

PARENT-CHILD RELATIONSHIP AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

Dr. Roli Prakash

Associate Professor & HOD, Dept. of B. Ed, Mahila Vidyalaya P.G. College, Lucknow

Corresponding Author:

Dr. Roli Prakash

Associate Professor & HOD, Dept. of B. Ed, Mahila Vidyalaya P.G. College, Lucknow

Email : roliprakashh@gmail.com

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ABSTRACT

The present study seeks that how the parent child relationship is related to academic achievement of secondary school students. Parent child relationship is considered as a part of parental involvement process and comprise of a combination of attitudes, behaviour, feelings and expectations that are unique to a particular parent and a particular child.

The parent child relationship is important at every stage of child's development but it is very crucial at adolescent period when the child enters the secondary school. At this junction of age, adolescents have to face various challenges which are related to their adjustments, achievements and career growth etc. To meet life situations and challenges, an adolescent child needs firm handling and caring behaviour from his parents. At this stage academic achievement is very important to set the life goals and career.

In this study parent child relationship is assessed by taking the views of children for their parents. Parent child relationship is measured on three dimensions of Family Relationship Inventory (FRI) which are acceptance, concentration and avoidance. It is observed that children with parental acceptance scored high in academic record while the children whose parents were over indulged and avoided, could not score well. Parental involvement is positively related to academic achievement of children. Parent child relationship in child's education is consistently found to be associated with a child's academic performance. A positive parent child relationship promotes academic self efficacy, thereby reducing academic stress which is vital for successful academic performance

Keywords : Parent child relationship, academic achievement, adolescents, secondary school students.

Introduction:

Family is the first social unit of which the child becomes conscious. The way, the members of the family behave to the child, affects his all-round development. The child's development is greatly influenced by the attitudes of parents towards him. The child's inclinations and behaviour are markedly affected by the family into which he is born and in which he grows up. Hurlock (1956) discussing the role of family said "It sets the patterns for his attitude towards people, things and life in general".

As the early environment of the child is limited to the home, parent and child relationship plays a dominant role. As the child develops, he comes in contact with other children outside the home. At this stage family remains the most important socializing agency. The child grows and enters the adolescent stage, he then is surrounded by varied and complex socio-cultural and physical environment. It is a period of transition between childhood and adulthood "Now he is on the threshold of maturity where he must make decisions and adjustment that will have far reaching implication for his future" Kuhlén, (1952).

At this turning stage when the adolescent is passing through the period of storm and strain, the parent's guidance is very crucial. How do the parents behave with their children, determine the way, the adolescents meet the challenges posed by various demands of academics, college grades, selection of right vocation, the confidence in his abilities for the chosen career and his relationship with people outside home, who matters in his career.

To meet these challenges, adolescents need the confirming attitude from his parents. Sound and healthy parent child relationship helps the adolescents in feeling sure and secure. Individual esteem of himself, his relationship with others, his needs, keenness to compete, his desires to achieve, values and attitudes and capacity to adjust to the ever changing situations are well determined by his relations with his parents.

Academic Achievement:

Academic achievement refers performance outcomes that indicate the extent to which a person has accomplished specific goals. Good (1959) defines academic achievement as “The knowledge attained or skills developed in the school subjects usually determined by test scores or marks assigned by teachers”. The term academic achievement generally adopted by teachers in the field of education, refers to the status which is given to a student particularly in the formal school subjects which deals with organized knowledge. Academic achievement determines selection for various courses, placement in different vocations and forms the main basis for admission to institutions of higher learning, advanced studies and research work etc. It is considered as major criteria for selection in various courses.

The academic achievement of a child depends greatly on home environment. Adolescence is the time when the child is expected to learn certain skills. This is the crucial period for academic achievement. It is the time when the children form the habit of good-achieving, under-achieving and over-achieving. Once formed habits of working below, above or up to one's capacity tend to persist in the adulthood. So, at this stage children must be treated well and encouraged to achieve the maximum.

Review of Related Literature:

Morrow and Wilson (1961) compared family relations of forty-eight high school boys of superior intelligence achieving high grades with those of a group achieving average or poor grades. Result indicated that high achievers' parents engaged in sharing of activities, were affectionate, encouraging and less restrictive. Under achievers' parents showed over protectiveness and more pressure for achievement.

Lavetelli and Seidler (1972) found in a study of high achiever and low achiever boys that parents of high achiever boys tended to show more involvement and appeared to be more interested and concerned with their son's performance, while the parents of low achiever boys did not show such type of behaviour.

Aubert (1981) found in a study that parental encouragement, open support and affection were the factors that increased the child's scholastic achievement.

Deb and Gulati (1989) administered parental attitude inventory to 82 female adolescents and reviewed students' academic achievement. It was observed that father daughter relationship facilitated the academic achievement which helped them in career success.

Feldman and Wentzel (1990) studied the relations among observed family interaction pattern and pre-adolescent boys' classroom academic achievement in a sample of 65 intact families. Results indicated that parent child interaction had direct effect on child's performance on intellectual tasks.

Spera C (2005) found in a study that parent's involvement and monitoring are robust predictors of adolescents' achievement.

Ndim E. C & Ekpo Eloma E (2013) found that parental involvement in their child education significantly influence their academic achievement. When parents tend to motivate their children to do work given in school at home, Children academic achievement is high. Thus, it clear that parents play a vital role in the academic achievement of their children.

Need for the study:

In the present rapidly changing society social and family relations are also changing. In most of the families both parents are working and they have to spend much time outside home. In this situation their kids feel alone and neglected. Although they provide all facilities and luxuries to their children but unable to spend time with them. When the children go through the teenage and are at the secondary school level, they have to face many challenges related to academic achievement and career. So, at this time they need the support and co-operating attitude of their parents. But it is seen that only a few parents are able to co-operate and have concern with their children's academics. So, it is felt that there is need to study that how far parent and child relations affect the child's academic achievement.

Objectives of the study:

The objectives of this study are as follows:

1. To clarify the concept of parent child relationship.
2. To explain the concept of academic achievement at secondary school level.
3. To find out the relationship between parent child relationship and academic achievement of secondary school students.
4. To find out the results and give suggestions.

Sample and Tools:

In the present study the population consists of students studying in class eleventh. Total 100 students were selected randomly from two reputed secondary schools of Lucknow city.

To see the parent and child relationship, Family Relationship Inventory (FRI) by Sherry and Sinha was used. The inventory contains 150 items. The parent child relationship is assessed by taking the views of children for their parents. Three patterns of parent child relationship are given in the inventory. These are acceptance, concentration and avoidance.

To assess the academic achievement of the students of class eleventh, the marks obtained by them in class tenth board exam were taken under consideration. Total marks scored in all subjects in board exam formed the basis of the assessment of academic achievement.

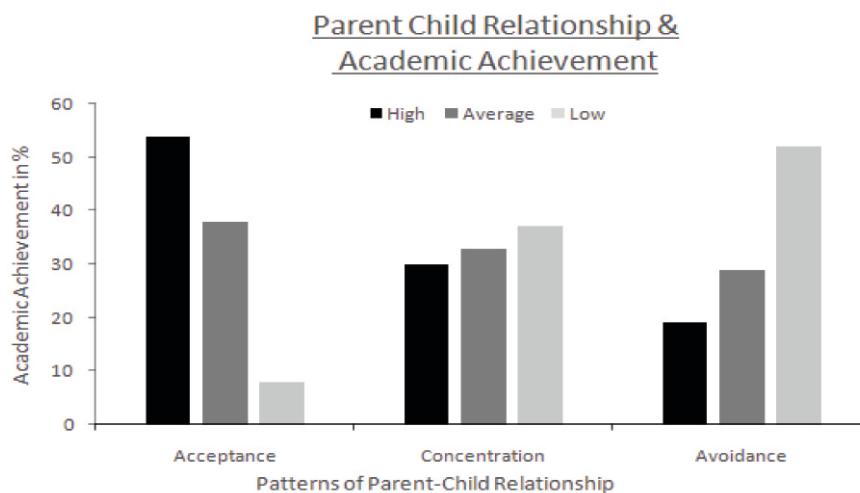
Data Analysis and Interpretation of Results:

The main objective of the study was to find out the relationship between parent child relationship and academic achievement of secondary school students. Family relationship inventory was used to find out the parent child relationship. The inventory may well discriminate the individuals who feel emotionally accepted, overprotected or rejected by their parents. Academic achievement of children is very much related to the parent child relationship. Students were divided in three categories on the basis of the marks obtained in class tenth → High achievers, average achievers and low achievers.

To see the relationship between parent child relationship and academic achievement, the numbers and percentage of students having high, average and low academic achievement in each of the three groups i.e., parental acceptance, parental concentration and parental avoidance are calculated and relevant figures are shown below: -

Table:Parent Child Relationship and Academic Achievement

Parents Child Relationship	Academic Achievement					
	High		Average		Low	
	No.	%	No.	%	No.	%
Acceptance (52)	28	54	20	38	4	8
Concentration (27)	8	30	9	33	10	37
Avoidance (21)	4	19	6	29	11	52



The table clearly reflects three patterns of parent child relationship and students' number and percentage of high average and low achievement accordingly.

The difference in percentages of students having high, average and low academic achievement under each pattern of parent child relationship apparently visible in the graph.

The results show that students with parental acceptance tended to have higher academic achievement as compared to the students with parental concentration and parental avoidance. Conversely significantly larger percent of students with parental concentration and avoidance have low academic achievement. The finding are likely to be similar of Lavetelli (1972), Aubert (1981), Feldmen and Wentzel (1990) and Spera C (2005) who found that accepting parents fostered academic achievement. The results clearly indicate that negative i.e., over protective and evident type of parental models restrict the educational growth or academic achievement of students.

The children whose parents accept them, co-operate them, understand them and have loving and caring attitude towards them, are good in academic achievement while the children whose parents over protect them through restrictions, over expect from them, are not so good in academic record. The children whose parents avoid them, neglect them and spend no time with them and do not show interest in their activities, are not good in academic achievement.

The findings reflect that high achievement in students is directly related to their relationship with their parents.

Conclusions:

It may be concluded that students' high, average and low academic achievement is related to their home environment i.e., parental relations. If the parents accept their children and understand them, they feel mentally healthy and are generally high achievers. Majority of the low achievers are from the families where they feel neglected and are avoided by their parents. Mostly the children with over protective and strict parents are average and low in academic achievement. So, the kind of relationship that exists between parents and children affects the academic achievement of them.

Suggestions:

Since high academic achievement is positively related to good parent child relationship, parents should be fully involved in every academic activity of their children.

Parents should understand children's potentials, and should encourage them to work hard according to their capacity to achieve high in academic career.

Parents should avoid adopting traditional patterns of punishing and showing authority.

The centers for guidance and counseling of parents and children need to be opened in schools and community.

Parent teacher meetings should be organized on regular basis in schools so that parent may be aware of the academic problems of their children.

As the secondary school students are in adolescent age, parents must guide them at each and every step of learning.

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