality of the parent-child relationship is the best tool to help children's academic achievement.

2.2 *Assignment / Homework (Homework)*

Homework is a common task for most teenagers, and in some cases it becomes a source of conflict with the parents. There is a wide gap of parental involvement in homework, depending on the characteristics of adolescents (age, learning disabilities, cognitive abilities) and parental characteristics (personality,attitudes about homework, academic ability self , time, and resources). There are opinions saying that homework is critical and contrary to the opinion that consider it as a waste of time, shaped obstacles, and encourage children to do wrong (Keith, Hallam & Fine , 2004; Walberg, Easter, & Weinstein,1985).

An analysis of 15 studies on the effects of homework has revealed that homework gives a large positive impact on children's academic achievement (Walberg, Easter, & Weinstein, 1985). Improvements in the academic achievement were observed even when the teachers do not provide any feedback or grade when giving back homework. Tymms and Fitz- Gibbon (1992) found that after the control of the ability and achievement of priority, homework has a positive influence on children's academic achievement. However, the effects of doing homework a few hours per week are very minimal. Cooper (1989) reported that the positive effects of homework, not to be seen at the primary level, but more and more apparent and clear in the middle and high school.

2.3 *Peer Relations*

Selection of friends and peers are also often a source of conflict. Parents and children have different perceptions of peer selection. The importance of peers during adolescence is increasing, while the family still plays an important role in their development. When adolescents are mature, their relationships with their parents are changing and parents need to play a role in shaping the discussion and understanding the ongoing basis with their children.

In general, teenagers will choose friends who have similar traits to themselves. They tend to find friends who have the same tendencies as theirs, and they will be more likely to choose academic-oriented counterparts. Family influences during childhood and other factors make the adolescents rebel and against peer selection (Collins et al., 2000). Characteristics of conflict between parents - adolescent relationships and peers found by most researchers as tangled. For

example, negative interactions with parents from time to time could lead to another negative interaction with fellow teenagers around them. Based on the theory and observation conducted by previous researchers, the influence of parents on teens fell in line with the age of their children (Collins & Steinberg, 2006). This is because, in the early stages of adolescents, peers become increasingly important for individual youth (Brown, 2004). Experience with colleagues may be able to increase its influence on one's life around teenagers.

2.4 *Financial Problems*

One of the main causes of conflict between parents and children is also associated with financial problem especially among children who have low socioeconomic parents. Conflicts also occur on expenses related to the amount of money used in their daily lives. This is because parents tend to measure the cost of living based on their own experience and when the kids need extra money for expenses, this will create dissatisfaction among the children towards their parents because they could not fulfill the needs they wanted and this could lead to conflict in the family.

2.5 *Perceptions of Parents and Social Orientation*

Social orientation plays an important role in understanding conflict between teenagers and parents. Orientation between the parents and children is different; they are different in terms of attitudes, norms and values of the culture (Triandis, 1995). Conflict between parents and adolescents also associated with community perceptions, and expectations. Due to cultural differences, the expected relationship with a parent orientation is seen in a different cultural or social. Difference in cultural values affects family relationships and encourages the diversity of reaction patterns and conflicts between family members (Kagitcibasi, 1996; Lam , 1997; Triandis, 1995).

Cultural or social orientation refers to a pattern of socialization including the dimensions of individualism /collectivism individual/ group (Triandis, 1995). The use of individual culture consciousness, "I", shows the autonomy, emotional freedom and privacy rights, while the use of cultural awareness group, "we", shows the collective identity, emotional dependence, group solidarity, sharing, and task and responsibility (Hofstede, 1991; Triandis, 1986). The majority of the existing research focuses on parents- adolescents conflict based on individual studies and Western culture.

As a result, internal family conflict turned into adolescent character formation process, in which the adolescent's mind and strive for autonomy and freedom of behavior that might stem from an individualistic culture approaches (Fuligni, 1998). In an individualistic culture, freedom and autonomy are the issues that are important to youth development, which leads to inefficiency and self-confidence. Conflict may be a way for teens to express opinions and independent thought. It provides a mean of renegotiation of the boundaries and changes the pattern of self- interaction in facilitating adolescent development (Cooper, 1988; Laursen, 1993). Parents-adolescents conflict is now seen as important in influencing adolescent psychological functioning, and achieving autonomy behavior.

In a collective culture (like in Malaysia), socialization practices emphasize the dependence on the values of the society and essential in maintaining harmony and lead to positive outcomes (Chao, 1996; Triandis, 1995). Thus, freedom and autonomy is not encouraged in the family. Any means that threaten the harmony groups such as hostility, aggression, and rebellion is strictly forbidden (Ho, 1986, Lam, 1997; Triandis, 1995). However, the absence of conflict may be existed due to a result of cultural that able to avoid controversial issues in accordance with the prescribed emphasis to the harmony of society and family. Thus, a low level of conflict can be seen in the collective culture, but a low level of conflict is probably not show a positive youth function as found in individualistic cultures (Barber, 1994).

2.6 *Parental Problem*

Parental problems such as divorce and family were fragmented in conflict with their children could due to three aspects which are the absence of parents (family structure), low economic income, and family conflict. From the family structure aspect, it could be because of the difficulties of the single mother / father. Meanwhile from the perspective of economic, some would say that the family structure is not that important, but the family 's economic resources are more important. Finally, family conflict perspective emphasizes that, more than two problems (family structure or lack of resources), the level of family conflict is best in explaining the perspective of well-being and adjustment of the child.

Various researches have been done regarding the impact of family conflict on adolescents. Children in families with high levels of conflict are at greater risk of suffering from internal, external, academic, and social competence (O'Keefe, 1994). Meanwhile, the children who live in families with higher marital conflict shows more flaws in academic than their peers who live in low-conflict families parents' marriage (Unger et al , 2000; Neighbors, & Future, 1992; Rodgers & Rose, 2001; Amato & Keith, 1991).

2.7   *Parenting Style and Parental Involvement*

Parenting style and parental involvement is usually defined by three dimensions of behavioral control (monitoring), psychological control (interference, pressure), and parental support (acceptance and support)   (Baumrind, 1966; Bean, et al., 2003). Several studies have included both conflict and parenting style and involvement to view parenting behavior. Shek, Chan & Lee, (1997) studied the relationship between parenting practices with adolescent adjustment through a sample of Chinese students in academic achievements aspect. The results revealed that parenting style does have relation with adolescent adjustment.

Parental involvement is also able to measure the influence of parents towards teenagers. Previous studies related to parental intervention have produced contradictory findings (Dempsey et al., 2001; Unger et al., 2000). The studies found that there is a strong relationship between parental involvement and academic achievement, including Keith (1991) and Steinberg, Brown, and Dornbusch's, (1996), while other studies have reported otherwise.

2.8   *Culture*

Individuals are often influenced by the size and values of the larger culture in which they live and work with. Conflict between cultures can contribute to pressure young people and their behavior problems. Not only can the conflict between different cultures but cultural mixing of the same message be a negative influence on behavior. Culture is sometimes encouraging but sometimes it can create conflict between parents and children.

Barber (1994) in his study of conflict between parents - adolescents culture across three different cultural groups of Caucasian, African -American, and Hispanic, he sees the various conflicts in the perception of those three different cultural groups. However, parental expectations for their children is detected as the only factor found significant in looking at the differences between the three cultural groups. Lower frequency of conflict found in both minority groups in comparison with Caucasian family. There is a link between behavioral expectations and a clear pattern of interaction for Hispanic families. Overall, parents - adolescents conflict was more or less the same across cultural boundaries, with family in each group did not agree on the same issues.

Yau and Smetana (1996) has been studying the conflict between parents and teenagers in the youth in Hong Kong and found that conflict, even in the collective culture, self freedom still allowed. This suggests that the interaction between parents and adolescents is more complex than simply based on the assumption that all social dikotomiorientasi. Collective orientation lies within the diversity of variations. Parents in American culture tends to encourage their children to focus on their own interests or tendencies when resolving conflict, freely express views, and opposed pressure or social pressure to achieve their goals (Markus & Lin , 1999). Asian culture tends to socialize their children to maintain a harmonious relationship, and to fulfill their responsibilities, especially to family members (Yau & Fu 1990; Ho,1986).

In a collective culture, which emphasizes the concept of attitude of dependency and others, the emphasis in society is intended to maintain harmony. Conflicts that arise in the family will only be suppressed   (Marcus & Lin, 1999). Traditional Chinese family for example, is described as heavily influenced by Confucian values, including family hierarchical structure, roles and responsibilities, adhere to the parenting authority, and respect for the father and the children (Chao, 1995). Thus, the conflict may be muted (less frequently) and sorted according to preference standpoint of a parent or older. Asian parents are teaching their children to withhold their emotional expressions, especially those involving negative issues or sensitive, in order to maintain harmony in the family (Chao, 1995). This is what led to the conflict in the family, where children are able to express their problems to the mother and father.

2.9   *Gender*

Teen sex differences are also seen as one of the features that contribute to conflict between parents and children. Most studies have found that children are closer to their mothers than fathers (Paterson, Field, & Pryor, 1994). A study by Larson & Richards, (1994), children spend about five times as much with their mother compared with their fathers. From the perspective of symbolic response, more frequent interactions with mothers than fathers will open more opportunities for misunderstandings and misconceptions in the interaction between the children with their mother. Therefore, the frequency and the development of conflict between children and mother are higher than the children and the father (Laursen, 1993).

Children are found to work out several ways in dealing conflicts with their mother than their father. Consequently, children faced a greater incidence of conflict with the mother more than the father. Sons and daughters also suffered the types of different interactions with their parents (Laursen, 1993; Youniss & Smollar, 1985), but the sons

shared experience that is not greater than the girls (Cooper, 1988). Son will change to compensate for their dominant power as sons socialized to be more independent and self-reliant. This will create a conflict because of the role played by boys and girls in the family.

There are studies that found that boys behave more negatively than girls. Daughters socialized to be more dependent (Huston & Alvarez , 1990). Furthermore, for girls, the topic of discussion with parents often anchored to personal problems (Youniss & Smollar, 1985). The possibility of a conflict is higher between the parents and daughters than the parents and sons. For example, a common issue such as 'not to go out at night' is stressed more onto the daughters' life rather than onto the sons'. Thus, both mothers and daughters tend to experience more conflict than mothers with sons. Mothers tended to spend more time with their children and become more involved with their daily activities, friends for a chat and the conversation that covers issues of a personal nature (Youniss & Smollar, 1985). Fathers are more likely to engage in leisure activities with their children, talk about current issues that going around them and their conversations mostly about practical issues and social only (Youniss & Smollar, 1985). Some differences in the characteristics of this conflict may occur related to different topics of conflict between the parents and their children's attitudes. Mothers also more often reported to have more behavioral problems of their sons over their daughters.

3.   IMPACT OF CONFLICT BETWEEN PARENTS AND CHILD ON CHILDREN

Parental conflict and children have been found clearly associated with problems of delinquency and deviant (Patterson, 1982), running away from home (Adams, Gullota & Clancy, 1985), low self-esteem and depression (Rutter, Graham, Chadwick, & Yule, 1976), and lack of unity in the family (Demos, 1991). Children from families with high levels of conflict and low cohesion reported experiencing higher levels of depression than adolescents from families with low levels of conflict and high cohesion (Aseltine, Gore & Colten, 1994). Hurrelmann, Engel, and Weidman (1992) found that children (aged 13-16) who experience conflict with parents (especially regarding the academic achievement and expectations of their studies) also experienced more socio - emotional stress that causes psychosocial stress. This also will affect their school performance, increase their health problems and more likely to have psychosomatic disorders.

3.1   *Academic Achievement*

Research has shown that most conflicts between parents and children are related to academic achievement and acquisition of grade school children (Kurdek, 1992; Shek, Lee, & Chan, 1998). Shek et al., (1998) have made an experiment of Chinese adolescent (aged 12-16 years) with their parents. They used students who have high academic achievement and low academic achievement as his subjects. As a result, they found that students with low academic achievement have more conflict with their parents than students who have high performance. It is proven that children's academic achievement will be disrupted due to the conflict experienced in the family.

3.2   *Depression*

Depression is a common internal illness during a child's development. According to Gans (1990), nearly half of the young people nowadays are suffering from depression, hopelessness and sadness when there is a conflict between them and their parents. Five percent of adolescents have symptoms of depression syndrome (Compas, Ey & Grant, 1993). Generally, girls face greater rates of reported depression than boys. Especially after puberty, it was reported that the existence of a depressive episode or an increase of stress for both sexes with a greater effect seen in girls. This is likely due, daughters experienced high conflict with mothers compared to sons.

3.3   *Lack of Self-Confidence*

Self-confidence refers to the self-assessment component (Rosenberg, 1965). Confidence level is determined by the discrepancy between what a person would like to be and what the person is, and the level of public support received by that person. Self-confidence is related to efficiency or satisfaction (Harter, 1993). The acceptance of significant others (such as parents) are among the aspects of the social environment that can lead to changes in the view of efficiency. Adolescence is characterized as a period of rising self-esteem, which is caused by the cognitive development. In this process, teens will find a way on how to get the attention of others (Barber, Chadwick, & Oerter, 1992).

Parents play an important role in this process as self- development or formation will only occur with social interaction and reaction. Behavior and support of the parents will provide assessments to the children that they are precious and valuable. But the conflicts that exist in the relationship of parents and children, such as the parents being

unsupportive, and this will make them having some doubts as part of the family. In the study by Shek (1998), it was found that parental conflict and adolescent youth could lead to general function as measured by frustration, life satisfaction, self-esteem, purpose in life, and life problems. Despite strong union between parents -adolescents conflict and adolescent psychological well-being is common for men and adolescent, father- adolescent conflict, communicating with the mother-child conflict, has been seen as a strong influence on adolescent psychological well-being.

3.4   Delinquency

Studies on the relationship between delinquency with the characteristics of a family has been found that the nature of the parents-children relationship is essential before children reach the age of puberty. However, in the adolescent ages, there will be a decline in the quality of the relationship and will become increasingly complex due to the need for autonomy, discipline problems and parental controls. (Barber, 1992). Kurdek (1992) found that parental conflict and children's health problems are often associated with drug use. Several studies support the conflict between the parents of children with behavioral problems. Conflict with parents is found clearly associated with aggressive behavior and delinquency children (Borduin, Pruitt, & Henggeler, 1986), alcohol consumption (Heavy, Kessler, & Margulies , 1978) and school dropout.

3.5   Juvenile

Juvenile problem is the legal term that refers to the violation of law committed by minors. Unlawful acts committed by a child are to be status as offenses; crime is one individual regardless of age. The majority of the young people nowadays do unlawful acts but only a small percentage is reported. About 20 per cent of children and youth involved in delinquency and problems , and about three percent of them were sentenced each year. Self-reported behavior problems that are not related to social class , but often more frequent delinquency among minority and lower social class . Juvenile who were arrested and punished tend to be individuals who are capable of doing more serious crime and this has weighed as delirium problem behavior. In this aspect, the men are involved in more serious crimes against people and property compared to women. But the juvenile justice systems tend to deal more rough with women than with men.

4.   CONFLICT RESOLUTION

4.1   Support From Parents

Parents need to listen to what the children want to say or express. This can solve the problems with their children and their children will feel their parents support when they have problems. Advice and support from parents can give children various ways and means to solve their problems. In fact, parents should use good words , appreciate the kids by giving compliments every time they succeed in academics, in sports and in all other things. This can enhance their sense of self appreciation and love. Parents need to praise their children every day. This is because the children have been working hard, improve themselves, developed social skills , highlighting the good appearance and also achieve excellent academic performance. Compliments should focus on specific actions and should be realistic.

Parental monitoring as a form of behavior control is important in children's lives because it will enable the parents to find out all the activities carried out by their children and know who their friends are. Many studies show that less parental monitoring is associated with the external problems such as drug abuse, truancy, and antisocial behavior (Steinberg & Silk 2002) and more parental monitoring is associated with higher academic achievement and better adolescent adjustment (Lamborn et al., 1996, Pettit et al 2001). Interestingly, recent research shows that teenagers who grow up in upper class society are at increased risk of the same thing , anxiety, and depression due to the lack of parental monitoring and supervision as well as pressures to be faced and the lack of emotional bond with parents (Luthar 2003, Luthar & Becker, 2002).

4.2   Support From School

In our society in Malaysia, failure in school is considered as failure in life. Unfortunately, most students feel isolated from their school due to poor academic achievement, inefficient compared to others, negative friendship, problems with teachers or classmates, problems at home, and emotional and behavioral problems. These problems may force the student to quit school (Bandura et al., 1996; Goodenow, 1993; Gregory, 1995; Mc Combs Reyes and Jason, 1993). Students who have any of these problems or students who often come late and did not go to school should be identified and support should be given immediately. For most students, their involvement in activities that lead to feelings of competence and positive relationships with peers and adults (eg, participation in sports and society, doing school work, relationships good teachers) will encourage them to always go to school.

Rodgers and Rose (2001) found that the involvement of the school is the best approach in assessing the academic achievement of students who have conflict with the mothers. Forehand, et al., (1990) found that cognitive efficiency, as measured by a teacher, decreased when conflict is high. Here , it is important to note in that not all students in high conflict families will produce delinquents. For example, the parents-children relationship that mutually support or help was proven able to prevent the negative effects. This shows the inherent challenges in measuring conflict parents and children because parents and teenagers are often not aligned on a variety of issues and situations. Inherent conflict of evidence as to where the best perspective that can be used to study the level of conflict in the parents - adolescent relationship. Although the positive relationship between parents and children can give a negative effect, but the negative relationship of parents and children also can provide a positive influence and impact.

4.3 Peer Support

Peer relationships are important to youth in developing their identity and to gain freedom. By comparing themselves with their friends, teenagers are capable of mimicking the properties that they admire and combine them with their own identity. Potential peers help teens learn how to function autonomously to provide additional support resources. Peer relationships also teach trust and mutual understanding. Family support for positive peer relationships helps teens to establish their identity and move towards freedom. Peer relationships are important in the development of teenagers. They help teens to create an identity outside of the influence of family and provide an opportunity for teens to improve social skills with a variety of individuals. Behavior of friends is very capable of influencing the behavior of their own. Having many friends is one aspect of a healthy adolescent development , unless it is too intrusive contact with the family and affect performance in school. Lack of friends can lead to feeling alone or isolation and low self-esteem. Encourage teens to get more friends to participate in activities where they will meet other teens (such as clubs, teams game -based organizations, spiritual, religious or youth group).

4.4 Community Support

In adolescence age, they have to deal with the social community, who provide the opportunity to develop personal and social identity of the teenagers. They should be involved in community service activities. Community programs have the potential to provide a safe environment for youth to explore themselves, their interests and abilities through a variety of activities in the community. It can help youth to experience ways to deal with the issues on the development of their social identity and foster tolerance and respect for others. Conducted programs should also focus on efforts to build cognitive skills and help youth to form positive and realistic attitude in making plans and decisions for themselves. Especially for teenagers at the final stage, the programs should emphasize and encourage future plans for higher education and to get a good job. In this stage, community programs can help , and give support to create positive relationships with all people whether family or non family members where youth can discuss important issues about identity and morality as well as goals in life and future plans.

5. CONCLUSION

Parents and children can strengthen their bonding by helping the parents to give the children a meaningful role in the family, strengthen mutual responsibility, identifying conflicts, and form a consensus and solutions that can be accepted by all members of the family (Simpson, 2001). Most conflicts with parents and children to resolve problems solved or concede of parents (Montemayor, 1983, Smetana et al., 1991). Conflict resolution has been claimed to equip young people with the opportunity to adapt to the development of learning negotiation skills (Grotevant & Cooper, 1985). Conflict is also one way of how parents and children redefine the family system boundaries (legal, events, and rules) in order to achieve autonomy (Smetana, 1988). Therefore, conflict among parents and children can be seen as a normal aspect of development and psychological growth, foster the development of identity formation, the ability of forming role, personal freedom, and moral judgment. Conflict is also considered as the "stimulus communication" and it helps to improve parents - adolescent relationship.

From this perspective, conflict provides an opportunity for teens to form a new way to solve their problems with parents. Clash of the conflict is more common during early adolescence, with a more intense conflict occurred during the middle stages of adolescence, perhaps reflected by a change in the way parents and teens manage conflict between each other during this period (Collins & Laursen, 2004). This is because, another perspective states that the conflict in adolescence is normal and only temporary. Although adolescent development is viewed as risk and conflict by parents, but in fact this risk and conflict actually provides an opportunity for teens to experiment in life, thus the basis of successful living adjustment in adulthood.

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