CONFLICT AND TECHNOLOGY

The contribution of technology to conflict between daughters and mothers in single and two-parent families

Photo courtesy of: http://www.crosswalk.com/home-page/todays-features/is-my-teen-s-behavior-normal.html

NESA Number: 29132593
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Introduction

For my Personal Interest Project (PIP) I have chosen to study:

The contribution of technology to conflict between daughters and mothers in single and two-parent families.

This topic interested me as I am from a divorced family and live with my single mother. I was really interested in the reasons and sources of conflict that single mothers and daughters experience and if and why it is different compared to my experience and that of two-parent families. I was interested to know if the reasons for conflict were different to that of a married family and why they were different. As well, my research helped me to expand on some issues we have discussed in Society and Culture class. For instance, how discipline styles, location and the use of technology effect the communication patterns between children and parents.

As a child of a single parent (mother) family, I have first-hand experience of this conflict and have witnessed conflict between my mother and my sister. I hypothesise that the increase in technology and difference of location and age will contribute to the reasons of conflict why conflict occurs and how it is resolved. I also hypothesise that due to these factors, the reasons for conflict between single mothers and daughters will be very different to that of “traditional” two (mother and father) parent families.

After reading and annotating six secondary sources I began conducting my primary research. I chose to use a questionnaire as my primary method. Questionnaires would prove to be particularly useful for my topic because it gathers lots of information quickly and is very time efficient. A second method, interview, was also chosen to ask my mother and my sister some questions and their thoughts on the reasons of conflict between single mothers and daughters. I ensured to remove, reword or re-phrase any questions that may have made the participants uncomfortable.

My research also involved some overt non-participant observations. In which I gained permission and consent from my family to observe them. I compiled a pilot questionnaire and then distributed this to 10 students from my society and culture class. The pilot showed me that one of my questions: “what do you and your mother or daughter fight about?” was limited with choices for answers and needed to be altered. I then distributed the amended document to ninety participants. I chose these methods because I wished to gain a
generalisation as well as detailed knowledge into specific aspects of conflict. These methods also enabled me to record and watch behaviours, not influencing the participants, allowing for objective data.

I made the decision to have a cross-cultural perspective based on location differences. This allowed me to examine and compare the experiences of conflict in rural and urban settings of individuals and how technology contributes to the conflict. The different experiences of these people will provide a cross-cultural component that will help to highlight and clarify differences in the reason of conflict due to location and environment.

Investigations of continuities and changes in reasons of conflict between single mothers and daughters and two-parent families will feature prominently in my research. By interviewing my mother and sister, as well as a questionnaire for my peers and friends, I will be able to discover these continuities and changes. I am particularly interested in examining how the changes in technology over time have effected conflict.
Beginning my Personal Interest Project (PIP) I began thinking about topics that were of direct relevance to myself. The interest for topics came one day when I was talking with my friends and we were discussing what conflict we have with our parents. I was curious as most of my friends come from a married family and the things they fight about were different to those my mother and I fight about.

I began questioning whether the single parent families and their children really do have the same conflict has married families and their children.

Gathering secondary research information and knowledge of conflict between divorced families was my first priority. However, as the topic was still too broad I decided to narrow my focus on the effects of divorced parents on adolescents. Shortly after this I went to the school library and searched for book and articles. I also searched the internet for websites. This resulted into a lot of information, but I felt as though my topic was still too broad.

A few possible topic paths that came from my research were: the effects of divorced parents on adolescents, effects of multicultural parents on adolescents, effects of single parents on adolescents and comparison of divorce and non-divorced parents on adolescents.

I slowly started to narrow down my topic as I wanted to focus more on daughter relationships instead of adolescents as a whole. This then spurred interest in the topics; effects of divorced parents on adolescent women, divorced mother/daughter relationship and divorced father/daughter relationship. I struggled deciding whether to choose mother and daughter or father and daughter relationship of divorce.

Determining a specific question suitable for my PIP meant that I had to narrow down my topic further. I went back through my research to try to narrow down my topic to one specific aspect. It then occurred to me that I could make my topic of direct relevance, about my mother and I. This resulted in the topic “Reasons for conflict between single mothers and daughters”.

In the last few weeks of school I created a “pilot” questionnaire and handed this out to twenty students, from my society and culture class and some friends at school. From these results, I could clear up any misunderstandings and re-word or remove and questions that may have made participants feel uncomfortable. This enabled me to further improve and simplify my
questions. I was also able to fix my “pilot” questionnaire and distribute this to ninety participants which provided my cross-cultural component of location.

In the Christmas holidays, I interviewed my mother and my sister and also conducted an overt non-participant observation of my mother and sister.

After continuing to collate information, further analysing my primary research and after submitting a draft of my PIP and talking to my teacher, I decided to have the focus of my PIP on technology and its contribution to conflict. I have also chosen to have a comparison between single and two-parent families.

After examining the layout of the central material for my PIP, I decided having three chapters focused on technology and its effects. I continued to write and edit my central material and after submitting three drafts copies of my PIP I am happy to say that I am pleased with the result of my PIP and my hard work and dedication.
Central Material

Chapter One: Technology and its contribution to Conflict

In the 21st Century, media platforms and outlets are rising due to the emerging digital revolution. Conflict can be defined as the differences between individuals and/or groups, a perceived incompatibility which can lead to change. Conflict and resolving conflict between persons has been significantly affected due to this transformative change and modernisation. It is suggested that technologies contribution to conflict effects both mothers and daughters in both single and two-parent families.

Through globalisation and the combination of technology: mobile phones, computers, television, the internet and the media, the reasons for conflict have changed. There are an increasing number of technology products being created every single day. However, due to individual’s locations, technology is not only the prominent issue regarding conflict. While technology promotes independence and optional choices, these new devices may also cause a range of tension and conflict. The advancements in technology have effected communication, school performance and the reasons for conflict and how conflict is resolved.

Linda Godfrey, (aged 55) my single mother, a child of Baby Boomers generation stated:

\[\textit{usually when we fight, you and your sister have your face glued to your phone and don’t answer me or look at me.}\]

Technology has affected and changed the way we communicate with each other. This applies in both single mother and daughter households as well as traditional, two-parent families. The distractions that devices create can be damaging to relationships, communication, cooperation and trust between both children and parents.

I concluded from my non-participant observation that my sister uses her phone as a way of avoiding conflict between her and my mother and a form of comfort. To forget about the conflict instead of resolving it.

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1 Linda Godfrey, Participant of Interview
This can result in mothers feeling isolated and removed from the relationship: Linda also stated:

\[
I \text{ feel like you both are trying to shut me out and I feel left out because I didn’t grow up with all these things and gadgets.}
\]

This was also confirmed by another single mother (aged 44) who participated in the questionnaire who stated:

\[
\text{my daughters ignore me when they are on their different devices and it makes me feel like I am shut out and isolated from conversations because they have more knowledge about technology than me.}^2
\]

A female (aged, 52) from a two-parent family who participated in the questionnaire also confirmed this and stated:

\[
\text{when my daughters are on their phones and computers, they completely ignore my partner and I and it results in arguing and fighting.}^3
\]

A possibility for the similarity in these responses could be due to the age of the participants. All three participants were of an older age demographic (over 40), indicating that technology is a new change that those participants still have trouble understanding.

The environment and location of individuals and the use of technology has also contributed to conflict between mothers and daughters of both single and two-parent families.

A female (aged 17) from a two-parent family who participated in the questionnaire supported this:

\[
\text{I live far from school so having access and using the internet for my laptop and phone is always a struggle. It usually results in me getting stressed and taking my anger out on my parents.}^4
\]

\[^2\text{Single mother participant aged 44 response from questionnaire}\]
\[^3\text{Mother aged 52 of a two-parent family response from questionnaire}\]
\[^4\text{Female aged 17 from two-parent family response from questionnaire}\]
A female of the same age from a single parent family, also supported this and stated:

> *I always have trouble using technology at home because I live on a farm half an hour away from my school. This generally results in me getting angry with my mum because the internet is very slow and takes a long time to connect.*

It appears, that for both single and two-parent families who live in more urban areas that location is not a primary issue contributing to conflict.

A female participant (aged 16) from a two-parent family supported this: *I live relatively close to town, so I don’t have any trouble connecting to the internet or using any of my devices.*

It is evident that location has contributed to conflict between mothers and daughters of single and two-parent families involving technology. My research concluded that for both single and two-parent families who live in more secluded regions, technology difficulties are more prevalent which therefore contributed to conflict. Those families that live in urban suburbs had little or no difficulty with accessing or using technology.

Technology has had a significant impact on conflict between mothers and daughters in single and two-parent families. It has also been shown that age has had a major contribution to conflict between parents and daughters. It has been demonstrated that with constantly changing and evolving technology, the opportunity for conflict between parents and their children has increased. My research has indicated that there are still key continuities and changes involving conflict. Conflict remains between parents and their children but the reason for conflict has changed due to technology.

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5 Female aged 17 from a single parent family response from questionnaire
6 Female aged 16 from a two-parent family response from questionnaire
Chapter Two: The effect of technology on School Performance

Not only has technology had a significant impact on conflict but it has also contributed to student’s school performance and the effort and commitment they apply to their studies. Research suggests the increasing use of technology has had a profound impact on the commitment of students to schoolwork and their performance in the meso level of society.

Kim Williamson, an author for HowStuffWorks website, suggest that children who get too much "screen time" through using all available technological devices are more likely to perform poorly at school:

_the brain releases dopamine, a chemical related to attention and focus, when kids watch TV or play video games - something that gives the child a "stimulus surge." With too much screen time, kids get desensitized and can't focus on something like a book without that super-stimulating effect._

An 18-21-year-old female participant stated: _we argue about the suitable time and use of social media._

The student then stated that:

_my mum thinks that I am constantly distracted by my phone and I am not committed enough to school and study, especially for the HSC._

This was further confirmed as 54.4% of participants who completed my questionnaire selected the 15-18 age option, thus coinciding with the age to complete their HSC. These answers were significant as it further confirmed that the use of technology has resulted in conflict about student’s performance.

The location of individuals can impact on the performance of technology devices and the use of them, which can therefore create conflict. Those who live in rural and secluded areas of the country are more likely to struggle finding quality reception and service, thus impacting on the use of technology and how this help students and their learning. This was evident as 63.3% of participants who completed my questionnaire selected “other” as their location, indicating they lived in a more rural area than the rest of the participants.

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8 Female aged 15-18 response from questionnaire
A female participant (aged 19) from a single-parent family stated:

*I live a few kilometres out of town, so having good service and reception is a struggle, this usually results in a disagreement and fighting. I get stressed out, and can’t do my work which results in more arguing and yelling.*

A mother (aged 45) of a two-parent family stated:

*I live on a large property with my family. I find that access to the internet and Wi-Fi is a major factor contributing to conflict. Both of my daughters are in high school and often become distressed and angry because of the connection issues and the speed of the internet. This usually results in my daughters arguing with me and my husband.*

My research has indicated that for both single and two-parent families and their daughters, location has contributed largely to conflict. The location of individuals has affected the use and access of technology and therefore contributed to student’s school performance. However, responses from my questionnaire demonstrated that persons who live in a more urban region do not have difficulties accessing the internet and using technology.

This was confirmed by a mother (aged 40) of a single parent family:

*I live in the middle of Maitland and usually have no trouble accessing the internet and the speed is generally fast.*

This participant then stated:

*technology is still a problem in my family and when my daughter spends too much time on her phone and computer I get angry because she won’t help me when I ask her because she is so distracted by her devices.*

Although technology is an issue for those who live in more urban areas, technology has still had an impact on student’s school performance for those who do live in urban environments. It is evident that location is a contributing factor to conflict involving technology. My results suggested that location is neither more or less important factor being in a single or two-parent family. The determining factor is the location of the families. For both single and two-parent families who lived in more rural regions, accessing and using internet for technology devices

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9 A female participant aged 19 from a single-parent family response from questionnaire
10 A mother aged 45 of a two-parent family response from questionnaire
11 Single mother aged 40 of a single parent family response from questionnaire
was apparent. Whereas for those families who live in more urban and city areas, their location had no effect on accessing and using the internet for technology devices. It is apparent that despite the location of both single and two-parent families, technology is still a contributing factor of conflict.

Thus, it appears that technology has had a profound impact on both single and two-parent families. My research has indicated that there were no differences in the type of conflict between single and two-parent families. The conflict was verbal for both family structures. These new advancements have resulted in overconsumption of technology and also seem to have had an impact on school performance of students, contributing to an increase in conflict. The location of families has also had a significant impact on the access to technology. This conflict could be a result from those families who live in more rural areas who have difficulties accessing internet which can therefore result in a negative impact on school performance.
Chapter Three: The effect of technology on Communication

Technology in contemporary society offers a multitude of ways to communicate effectively so that every individual can keep in touch. From text messaging, Skype, Facebook, Twitter, Instagram and Snapchat the simplification of communication has never been more accessible. However, one-on-one communication in the micro world can fail and technology can take control over individuals lives. This could be due to the fact that individuals are socialised to believe that using a technology device is necessary in today’s society.

Recent technological advancements have had a major impact on the way individuals communicate. Emily Drago (2015) argued that technology has had negative effect on both the quality and quantity of face-to-face communication between families. Despite this decrease of communication as a result of technology, individuals continue to use technology devices in the presence of others.¹²

Communication between both single parent and two-parent families is a key aspect in cooperation and honesty. Rose Erikson (2014) argued that without communication between children and parents, issues and misunderstandings cannot be resolved which results in conflict.¹³

Psychologist Dr. Longhurst stated:

*When parenting, we need to listen to our children and consider their input*¹⁴

This can help provide the understanding to why parent and child conflict occurs and how to resolve it which can bring harmony back to the entire family.

From my personal experience of living in both a single parent and a two-parent family, I have noticed as I have grown up that communication between both households has changed drastically over time. When I was living in a two-parent household with both my mother and father, communication was relatively equal. This could be due to the limited use of technology devices as I was younger. Now living with my single mother, the communication between my father and I is very limited. We occasionally message, call and see each other whereas, it has increased with my mother, this could be due to the fact that I live with her and

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communication is verbal instead of via an electronic device. Therefore, this confirms that technology has had an impact on communication.

**Different Devices and their contributions to conflict**

With increasing technology outlets becoming readily available, more opportunities for conflict have become apparent. Outlets such as mobile phones, computers, television and the internet have all provided forms of entertainment but have also been a catalyst to conflict between families.

**Mobile phones**

Mobile phones are one of the most popular and diverse technological devices of the 21st Century. These devices are not limited in their ability and provide endless entertainment for users. Mobile phones are used not only to make phone calls and send text messages but are also used for social interactions online, such as browsing the Internet, playing games, engage in social media and listen to music.

According to my questionnaire, the most popular technology device used was in fact a mobile phone, with 54% of participants selecting the option. It was also shown that it was the most popular device to cause conflict between parents and children.

Mobile phones can have negative effects and can lead to serious neurological changes in brain function.

L. Srivastava (2005) stated:

> *Today’s mobile phone is a pervasive tool. It has become such an important aspect of a user’s daily life that it has moved from being a technological object to a key social object.*

**What creates conflict involving the device**

Mobile phones can cause a distraction between parent and child. Often when a child is on their phone, they are so absorbed and consumed by the device that they are not aware or paying attention to anyone or anything.

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From personal experience, when I have been on my phone, my mum has had to ask me to do things multiple times or I have to ask her to repeat what she is saying numerous times.

According to my mother, Linda:

*When you and your sister are on your phone, you both completely ignore what I am saying and asking you to do. The only way I can get you to listen to me is if I take the phone off you.*

It has been made evident from my questionnaire that mobile phones cause conflict between both single and two-parent families and their children.

A female participant (aged 17) of the questionnaire from a single parent family confirmed that mobile phones create conflict. *Phones are a big problem between me and my mum. We always end up arguing over me being on it and not listening to her.*

This was also confirmed by another female participant (aged 18) of the questionnaire, from a two-parent family who stated: *both my mum and dad hate it when I’m on my phone, when I don’t put it away we all end up arguing and yelling at each other. They think that I am doing it on purpose and trying to ignore them.*

Research suggests that in a two-parent family, having both a male and female authority figure provides for increased power, stronger agreement and discussion regarding conflict.

This was confirmed by female participant (aged 18) of the questionnaire, from a two-parent family who stated:

*when I want to go out or do something my mum will say no and my dad will say yes, this ends up in arguing and yelling. The same happens if one agrees with the other. It is harder to persuade my parents to say yes because there is two of them.*

Another Participant of the questionnaire, from a single parent family stated: *I can usually convince my mum to let me go out and do things. I find it easier to persuade her because she doesn’t have anyone else to back her up.*

From my personal experience, living in both a two-parent and single parent family, I have also experienced differences in conflict. When living with both my mum and dad I found it

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16 Linda Godfrey, Participant of Interview
17 A female participant aged 17 from a single parent family response from the questionnaire
18 A female participant aged 18 from a two-parent family response from questionnaire
19 A female participant aged 18 from a two-parent family response from questionnaire
more difficult to persuade and convince them to let me do things. Now living with just my mother, I have found that it is easier for me and my sister to convince and persuade our mum. This could be due to the fact that there is only one authority figure not two.

Although the results from my questionnaire indicated that mobile phones are the most popular device that causes conflict, it is not the only.

**Computer**

Computers are used for a number of reasons. For adolescents, computers provide assistance for school and study. However, computers can also provide a distraction and deter students from the actual purpose of the device.

Kaiser Family Foundation (2000), Harvard’s Kennedy School of Government and National Public Radio, argues that computers have led people to spend less time with their families and friends. The more time individuals spend in front of a computer screen the less contact they have with their social environment. This can lead to the isolation of computer users from household members and reduced communication. Families may feel that computer activity negatively affects the socialisation of family members.

However, Horrigan and Raine (2002) contradicted this. They reported that it has been found that computers have had no change in time spent in conversation with family members or time spent engaged in activities with household members.

This was supported by a Participant (female, aged 22) of the questionnaire from a single parent family, who stated:

*computers haven’t affected the time I spent with my mum. We still talk all the time and we have the same level of communication that we had before I started using a computer.*

However, a female participant (aged 18) of the questionnaire from a two-parent family did not support the research by Horrigan and Raine:

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21 Horrigan and Raine (2002, p.2)
22 A female participant aged 22 from a single parent family response from questionnaire
I spend less time talking and interacting with my mum and dad because of my computer. Fighting and arguing has increased with the use of my computer because my parents think I spend too much time on it and don’t talk to them enough.  

Thus, it is evident that the use of computers has effected children and parents of two-parent families more than single parent families. The reason for this could be the different ages of the participants. One participant is in a lower age demographic coinciding with the age of those in high school which could result in the overuse of the device. The other participant is in a higher age demographic which could result in a lower usage time of the device.

What creates the conflict involving the device

The major factor contributing to conflict involving computers was location. Those who live in more rural areas have a more difficult time to find reliable service. This can lead to stress between both parents and student, resulting in conflict.

A female participant (aged 17) of a two-parent family from the questionnaire stated:

> it is annoying living so far from school. I never have stable reception for my internet, so if I have to use the internet on my computer for school, it is either really slow or I can’t access to documents. It is really stressful as I am in my last year of school and still rely on the school internet to get all my notes I need for classes.  

This participant then stated that this causes my parents and I to argue because I get stressed and take it out on them.

Another female participant (aged 18) of the questionnaire, from a single parent family stated:

> I can rarely use my computer from home because I live so far from town. The internet is really slow and delayed so for anything urgent, I have to travel 20 minutes into town and use the local stores Wi-Fi. This normally results in fighting and arguing with my mum because I get stressed out with my school work.

In my personal experience, I have never faced the difficulties of accessing the internet when using my computer as I live in a more urban region in the middle of town.

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23 A female participant aged 18 from a two-parent family response from questionnaire
24 A female participant aged 17 from a two-parent family response from questionnaire
25 A female participant aged 18 from a single parent family response from questionnaire
Location has had a detrimental effect on technology and its efficiency. Those who live in more secluded regions will find it more difficult to access internet and therefore, cause stress and conflict between parents and children. This difficulty is experienced by both single and two-parent families.

**Television**

Television is one form of technology that can prevent a family from communicating. With the creation of television recording programs such as, Tevo and Foxtel and countless 24-hours-a-day program availability, families can now sit for hours without speaking a word to each other.

**What creates the conflict involving the device**

It could be understood that, television contributes to the isolation of individuals and result in conflict. However, it has been noted that the age of children contributes to the conflict.

From personal experience, when I was younger I always would try to watch the TV without my parents knowing and get in trouble when they caught me. Now, as I am older I can make my own decisions and watch shows on my computer or phone rather than the television.

A female participant (aged 20) of the questionnaire, from a two-parent family stated:

> *It was harder to watch TV when I had two parents living in the house when I was younger, but now as I am older, there are less eyes watching me and telling me what I can and can’t do. I think it is because I am older and my parents trust me more.*

A female participant (aged 16) of the questionnaire, from a single parent family stated: *My mum didn’t like me watching TV when I was younger but now as I’m older and more responsible she lets me watch it when I want.*

It is also apparent that location has had an effect on the conflict between parents and children.

The same participant then stated: *I also don’t live in town and don’t have very good reception or internet so I don’t watch TV.*

It is clear, that age of individuals and location can have an effect on conflict involving the use of television. It is also evident that as children have aged, parents have become more reliant

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26 A female participant aged 20 from a two-parent family response from questionnaire
27 A female participant aged 16 from a single parent family response from questionnaire
regarding the consumption of television indicating that parents have shown more trust in their children. It appears that there are no differences between single and two-parent families regarding conflict involving television. This again, could be due to new advancements in technology with less people watching television, and more people now using devices to watch movies and show on platforms such as Netflix and online streaming.

Therefore, it is clear, that the many forms of technology have had a significant contribution to the conflict between daughters and mothers in single and two-parent families. My research has indicated that there were no differences in the type of conflict between single and two-parent families. The location and age of persons has also had a contribution to conflict, the school performance of students and communication between both daughters and mothers in single and two-parent families. With the constant developments of technology, not only has the type of conflict between parents and their children changed but it has also increased. Through communication, cooperation and understanding, it is believed that conflict between mothers and daughters in single and two-parent families can be resolved.
Conclusion

My Personal Interest Project:

**The contribution of technology to conflict between daughters and mothers in single and two-parent families.**

has led me on a journey of thoughts and new information in order for me to become more socially and culturally aware. May aim was to investigate whether the reasons of conflict between single mothers and daughters would be different to that of two-parent families and their daughters. My aim was to see how technology contributed to this conflict between families. I discovered that conflict between single parents and two-parent families is not all that different.

My hypothesis at the beginning of my PIP was that conflict between single parents (mothers) and daughters would be very different to that of two-parent families. This was because I have a single mother and many of my friends are from a two-parent household. However, with further primary and secondary research and help from friends who have a single mother, I discovered that the differences of conflict were not that significant, even though single parent and two-parent families are two very different family structures. This surprised me. The conflict was verbal for both family structures and was resolved through verbal communication. At the beginning of my research I believed that single mothers and their daughters would have conflict about different things when it involved technology.

Whilst using personal experience/reflections, interviews and non-participant observation, my main research tool was a questionnaire. Starting my PIP, I was unsure how to approach my questionnaire. However, after creating a pilot questionnaire and with feedback from my teacher, peers and friends I was able to create a questionnaire that I felt confident about. After submitting a draft of my PIP, I then decided to focus on technology and its contribution to conflict, comparing single and two-parent families. This result in creating a new questionnaire which better enabled my research and focused more on categories involving technology and devices.

If I could undertake this research process again I would conduct more interviews involving two-parent families and I would perform a small focus group. I would do this to gain personal and in-depth responses from participants which would further allow for a greater understanding and comparison. I would also aim to be more organised with my construction
of my material and ideas, I would plan my research more thoroughly. The responses from my family members may be influenced by my relationship with them which may have contributed to my results. I may have been slightly biased throughout my research and constructing of my PIP as I am from a single parent (mother) family. This view could have limited by objectivity as I could identify better with those participants and their responses who also belonged to a single parent family.

My PIP has enabled me to understand that although persons can have different family structures and live in different environments, conflict between children and parents has continued. Although the conflict may have changed due to technology, it is apparent from my research that conflict between parents and children of different family structures remains. My PIP has also assisted my use of research skills and methodologies that will be of use and an advantage in my future studies. This topic has increased my social literacy and having completed my PIP, I believe this is the most positive outcome.
Primary Research

- **Questionnaire**
  - My questionnaire for my topic consisted of 11 questions. This was an effective method for my PIP as it allowed me receive generalisation for a basis for my topic and helped for my chapters of my central material. I created an online version of my questionnaire and put it into a HSC discussion group from 2017 and 2016, I also distributed it to my family and friends who shared it with their family and friends. This allowed for many, location and age options. The questionnaire allowed to have a general understanding of my PIP topic but also very detailed and informative information that greatly helped my central material. It was extremely useful to my research as it ensured that my primary research would further improve and back up my secondary research.

- **Interview**
  - My interview for my mother, sister and Nan contained 15 questions. This was an effective method for my PIP as it provided my cross-cultural component and allowed me to observe the participants and verbal and non-verbal communication. The interviews provided more support for my secondary research as well as my questionnaire. This method allowed me to ask questions and thoughts on what they think the reasons of conflict between single mothers and daughters is. It provided differences such as age and the influence of technology on the relationship and this effect on conflict. Through conducting these interviews, I was able to witness two different generations of my family which truly demonstrated the impact of technology and the continuities and changes of conflict due to this factor.

- **Overt non-participant observation**
  - This method allowed me to record and watch behaviours and communication between my mother and my older sister to understand true behaviour as well as not influencing them, allowing me to obtain more objective data. This method also demonstrated many things I have studied in society and culture, such as the raising of voice to assert more power and authority and how an individual’s movements or
action reflect their feelings and emotions. By conducting overt observation, the result of this method were not influenced or impacted and allowed me to observe their non-verbal and verbal communication patterns. This provided true and authentic data of conflict between a single mother and daughter.

**Secondary Research**

  - This source describes the options you have when things get difficult in a mother-daughter relationship. You can either choose estrangement from your mother if you are willing to live with that, if not, then the only other choice is to stay in the relationship and find ways to change it or deal with it differently. This source recommends that by making some adjustments to your attitudes and reactions there can be improvement to the relationship and conflict.

  - This source is titled “Mothers vs. Daughters: Why Can’t We Just Get Along?”. In her book You’re Wearing That? Understanding Mothers and Daughters in Conversation, Deborah Tannen, Ph.D., describes the intense connection between mothers and daughters-and how we press each other’s buttons. The source states that the most important key to resolving conflict is communication. By focusing on the positive, and making most conversations constructive and not critical. This will help with further decision making skills in the future. By not avoiding touch subjects but by approaching them from the daughter’s perspective a better understanding and outcome can be achieved. The source highlights ways of improving and preventing conflict between mothers and daughters.

  - This source describes why the household structure of families can result in mother-daughter conflict. For adolescents, single parenthood restricts the number of partners available for disagreement but has little bearing on the number or affective tenor of
daily disagreements with mothers. In contrast, single parenthood is associated with elevated levels of family discord for mothers. This source was slightly un-useful as it talked about different ethnic groups.

- **Peg Streep, (25 June, 2014) *Psychology Today*,
  
- This source was partially useful but it was more recommended for adult daughters not adolescent. When we talk about tensions in the mother-daughter relationship, the focus is usually on the period of adolescence, widely seen as the most challenging. The source stated “Women are healed by, or ache for, satisfying conversations with their mothers and adult daughters; in some cases, to build on already excellent relationships, in others to break out of cycles of misunderstanding that can turn amiable conversations into painful or angry ones in the blink of an eye”.

  
- This source talks about how it is common for mother-daughter relations to be stormy in the daughter's teen years. But again, is more focused on adult daughter and mother relationships. It states that daughters tend not be very sensitive to a mum’s input. And essentially underneath, they fear they’ve failed the one person they have been seeking approval from since before they could speak. It is also suggested the mothers and daughters compete, both inside and outside the family. “*Mothers may place unrealistic and at times conflicting expectations on their daughters. They want their daughters to do things they didn't get to do, but they also want their daughters to be like them. They want their daughters to respect them, and they want them to be a friend.*”

  - This source was more focused on both parent and child conflict than rather just mother and daughter. It stated that communication is very beneficial in resolving conflict. “When parenting, we need to listen to our children and consider their input,” says psychologist Dr. Longhurst. Understanding why a parent and child conflict occurs and how to resolve it can help bring harmony back to the relationship. Some conflicts can occur from not enough attention or support that the child as is desired.


  - The mother and daughter bond influences our lives in ways we may not even realise. This source describes that the relationship between a mother and daughter is so powerful, it affects everything from her health and self-esteem to all her other relationships, experts say. Dr Christiane Northrup, author of the book Mother-Daughter Wisdom (Hay House), says: "The mother-daughter relationship is the most powerful bond in the world, for better or for worse. It sets the stage for all other relationships." The source then goes on to say that the relationship will have different phase, as daughters grow up and become adolescents.


  - This source is a newsletter that details that there will be a time in most mother and daughter relationships where conflicts will arise. Conflicts are tailored to what has happened in each of their lives or about something that has not been resolved over time. It also describes that conflict between mothers and daughters are very painful and emotional. It states that “it is up to the mother and daughter to come to terms with what has caused this conflict and to seek a way to overcome it.” This source was
helpful as it detailed headings: tiny steps will need to be taken to find the underlining reason for this conflict, relinquish the need to criticize, give each other space. This source was not completely helpful as it does not describe the single mother and daughter relationship.


  - This source talks about the forms of technology and how each can influence on communication between family members. This resource was useful as it indicated how different forms of technology have different effect on conflict. The source however mostly talked about the effect of technology in communication instead of it contributing to conflict between parents and children. This source was also useful as it demonstrated preventions and solutions to fix communication between parents and children. This source was limited in the information it provided about conflict and resolving conflict and the contribution of technology to conflict. Overall, this source provided an insight into how different forms of technology affect communication between family members and the outcome of this.

  <http://www.familyscienceassociation.org/sites/default/files/2Jane_Lanigan.pdf>, 7 June 2017

  - This source was an article that provided information on the effect of computers on relationships. This source was useful as it also provided secondary and expert research to further prove their issue. This source was useful for the technology and family part of the topic but not as useful for the reasons of conflict. The source expressed the impact of computers on the family and family relationships and how technology can cause disrupt relationships can communication between family members. It demonstrates that computer use has replaced interaction between family members and can cause members to spend less time together as a family.
- **Strategic Communications Elon University.** (2015). *The Effect of Technology on Face-to-Face Communication*, [https://www.elon.edu/docs/e-web/academics/communications/research/vol6no1/02DragoEJSpring15.pdf](https://www.elon.edu/docs/e-web/academics/communications/research/vol6no1/02DragoEJSpring15.pdf)

  June 2017

  This source is an article that demonstrated the effect of technology on communication. This site was particularly useful as it expressed that technology can create isolation among family members which can result in conflict and anger. The source was useful in all areas of my topic which helped me to relate to primary research. The source also compared single and two parents families and how technology can create conflict between parents and children.


  9 March 2017

  This source demonstrated the effect of mobile phones on communication and interaction with family members. The source was useful as it demonstrated that mobile phones can distract individuals from their families and result in social isolation which can cause conflict. This source was also useful as it expressed that persons may use their phone to distract themselves from conflict in families and use it as a way to escape.


   http://www.bodyandsoul.com.au/sex-relationships/relationships/the-mother-daughter-bond/news-story/7e0bed435cc0d8f5e0ed202dd6b1dab9, 12 February 2017


    http://www.familyscienceassociation.org/sites/default/files/2Jane_Lanigan.pdf, 7 June 2017