



INFLUENCE OF PARENT-CHILD RELATIONSHIP ON ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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Abstract : If I could say divinity exists on this earth, it is undoubtedly parent-child relationship. As the concept of modernization and urbanization crept in, parenting style also took drastic changes. The loving and caring bond between the parent and child fosters value system and influences the child to perform well in all activities. Parents are the first teachers, helpers, coordinators, observers, decision maker for the child. Though many factors influence academic achievement, the investigator took parent-child relationship as an inevitable variable for the present study. The study was conducted in Kallakurichi, one of the educational districts of Tamil Nadu and survey method was deployed. The sample was divided into different categories on the basis of gender and locality. The present study reveals that the parent-child relationship is at moderate level. This relationship is reflected in their academic achievement which is also at moderate level. This study reveals that there is significant and positive correlation between parent-child relationships and academic achievement. Male and female students differ significantly in their level of parent-child relationship. Students at high school level need to be guided, counseled, motivated and directed towards their life goals. Parents need to spend their useful time with their children for their wholistic development. The school should organize parents meet once in the term to discuss the progress and other related matters of children. Since there is a close relationship between the variables, this study and findings advocate that the parents should find time to spend with their children even though both are employed or whatsoever. This finding may be a useful database for further research.

IndexTerms - Parent-Child Relationship, Academic Achievement, High School Students

I. INTRODUCTION

INTRODUCTION

If I could say divinity exists on this earth, it is undoubtedly parent-child relationship. There are different types of parenting style. Any type of parenting style would definitely aim at moulding the child's personality and other constructive perspectives of human development. In the ancient period, this parent-child relationship was very intimate and parents played all the roles in educating the child. As the concept of modernization and urbanization crept in, parenting style also took drastic changes. The practice of joint family system and parents having many children are scarcely found in today's society. The dictum of "we two, ours two" took different shape into "we two, ours one". Again the dictum of "we are children, why do we need children" has crept in the human mind: the negative effect of fast food and processed food lead to infertility and today there are many IVFs.

The loving and caring bond between the parent and child fosters value system and influences the child to perform well in all activities. Parents are the first teachers, helpers, coordinators, observers, decision maker for the child. The foundation of child's future is laid in the family. Academic achievement at high school level is turning point in every child's life. Though many factors influence academic achievement, the investigator took parent-child relationship as an inevitable variable for the present study.

REVIEW OF LITERATURE

Rathe, Neeru & Kumari, Praveen. (2022) stated that 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. Having this rationale behind the investigator evaluated 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 favorable and unfavorable 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.

Dona Rai and Sarita Rai (2021) made an attempt to examine parent-child relationship of students studying in class X and its impact on their academic achievement. There were 80 students involved in this study who were randomly selected from 3 government schools affiliated to the Central Board of Secondary Education (CBSE) from East district of Sikkim. A standardized tool, Parent child relationship scale, was used to collect data on parent-child relationship and to collect academic achievement students' previous year's results were taken into consideration. This study found that father is likely to have good relationship as compared to mother with their children. It was also found that despite of being both parents working, they share a good bond with their children. The study further determined negative and weak relationship between parent-child relationship whose one parent is working and academic achievement of the child. Similar findings were witnessed between parent-child relationship whose both parents are working and academic achievement of the child.

NEED AND SIGNIFICANCE OF THE STUDY

The family type that prevails today is 'nuclear'. In many families, both the parents are employed and the daily routine affects the mind of the child. The unavailability of parents for the need of the child leads to poor performance in academic and other non-academic activities of the child in the school. In today's context, the child may get addicted to mobile and other electronic gadgets for amusement as well as for study purpose. Researches show that good, supportive environment in home, health, parent-child relationship could enhance a child's scholastic achievement. Family being the first agent of socialization has great influence on the development of the child. It is parent-child relationship that sets the pattern for the child's attitude towards people and society and aids intellectual development of the child. Therefore the researcher felt it important to look into the vital area of parent-child relationship and academic achievement of high school students.

OBJECTIVES OF THE STUDY

The study was undertaken having the following objectives in mind.

- To find out the level of parent-child relationship of high school students.
- To find out the level of academic achievement of high school students.
- To find out if there is any significant relationship between parent-child relationship and academic achievement of high school students.
- To find out if there is any significant difference between male and female students in their parent-child relationship.
- To find out if there is any significant difference between rural and urban students in their parent-child relationship.
- To find out if there is any significant difference between male and female students in their academic achievement.
- To find out if there is any significant difference between rural and urban students in their academic achievement.

HYPOTHESES OF THE STUDY

- The parent-child relationship of high school students is moderate.
- The academic achievement of high school students is moderate.
- There is no significant relationship between parent-child relationship and academic achievement of high school students.
- There is no significant difference between male and female students in their parent-child relationship.
- There is no significant difference between rural and urban students in their parent-child relationship.
- There is no significant difference between male and female students in their academic achievement.
- There is no significant difference between rural and urban students in their academic achievement.

METHOD OF STUDY

The study was conducted in Kallakurichi, one of the educational districts of Tamil Nadu and survey method was deployed. The sample was divided into different categories on the basis of gender and locality.

SAMPLE OF THE STUDY

Covering the entire population is not possible for the present study. The current academic year students (2024-25) were selected and 300 samples were considered for the present study.

TOOLS USED IN THE PRESENT STUDY

The following tools were used for the present study.

- Parent-child relationship questionnaire prepared and validated by Selvakumar (2022).
- Academic achievement scores of students – collected from their recent examination.

RELIABILITY AND VALIDITY OF THE TOOLS

The reliability of the parent-child relationship scale was established by test-retest method and it was found to be 0.731 which is reliable. The content validity of the tools was established by getting opinion from the experts in educational research.

STATISTICAL TECHNIQUES USED IN THE STUDY

For analyzing data, mean, standard deviation, correlation analysis and 't' test were used in the present study..

ANALYSES OF DATA

Table 1: Level of Parent-child relationship Score of High School Students

Level	Scores	N	Percentage
Low	185 and below	37	12.3
Moderate	Between 186 and 225	201	67.0
High	226 and above	62	20.7

It is inferred from the above table that 12.3% of the total sample have low level, 67% have moderate level and 20.7% have high level of parent-child relationship. The findings reveal that the majority of high school students have moderate level of parent-child relationship. Therefore the hypothesis that 'the parent-child relationship of high school students is moderate' is accepted.

Table 2: Level of Academic Achievement Score of High School Students

Level	Scores	N	Percentage
Low	196 and below	44	14.7
Moderate	Between 197 and 347	198	66.0
High	348 and above	58	19.3

It is inferred from the above table that 14.7% of the total sample have low level, 66% have moderate level and 19.3% have high level of academic achievement. The findings reveal that the majority of high school students have moderate level of academic achievement. Therefore the hypothesis that 'the academic achievement of high school students is moderate' is accepted.

Table 3: Co-efficient of Correlation between Parent-child Relationship and Academic Achievement

Variables	Number	'r'	Significant Level
Parent-child relationship Academic Achievement	300	0.666	Significant

It is inferred from the above table that the computed correlation coefficient 'r' is 0.666 which is significant at 0.05 level. Hence the hypothesis that 'there is no significant relationship between parent-child relationship and academic achievement of high school students' is rejected.

Table 4: Significant difference between male and female students in terms of Parent-child relationship

Variable	Number	Mean	Standard Deviation	't' value	Significant Level
Male	155	208.26	21.57	2.011	Significant
Female	145	203.43	19.96		

The calculated 't' value between male and female students is found to be 2.011 which is significant at 0.05 level. It denotes that there is significant difference between male and female students in terms of parent-child relationship. Therefore the hypothesis that 'there is no significant difference between male and female students in their parent-child relationship' is rejected.

Table 5: Significant difference between rural and urban students in terms of Parent-child relationship

Variable	Number	Mean	Standard Deviation	't' value	Significant Level
Rural	203	205.79	20.45	0.162	Not Significant
Urban	97	206.22	21.95		

The calculated 't' value between rural and urban students is found to be 0.162 which is not significant at 0.05 level. It denotes that there is no significant difference between rural urban female students in terms of parent-child relationship. Therefore the hypothesis that 'there is no significant difference between rural and urban students in their parent-child relationship' is accepted.

**Table 6: Significant difference between male and female students
in terms of Academic Achievement**

Variable	Number	Mean	Standard Deviation	't' value	Significant Level
Male	155	274.32	72.38	0.382	Not Significant
Female	145	270.97	79.42		

The calculated 't' value between male and female students is found to be 0.382 which is not significant at 0.05 level. It denotes that there is no significant difference between male and female students in terms of academic achievement. Therefore the hypothesis that 'there is no significant difference between male and female students in their academic achievement' is accepted.

**Table 7: Significant difference between rural and urban students
in terms of Academic Achievement**

Variable	Number	Mean	Standard Deviation	't' value	Significant Level
Rural	203	274.37	74.62	0.542	Not Significant
Urban	97	269.21	78.35		

The calculated 't' value between rural and urban students is found to be 0.542 which is not significant at 0.05 level. It denotes that there is no significant difference between rural urban female students in terms of academic achievement. Therefore the hypothesis that 'there is no significant difference between rural and urban students in their academic achievement' is accepted.

FINDINGS OF THE STUDY

- The parent-child relationship of high school students is moderate.
- The academic achievement of high school students is moderate.
- There is significant relationship between parent-child relationship and academic achievement of high school students.
- There is significant difference between male and female students in their parent-child relationship.
- There is no significant difference between rural and urban students in their parent-child relationship.
- There is no significant difference between male and female students in their academic achievement.
- There is no significant difference between rural and urban students in their academic achievement.

EDUCATIONAL IMPLICATIONS OF THE STUDY

The present study reveals that the parent-child relationship is at moderate level. This level has to be enhanced to get high level of relationship. The moderate level shows that the children are neither too close nor too distant from their parents. This relationship is reflected in their academic achievement which is also at moderate level. As the input is so as the output is. Students at high school level need to be guided, counseled, motivated and directed towards their life goals. Parents need to spend their useful time with their children for their wholistic development. The school should organize parents meet once in the term to discuss the progress and other related matters of children.

CONCLUSION

This study reveals that there is significant and positive correlation between parent-child relationships and academic achievement. Male and female students differ significantly in their level of parent-child relationship. Since there is a close relationship between the variables, this study and findings advocate that the parents should find time to spend with their children even though both are employed or whatsoever. This findings may be a useful database for further research.

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