



A STUDY ON THE PARENT-CHILD RELATIONSHIP AND ACADEMIC ACHIVEMENT OF SECONDARY SCHOOL STUDENTS

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Abstract

The aim of the study was to examine the 'parent-child relationship and academic achievement of secondary school students'. The sample consisted of 100 students who were studying in 9th standard school in Mysuru district, Hunsur Taluk. Out of 100, 50 boys and 50 girls were selected randomly from rural and urban areas. The results first present the descriptive statistics of individual parent-child relationship and academic achievement. Then the hypotheses related analysis shows the significance of various hypotheses. Finally the correlation of parent-child relationship with academic achievement shows that the dimensions of protection, symbolic reward and loving were positively significant with academic achievement and dimensions like symbolic punishment, object punishment, and neglecting, lesser was the academic achievement of the adolescents and show significant negative relationship.

Title of the study

"A study on the parent-child relationship and academic achievement of secondary school students."

Introduction

Just like with any relationship, building a positive relationship between parent and child is one that requires work and effort to make it strong and successful. Parenting is a tough job, and maintaining close relationships and open communications helps to ensure parents and their children stay connected through all ages of their upbringing.

"The parent-child relationship is one of the long lasting social ties human beings establish, This time is often highly positive and supportive but it also commonly includes feelings of irritation, tension and ambivalence"(Luescher & Pillemer, 1998). Parent-child relationship consists of a combination of behaviors, feelings, and expectations that are unique to a particular parent and a particular child. The relationship involves

the full extent of a child's development. Of the many different relationships people form over the course of the life span, the relationship between parent and child is among the most important. The quality of the parent-child relationship is affected by the parent's age, experience, and self-confidence; the stability of the parents' marriage; and the unique characteristics of the child compared with those of the parent. Socialization is an important part of the parent-child relationship. Dimensions of the parent-child relationship are linked to the child's psychological development, specifically how responsive the parents are, and how demanding they are. Responsive parents are warm and accepting toward their children, enjoying them and trying to see things from their perspective. In contrast, nonresponsive parents are aloof, rejecting, or critical. They show little pleasure in their children and are often insensitive to their emotional needs. Some parents are demanding, while others are too tolerant. Children's healthy psychological development is facilitated when the parents are both responsive and moderately demanding. As the child enters adolescence, biological, cognitive, and emotional changes transform the parent-child relationship. The child's urges for independence may challenge parents' authority. Many parents find early adolescence a difficult period. Adolescents fare best and their parents are happiest when parents can be both encouraging and accepting of the child's needs for more psychological independence.

Dr. Deepa David Sevak (2017) in her book 'Parent-Child Relationship of high and low achieving student's writes- Mother's role is very important as to every boy and girl's relationship with mother is the closest one. It is the mothers with whom they can share their problems discuss the situation, and find their solutions.

Since time immemorial it is observed that when a child is born the first caregiver and the first teacher is the mother, due to which a strong bond is developed between mother and the child. As the child grows up and enters into interpersonal relationship, but the bonding between mother and her child never breaks even though mother may criticize the child. According to Collins there are four types of activities for Parent-Child Relationship which a parent should perform. These are play, conversation, participation in activities outside the home and the recognition. These activities are conducive for building the Parent-Child Relationship.

Academicians and education researchers have long been researching the ways and factors affecting the academic achievement (eg. Epstein, 1991; Fan & Chen, 2001). Policymakers and researchers seem to have agreed that parental involvement is a critical ingredient to children's academic success (Graves & Wright, 2011; Mattingly et al., 2002) Since majority of school students spend most of their time at home with their parents, the parent-child relationships have a significant role in the academic achievement of students. Healthy parent involvement and intervention in the child's day-to-day life lay the foundation for better social and academic skills. Children also gain strong problem-solving skills when they have a positive relationship with their parents. Ultimately, parents want what is best for their child and a strong parent-child relationship can help lead to better outcomes for children. A good parent-child relationship is essential for children to be successful in school and later in their lives. Studies have shown that parental relationship with the child and involvement in education is associated with (i) better grades and test scores. (ii) Better attendance (iii) higher rates of homework completion (iv) increase in positive attitudes and behaviors at school and at home (v) better attitude

towards school and individual subject areas (vi) more time to spend on homework and studying (vii) better self-concept etc. (www.msu.edu)

Need and Significance of the Study

One of the most significant and intimate relationships among humans is that between parent and child. The parent child bond is unique both in its biological foundations and in the psychological meaning. For a child, it is an essential relationship that ensures survival and helps to shape his or her destiny. The child is surrounded by his family, which provides a framework within which the child may find roots, continuity and a sense of belongingness (Stater 1962). In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life.

Secondary School Students are of adolescent age and this a transition period from childhood to adulthood. The adolescent encounter stress and storm during this period due to physical, emotional and intellectual and social change. Proper guidance and accompaniment by the parents is a must at this stage. Relationships that are not nurtured on the regular basis become a problematic and ultimately erode or break down. So it is obligatory for the parents to realize that it is crucial for them, to take out some separate time available for their children other than the regular work. The relationship between parents and their children changes as the child grows into an adolescent. During this period he/she is rapidly growing and yet not matured, he/she has to adjust to the family world as well as the peer world. In such circumstances there may be many negative Parent-Child Relationship situations among the parent and their children. It is observed the role of parents and home environment played pivotal role on the children in respect of their intelligence and academic achievement. The academic achievement obtained at this stage of their life, plays an important role in shaping their future with a suitable study stream.

The Parent-Child Relationship is one that nurtures the physical, emotional and social development of the child. It is often considered to be the most resilient and essential relationship in life. To understand this means that parents and children communicate with each other physically, mentally, and socially. Because parent-child relationships are recognized as very important in determining who they are and how they relate to others and the world.

According to Sigmund Freud broadly defined adult development through children's relationships with parents. Therefore, parents can consider it as masters and apprentices in a child's learning. It is a unique bond that every child and parent will enjoy and nurture. This relationship lays the foundation for the child's personality, life choices and overall behavior. It can also affect the strength of their social, physical, mental, emotional health and academic achievement. The loving and accepting parents provide a healthy atmosphere for the child to develop his capabilities into proper channels and exercise his potentials to the maximum. The more parents involved in playtime with their children, have less discipline problem and they gain cooperation. The idea of conversation with the child develops the habit of conversing in an open mind so that the child feels free

to express his feelings and ideas to their parents at the same time. The children feel that they can get the support of their parents with whom they share when some problem occur.

Some of the benefits include:

- Young children who grow with a secure and healthy attachment to their parents stand a better chance of developing happy and content relationships with others in their life.
- A child who has a secure relationship with parent learns to regulate emotions under stress and in difficult situations.
- Promotes the child's mental, linguistic and emotional development.
- Helps the child exhibit optimistic and confident social behaviors.
- Healthy parent involvement and intervention in the child's day-to-day life lay the foundation for better social and academic skills.
- A secure attachment leads to a healthy social, emotional, cognitive, and motivational development. Children also gain strong problem-solving skills when they have a positive relationship with their parents.

On one side the stress of transition period and on the other increasing pressure to the study of the subject. At this time the good and healthy relationship that the parents have with their children will work wonders. Moreover since 2019, when the whole world was shaken due to the blow of Covid-19 pandemic and closing down of schools, leading to online classes and children being at home with Mobile in hand, the role of the parents and their relationship plays a significant role in guiding their children. Parent- Child interaction was increased during pandemic.

So this study which focuses on the parent- child relationship and academic achievement of students is the need of the hour. This study is the unique one to explore and present the comparative study of the parent-child relationship and the academic achievement in different categories like between boys and girls, between rural and urban areas etc.

Operational Definitions of Key Terms:

Parent- Child Relationship: The term "parent-child relationship" refers to the unique and significant affiliation between a parent and child. Legally, the parent-child relationship is defined as the relationship between an individual and their biological offspring or between an individual and a child he or she has legally adopted. In the present study it is represented by the scores of students obtained on Scale developed and standardized by Dr. Nalini Rao (1989).

Academic achievement: Academic achievement or academic performance is the extent to which a student has attained their short or long-term educational goal In the present study it is represented by the total scores of students obtained in the final examination conducted by the respective schools.

Secondary school Students: Secondary School student means a student enrolled in a secondary school. In the present study secondary schools are represented by IX standard students.

Objective of the study:

- 1a. To study the relationship of secondary school students with their father
- 1b. To study the relationship of secondary school students with their mother
- 1c. To study the relationship of secondary school students with their father and mother
2. To study the academic Achievement of secondary school students
3. To study the influence of gender on Academic Achievement of secondary school students
4. To study the influence of area on Academic Achievement of secondary school students
5. To study the correlation between parent child relationship and academic achievement of secondary school students
6. To study the correlation between parent child relationship and academic achievement of secondary school students

Hypotheses

1. There is no significant difference in the academic achievement of boys and girls of Secondary School Students
2. There is no significant difference in the academic achievement of Secondary School Students studying in rural and urban areas
3. There is no significant relationship between Parent-Child relationship and academic achievement of Secondary School Students

Method of study

Survey method is used in the present study

Sample of study

The representative sample of 100 Class IX students including boys and girls from 2 Schools in Urban and Rural area of Hunsur Taluk was selected using stratified sampling technique.

Variables of the Study**Criterion Variables:**

1. Parent – Child Relationship
2. Academic achievement of the IX standard students

Tools used for Data Collection

1. Parent-Child Relationship Scale developed and standardized by Dr. Nalini Rao (Bangalore) and published by National Psychological Corporation, Agra-282007 4 (India) was used as a tool for the study.
2. The marks of IX standard students in the final examination was considered as the scores for academic achievement

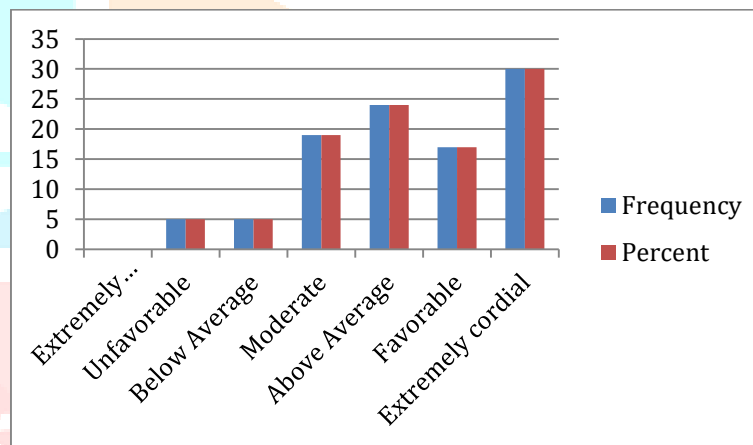
Analysis and interpretation of data

Objective 1a: To study the relationship of secondary school students with their father

Table-1 Frequency and percentage c of adolescent's relationship with father

Relationship	Frequency	Percent
Extremely Unfavorable	0	0
Unfavorable	5	5
Below Average	5	5
Moderate	19	19
Above Average	24	24
Favorable	17	17
Extremely cordial	30	30
Total	100	100

Graph -1 Percentage of adolescent's relationship with father



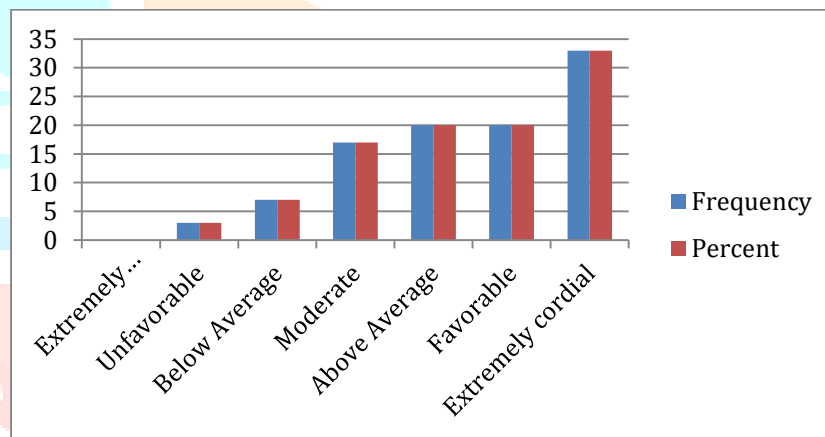
According to Table-1 and Graph-1, on the whole, 30% of the adolescents perceived their relationship with father as extremely cordial, followed by 24% of them indicated above average, 19% of them indicated moderate, 17% of them indicated favorable, 5% each of them indicated unfavorable and below average respectively. None of them indicated extremely unfavorable relationship might be because in Indian culture, father's responds do respond to their children and take care of their children.

Objective 1b: To study the relationship of secondary school students with their mother

Table-2 Frequency and percentage of Children's relationship with mother

Relationship	Frequency	Percent
Extremely Unfavorable	0	0
Unfavorable	3	3
Below Average	7	7
Moderate	17	17
Above Average	20	20
Favorable	20	20
Extremely cordial	33	33
Total	100	100

Graph-2: Distribution of the sample by extent of relationship with mother



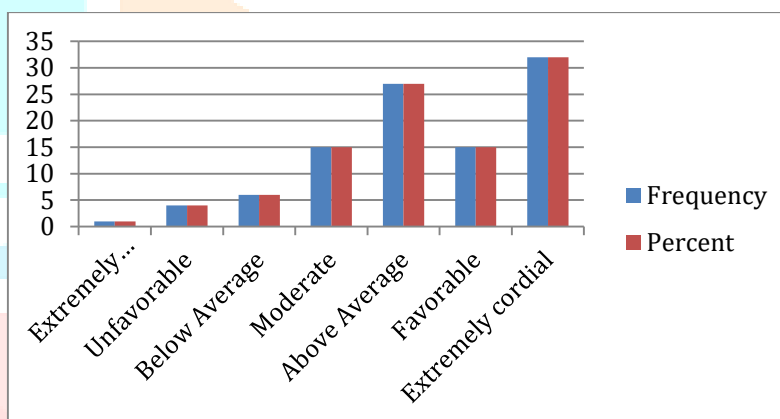
According to Table-2 and Graph-2, 33% of the adolescents perceived their relationship with mother as extremely cordial, followed by 20% of them indicated above average and favorable, 17% of them indicated moderate, 7% of them indicated below average, 3% of them indicated unfavorable relationship. None of them indicated extremely unfavorable Relationship. This might be because the children are at adolescent stage and influenced by peers more than their parents.

Objective 1c: To study the relationship of secondary school students with their father and mother

Table-3 Frequency and percentage of Children's relationship with both father and mother

Relationship	Frequency	Percent
Extremely Unfavorable	1	1.0
Unfavorable	4	4.0
Below Average	6	6.0
Moderate	15	15.0
Above Average	27	27.0
Favorable	15	15.0
Extremely cordial	32	32.0
Total	100	100

Graph-3 Percentage of Children's relationship with both father and mother

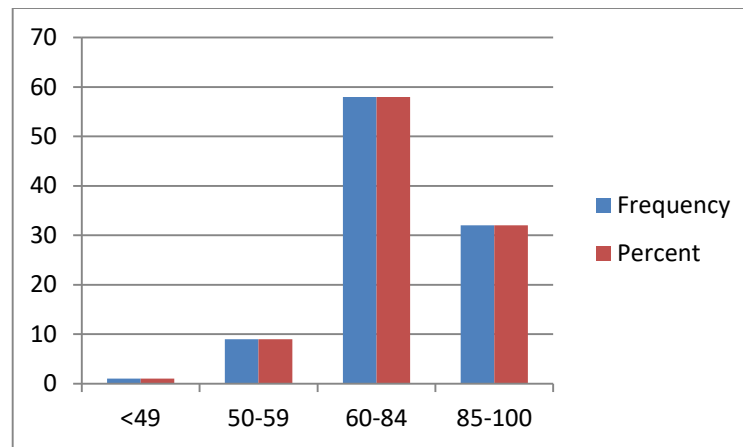


According to Table-3 and Graph-3, When the relation between father and mother was combined and analyzed, it was found that 32% of the adolescents perceived their relationship with father and mother as extremely cordial, followed by 27% of them indicated above average, 15% of each of them indicated moderate and favorable respectively, 6% of them indicated below average, 4% of them indicated unfavorable relationship. 1% of them indicated extremely unfavorable relationship. The reason might have mistaken the advice of their parents as interference in their life.

Objective 2: To study the academic Achievement of secondary school students

Table-4 Frequency and percentage of academic achievement of the respondents

Percent marks	Frequency	Percent
<49	1	1.0
50-59	9	9.0
60-84	58	58.0
85-100	32	32.0
Total	100	100.0

Graph-4 Percentage of academic achievement of the respondents

As per Table-4 and Graph-4 majority of 58% of the adolescents in 9th standard scored between 60-84%, 32% of them scores between 85-100, 9% of them scored between 50-59 and only 1% of them scored less than 49%. The pass percentage is high because of effective teaching and continuous revision.

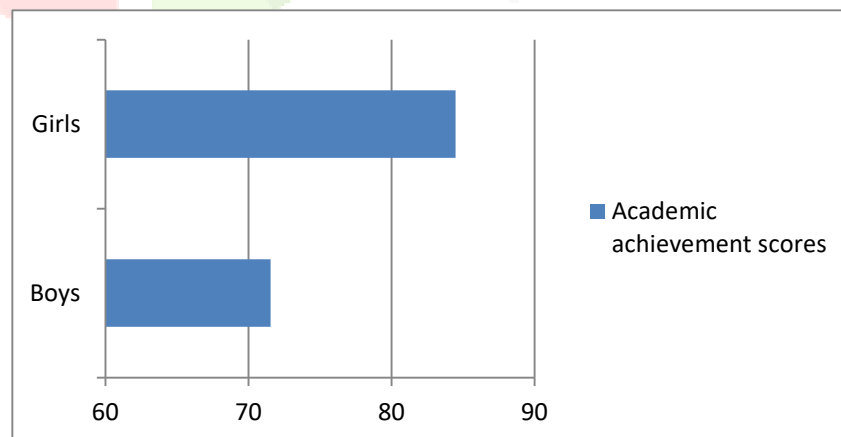
Objective 3: To study the influence of gender on Academic Achievement of secondary school students

H₀₁: There is no significant difference in the academic achievement of 9th standard boys and girls

Table-5 Mean scores of academic achievement of boys and girls

Gender	N	Mean	SD	df	t value	P value	Significance
Boys	50	71.56	11.147	98	5.935	.0001	HS
Girls	50	84.48	10.616				

Table-5 reveals that the obtained t value in 5.935 at significance level of .0001

Graph-5 Mean scores of academic achievement scores of boys and girls

As per Table-5't' test revealed a significant mean difference between boys and girls with the t value of 5.935 at significance level of .001. From the mean values it is clear that girls scores significantly higher than boys (mean scores 84.48 and 71.56 respectively). Therefore the null hypotheses stated as there is no significant difference

between boys and girls in their academic achievement is rejected. The reason for significantly lower performance of girls, boys might be they have more distractions.

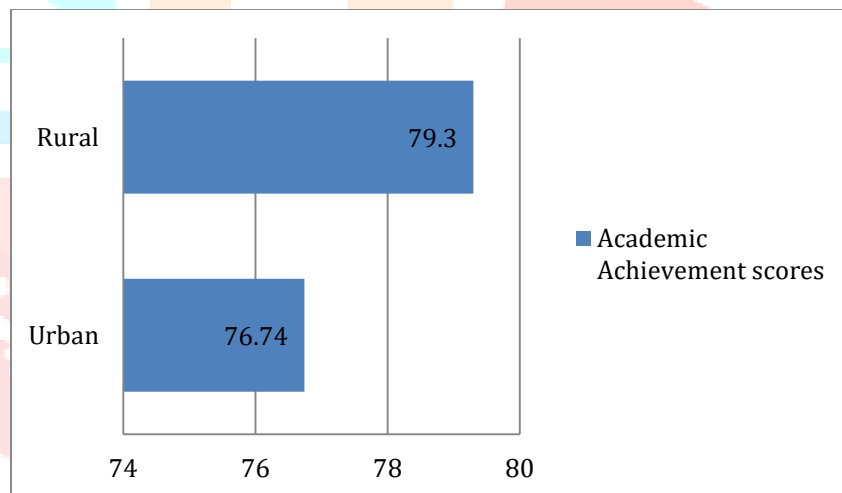
Objective 4: To study the influence of area on Academic Achievement of secondary school students

H₀₂: *There is no significant difference in the academic achievement of 9th standard Students studying in urban and rural area.*

Table-6 Mean scores of academic achievement of students belonging to urban and rural areas

Area	N	Mean	SD	df	t value	P value	Significance
Urban	50	76.74	12.605	98	-1.014	.313	NS
Rural	50	79.30	12.645				

Graph-6 Mean scores of academic achievement scores of students belonging to urban and rural areas



From the Table-6, 't' value of -1.014 is a significance level of .313. Students from urban area on an average scored 76.74 and those who were studying in rural area scored 79.30. Independent sample t-test revealed a non significant mean difference between them with t value of -1.014 at significance level of .313. In other words, the mean academic achievement scores of students from urban and rural areas were same statistically. Hence, H₀₂ stated as 'there is no significant difference in the academic achievement of students' belonging to urban and rural areas' is accepted.

Objective 5: To study the correlation between parent child relationship and academic achievement of secondary school students

H₀₃: *There will be no significant relationship between academic achievement and various dimensions of parent-child relationship (Father)*

Table-7: Results of product moment correlations between academic achievement and dimensions of Parent-child relationship (father)

Dimensions of PCR	Variable 2	Correlation Coefficient	df	P value	Significance
Protecting	Academic achievement	.211	98	.035	S
Symbolic punishment	Academic achievement	-.130	98	.196	NS
Rejecting	Academic achievement	-.180	98	.073	NS
Object punishment	Academic achievement	-.191	98	.057	NS
Demanding	Academic achievement	-.003	98	.975	NS
Indifferent	Academic achievement	-.060	98	.552	NS
Symbolic reward	Academic achievement	.211	98	.035	S
Loving	Academic achievement	.244	98	.014	S
Object-reward	Academic achievement	.050	98	.624	NS
Neglecting	Academic achievement	-.245	98	.014	S
Total	Academic achievement	-.033	98	.746	NS

According to Table 7, only few of the dimensions of the parent-child relationship (father) were significantly related to academic achievement of the adolescents. In the case of relationship between protecting and academic achievement ($r=.211$; $p=.035$), between symbolic reward and academic achievement ($r=.211$; $p=.035$), and between loving and academic achievement ($r=.244$; $p=.014$), significant and positive relationships were observed, higher the protection, symbolic reward and loving, more was the academic achievement and vice versa. Between neglecting and academic achievement ($r=.245$; $p=.014$), significant and negative relationships was observed, more was the neglecting, lesser was the academic achievement and vice versa.

However, academic achievements scores were not significantly related dimensions of symbolic reward, rejecting, object punishment, demanding, indifferent, object reward and total parent child relationship scores.

Hence, hypothesis stated as there will be no significant relationship between academic achievement and various dimensions of parent-child relationship (Father) is accepted for dimensions of symbolic reward,

rejecting, object punishment, demanding, indifferent, object reward and total parent child relationship scores and rejected for dimensions of protecting, symbolic reward, loving and neglecting.

Objective 6: To study the correlation between parent child relationship and academic achievement of secondary school students

H₀₃: *There will be no significant relationship between academic achievement and various dimensions of parent-child relationship (mother)*

Table-8 Results of product moment correlations between academic achievement and dimensions of Parent-child relationship (mother)

Variable	Variable 2	Correlation coefficient	df	P value	Significance
Protecting	Academic achievement	.146	98	.148	NS
Symbolic punishment	Academic achievement	-.282	98	.005	HS
Rejecting	Academic achievement	-.164	98	.104	NS
Object punishment	Academic achievement	-.297	98	.003	HS
Demanding	Academic achievement	-.169	98	.092	NS
Indifferent	Academic achievement	-.161	98	.109	NS
Symbolic reward	Academic achievement	.120	98	.234	NS
Loving	Academic achievement	.380	98	.001	HS
Object-reward	Academic achievement	.124	98	.220	NS
Neglecting	Academic achievement	-.304	98	.002	HS
Total	Academic achievement	-.136	98	.176	NS

As per Table 8, only few of the dimensions of the parent-child relationship (mother) were significantly related to academic achievement of the adolescents. In the case of relationship between loving and academic achievement ($r=.380$; $p=.001$), between significant and positive relationship was observed, higher the loving, more was the academic achievement and vice versa. Between symbolic punishment and academic achievement ($r=-.282$; $p=.005$), between object punishment and academic achievement ($r=.297$; $p=.003$), between neglecting and academic achievement ($r=-.304$; $p=.002$), significant and negative relationships were observed, more the symbolic punishment, object punishment, and neglecting, lesser was the academic achievement of the adolescents and vice versa.

However, academic achievements scores were not significantly related dimensions of protecting, rejecting, demanding, indifferent, symbolic reward, object reward, and total parent child relationship scores.

Hence, hypothesis stated as there will be no significant relationship between academic achievement and various dimensions of parent-child relationship (mother) is accepted for dimensions of protecting, rejecting, demanding, indifferent, symbolic reward, object reward, and total parent child relationship scores and rejected for dimensions of symbolic punishment, object punishment, loving and neglecting.

Summary of the findings

Followings are the findings of the study:

1. It was found, that amongst the total number of students 32% of the adolescents perceived their relationship with father and mother as extremely cordial, followed by 27% of them indicated above average, 15% of each of them indicated moderate and favorable respectively. It indicates that the parent-child relationship is at a slightly higher level.
2. The study revealed that 32% per cent of the total number of students have high Academic Achievement, 58% of them have average Academic Achievement while 9% of the secondary school students have low Academic Achievement.
3. The study found that the mean scores of Academic Achievement of the students of boys and girls secondary school students are 71.56 and 84.48 with standard deviations of 11.147 and 10.616 respectively. It is observed that the Academic Achievement of the girls was higher by 12.92 than those of boy's students.
4. It was found that the mean scores of Academic Achievement of Urban and Rural students were calculated and they are of 76.74 and 79.30. Independent sample t-test revealed a non-significant mean difference between them with t value of -1.014 at significance level of .313. In other words, the mean academic achievement scores of students from urban and rural areas were same statistically.
5. Only few of the dimensions of the parent-child relationship (father) were significantly related to academic achievement of the adolescents. Higher the protection, symbolic reward and loving, more was the academic achievement and vice versa. Between neglecting and academic achievement ($r=0.245$; $p=0.014$), significant and negative relationships was observed, more was the neglecting, lesser was the academic achievement and vice versa.
6. Only few of the dimensions of the parent-child relationship (mother) were significantly related to academic achievement of the adolescents. Higher the loving, more was the academic achievement and vice versa. between neglecting and academic achievement ($r=-0.304$; $p=0.002$), significant and negative relationships were observed, more the symbolic punishment, object punishment, and neglecting, lesser was the academic achievement of the adolescents and vice versa.

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