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## **Parent-child relationship and academic achievement: An exploratory study on secondary school students**

**Dr. Neeru Rathee**

Associate Professor, Department of Education, Maharshi Dayanand University, Rohtak

Email: [drneeru.edu@mdurohtak.ac.in](mailto:drneeru.edu@mdurohtak.ac.in)

**Praveen Kumari**

Research Scholar, Department of Education, Maharshi Dayanand University, Rohtak

Email: [plsaroha65@gmail.com](mailto:plsaroha65@gmail.com)

**Abstract**---Parent-child Relationship is an amalgamation of emotions, beliefs and practices followed by parents to nurture the psychological, physical and social development of the child. All these elements blend in unique ways for each parent and child to create improbable multiplicity in the qualities of these relationships. Parent-child relationship is an exceptional source to determine the personality and psycho-social development of children. It also affects academic achievement of the child in diverse ways. The rationale behind the study is to evaluate the relationship between academic achievement and parent child relationship of students. Researcher employed survey method to conduct the study. “Parent child relationship scale (PCRS-RN) developed by Nalini Rao (2016)” was used to collect data from 300 students of secondary school selected by following random sampling approach. Analysis of data was done by using statistical techniques, t-test and product moment correlation. The results of study showed that students having favourable and unfavourable parent-child relationship differ significantly in the academic achievement. It was observed that female secondary school students have more cordial relationship with their parents than male students. A significant positive correlation was observed between parent-child relationship and academic achievement of secondary school students.

**Keywords**---secondary school students, parent-child relationship, academic achievement.

## Introduction

Family is the first social unit where the child attempts to understand himself/herself; and also tries to discover and make sense of the world around him. Parents are viewed as an essential support system and appear to occupy a major role in the development of child. Child rearing practices adopted by parents play a significant role in the growth of the kid. Different psychologists as well as educationists are of the view that parent-child relationship and education both influence growth and development of child. As propounded by Nelson Mandela, "Education is the most powerful weapon which you can use to change the world". This statement not only signifies the vital role of education but also the importance of schools or educational institutions. Many Researchers have reported that positive interaction between school and family contribute considerably in socio-emotional and cognitive growth of children.

Hoffman (2006) explained the relationship between family structure & adolescent behaviour problems including factors like parent-child relations, income of the family, stress and anxiety, and residential mobility. No significant differences were observed with respect to parent-child relationship of urban & rural areas. Moore and Bandy (2011) studied "quality of parental relationship and child's performance across subgroups in April 2011". It had been discovered that good parental relationships are usually linked to positive outcomes for both families and children amongst all of the subgroups. Ha and Tam (2013) examined the "association in birth order, academic performance, personality and parent-child relationship among 120 undergraduate students of Kelang Valley". Results showed that no relationship was seen between parent-child relationship and educational performance. The research also specified that parent-child relationship was correlated to children's receptiveness to experience, emotional competency and conscientiousness". Krishan Lal (2013) conducted a study on parent-child relationship among male and female secondary school students with a random sample of 200 students and concluded that boys and girls of private schools have same parent-child relationship.

Arora & Kaur (2014) conducted a study on emotional stability in adolescents with respect to "parent-child relationship" of different schools of Ludhiana district of Punjab and it was found that relationship between emotional stability and six other dimensions (out of ten dimensions) i.e. Symbolic Punishment, Indifferent, Demanding, Object Punishment, Rejecting, and Symbolic Reward were positively and significantly correlated. At the same time, no great connection was discovered among protecting, loving, rewarding and neglecting dimensions of parent-child relationship and emotional stability of adolescents. Sharma and Dubey (2015) revealed that both mother and father were found equally preventive, demanding and offer symbolic and object incentives to their children. It was observed that fathers scored more on two dimensions, love and care. Hooda and Tyagi (2016) investigated the effects of gender and residential background on parent-child relationships, finding that gender has a substantial impact on parent-child relationships, while residential background had no significant impact. Sudhakar and Nellaiyapen (2016) conducted a study on students of high school and confirmed that parental involvement in their child's education significantly influences their academic achievement.

According to Christian et al., 1998; Hara & Burke, 1998; Hill & Craft, 2003, parental involvement and encouragement are favourably associated to students' academic progress. High performer children had a well built perspective of parenting than poor achiever pupils, according to Singh and Devgun (2012). Sarita, Sonia and Pooja (2012) revealed that Parents discriminate between their boys and girls to the degree that they have diverse parenting approaches for their offspring. Fathers were much more in favour of punishing their boys than their daughters, according to Kaur and Kalaramna (2004), although mothers' attitudes toward daughters were more neutral as they were more affectionate towards their sons. In his study, Kamble (2009) looked at gender inequalities in parent-child interactions.

### **Significance of study**

Teen age being the most crucial transition period from infancy to adulthood, one may experience anxiety and stress due to emotional and social changes. Students endure a lot of academic pressure in their learning process resulting in physical, psychological and social effects which reflect in their behaviour. Severe academic pressure may also lead to burnout which needs to be controlled and tackled. Academic achievement, the key element in pursuing higher education and career growth, is significantly influenced by relations of children with their parents. Parents are the first teachers for the child, who facilitate development of interest in studies, and encourage and motivate them when they feel sick, tired and bored. Involvement of Parents, parenting style, and parent-child relationship are the elements that have been persistently related to the development of a child. The effect of parents participation and relationships on children's' academic performance has been observed by researchers, teachers, policy makers and administrators to have enormous effects. Therefore, this study aims to explore this variable. Parental encouragement provides the core for children to be successful academically as well as later in their lives. Furthermore, healthy parent-child relationship can contribute towards the development of effective communication between parent and child. It can help children to open up with their parents and to share the academic pressures and other feelings. If they encounter positive response and support from parents, they can successfully face and adjust with external problems, pressures and anxiety, and find adaptive solutions. It may also improve students' mental health and productively deal with negative feelings, emotions and behaviours triggered by academic pressures.

### **Objectives**

- To compare the academic achievement of secondary school pupils who have favorable and unfavorable parent-child relationship.
- To compare the parent-child relationship of male and female secondary school students.
- To investigate the link between academic achievement and parent-child relationship among secondary school students.

## Hypotheses

- **H<sub>01</sub>** There exist no significant difference in the academic achievement of secondary school students having favourable and unfavourable parent-child relationship.
- **H<sub>02</sub>** There exist no significant difference in the parent-child relationship of male and female secondary school students.
- **H<sub>03</sub>** There exist no significant relationship between academic achievement and parent-child relationship of secondary school students

## Method and Procedure

The study employed a descriptive survey technique of research followed by a quantitative approach. In order to collect the data, parent child relationship scale was administered on 300 hundred students of 9<sup>th</sup> class of Sonapat District by using multistage random sampling technique.

## Tools used in the study

- Parent-child Relationship Scale by Nalini Rao (2016).
- Academic Achievement: It is defined as total scores acquired in the prior class, i.e. 8<sup>th</sup> class.

## The current research is conducted with the subsequent variables

- Dependent Variable- Academic Achievement
- Independent variable- Parent-child Relationship.

## Analysis and Results

After the scoring procedure, statistical analysis was done by using Mean, Standard Deviations, t values and “Karl Pearson coefficient of correlation”. In order to confirm the goals as well as to evaluate null hypothesis, the investigation was done as given below:

### **Objective 1: To compare the academic achievement of secondary school pupils who have favorable and unfavorable parent-child relationship.**

**H<sub>01</sub>:** There exists no significant difference in the academic achievement of secondary school students having favourable and unfavourable parent-child relationship.

Table 1.1  
t-test to study the difference between students in high school who have a favourable relationship with both of their parents and those who have a unfavourable relationship

Groups	N	Mean	SD	t-value	Level of Significance
Favourable Parent-child Relationship	99	136.45	13.99	3.91	Significant at 0.01 level
Unfavourable Parent-child Relationship	91	128.90	12.67		

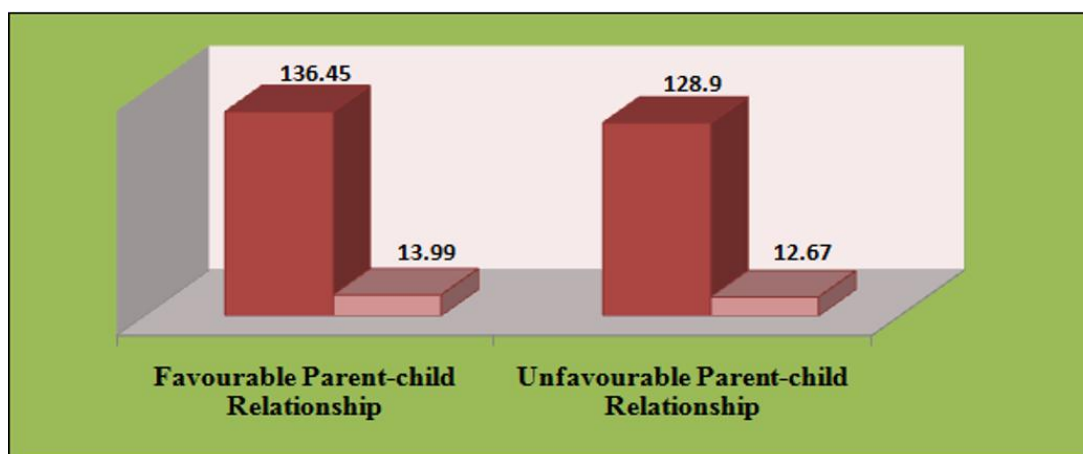


Fig 1.1. Showing means and SD's of both the groups

It is evident from table 1.1 that t-value of 3.91 was found significant at 0.01 level of significance, so it can be interpreted that academic achievement of students having favourable and unfavourable parent-child relationship differ significantly. So, the null hypothesis  $H_{01}$  stands rejected. The above table reveals that mean score of students having favourable parent-child relationship is 136.45, which is significantly higher in comparison to students having unfavourable parent-child relationship whose mean score is 128.90. Therefore, it can be concluded that the students who have favourable parent-child relationship are better in academic achievement than those who possess unfavourable parent-child relationship.

**Objective 2: To compare the parent-child relationship of male and female secondary school students.**

**$H_{02}$  :** There exists no significant difference in the parent-child relationship of male and female secondary school students.

Table 2.1  
Parent-child Relationship of Boys and Girls Secondary School Students

Groups	N	Mean	SD	t-value	Significance
Boys	148	345.35	51.98	3.38	Significant at 0.01 level
Girls	152	367.12	59.29		

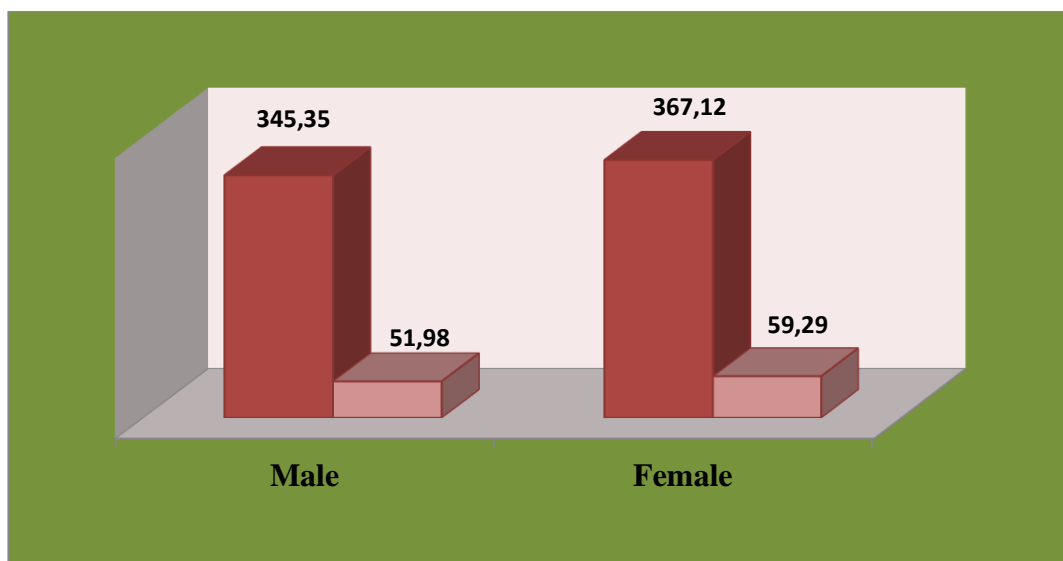


Fig. 2. Gender wise Mean and SD's of Parent-child Relationship scores

Table 2 revealed that a t-value of 3.38 was found to be significant at the 0.01 level of significance, implying that male and female secondary school pupils have significantly different parent-child relationships. So, the null hypothesis **H<sub>02</sub>** stands rejected. In terms of mean scores, it can be observed that mean of parent-child relationship scores of female secondary school students is 367.12, which has been found higher than mean of male secondary school students i.e. 345.35. So, it can be concluded that female secondary school students have more cordial parent-child relationship as compared to their male counterparts. The present finding is in contrast with the findings of Sarita, Sonia and Pooja (2016), who showed “no major variation in the Parent-child relationship amongst the boy and girl secondary school students”. However, the mean score of boys was slightly more than the girls, and therefore, it can be said that boys have a better relationship with their parents”.

**Objective 3: To investigate the link between academic achievement and parent-child relationship among secondary school students.**

**H<sub>03</sub>:** There exists no significant relationship between academic achievement and parent-child relationship of secondary school students.

Table 3  
Correlation between Academic Achievement and Parent-child relationship of  
secondary school students

Sr. No.	Variables	N	Coefficients of correlation (r)	Level of Significance
1.	Academic Achievement	300	0.88	Significant at 0.01 level
2.	Parent-child Relationship	300		

This Table 3 shows that correlation coefficient (r) between academic achievement and parent-child relationship is 0.88 which is positive and significant at 0.01 level. Hence, null hypothesis **H<sub>03</sub>** stands rejected. Therefore, it can be stated that parent-child relationship has a positive significant impact on academic performance of students. Finding of the study conform with the finding of Sudhakar and Nellaiyapen (2016) who also found a “significant relationship between the academic achievement and parent-child relationship of high school students”. “Parent child relationship is positively correlated with academic achievement of the student” (Singh 2008).

### Major findings of the study

- Academic achievement of secondary school students having favorable and unfavorable parent-child relationship differed significantly.
- It was observed that female secondary school students have more cordial parent-child relationship in comparison to their male counterparts.
- A positive and significant relationship was observed between academic achievement and parent-child relationship of secondary school pupils.

### Conclusion

Children are assets in building a nation, therefore, their upbringing matters. Healthy parent-child relationship is a crucial element in all-round development. Research reports show that parents’ active involvement in their child’s educational, sports or extra co-curricular endeavours has the potential to enhance academic achievement and self confidence in them. Analysis of this study suggest that the “parent-child relationship” has an impact on academic success among secondary school pupils. Therefore, it is suggested to develop a healthy parent-child relationship which is the key ingredient. There is scope for parents to develop a better knowledge of the aspects which can harm their relationship with their children and build on those components that can ease the process. They should be made more aware of the role and importance of parent-child relationship and psychological variables that affects academic development of their child. Schools should organize orientation programs and provide guidance services to parents and teachers so that they can establish a good rapport with the child, which may help them in becoming involved in their academic performance. Healthy parental practices should be promoted to optimize child’s academic performance. To be more useful, policies, initiatives, and interventions should be designed with an understanding of these results in mind.

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