



A STUDY ON THE PARENT-CHILD RELATIONSHIP IN RELATION TO ACADEMIC ACHIEVEMENT OF THE SECONDARY SCHOOL STUDENTS IN GOALPARA DISTRICT OF ASSAM

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Abstract: The present study titled “*A Study on the Parent-Child Relationship in Relation to Academic Achievement of Secondary School Students in Goalpara District of Assam*” aims to examine the nature of the parent-child relationship and its impact on students’ academic performance. Using a descriptive survey method, data were collected from 80 Class X students (40 boys and 40 girls) from both rural and urban schools, representing government and private institutions in Goalpara district. The Parental Involvement Scale by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganotra Arora was used to assess parent-child relationships, while academic achievement was measured through students’ annual examination marks. The findings revealed that students generally maintain a strong and positive relationship with their parents, with an overall mean score of 69.65 out of 75. No significant differences were found in the parent-child relationship based on gender and locality; however, a significant difference was observed between government and private school students, with the latter showing stronger relationships with their parents. The results indicate that while demographic factors have limited influence, school type and associated socioeconomic conditions significantly affect the quality of parent-child relationships. The study underscores the importance of parental involvement and recommends enhanced communication, counseling programs and parental guidance initiatives to foster stronger family bonds and improve students’ academic and emotional development.

Keywords: Parent-Child Relationship, Academic Achievement, Parental Involvement, Secondary School Students

Introduction

Education is the cornerstone of human development and societal progress. It empowers individuals, fosters critical thinking, and opens avenues for personal and professional growth. Quality education equips learners with the knowledge and skills necessary to navigate modern complexities, promotes creativity and adaptability, and contributes to economic development and social equality. Education, as a discipline, focuses on teaching and learning processes in formal settings such as schools. It serves as a means of transmitting knowledge, culture and values from one generation to another, thereby shaping individuals and strengthening communities.

Introduction of the Variables Study

The present study focuses on two key variables: Parent-Child Relationship and Academic Achievement.

Academic Achievement

Academic achievement refers to students' performance in educational settings, often reflected through marks, grades, or other indicators of learning outcomes. It represents the extent to which learners acquire knowledge, skills and understanding through formal instruction. High academic performance not only indicates intellectual ability but also contributes to future educational and occupational success. Academic achievement is influenced by various factors such as intelligence, motivation, socio-economic background, study habits and learning environment. It serves as an important measure of educational effectiveness and personal development, shaping career opportunities and social standing.

Parent-Child Relationship

Parent-Child Relationship The society of our human beings is really complex system. People say family with one voice. Usually family is the essential elements of a society. If we look the word 'family' into a dictionary, its definition is simply "a group consisting of parents and their children". Then we can emphasize that relationship between parents and children is the most basic one among all the interpersonal relationships that exist in the world. And there is no doubt that it plays an important role in our society. The parent-child relationship consists of a combination of behaviours, feelings and expectations that are unique two a particular parent and a particular child. The relationship involves the full extent of child's development. Of the many different relationship 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 parent's marriages; and the unique characteristics of the child compared with those of the parent. Parent and child are the social units, the relationship of the child and parents of a family are socially sanctioned and are traditional in nature. Therefore, family represents an enduring relationship reckoning of the decent either through a father or mother. Family holds a unique position amongst the innumerable association of mankind.

Types of Parent-Child Relationship

There are different types of parent-child relationship, which are namely: Secure Relationships: This is the strongest type of attachment. A child in this category feels he can depend on his parents or provider. He knows that person will be there when he need support. He knows what to expect. Avoidant Relationship: This is one category of attachment that is not secure. Avoidant children have learnt that depending on parents won't get them that secure feeling they want, so they learn to take care of themselves. Ambivalent Relationship: Ambivalence is another way a child may be insecurely attached to his parents. Children who are ambivalent have learned that sometimes their needs are met, and sometimes they are not. They notice what behaviour got their parent's attention in the past and use it over and over. They are always looking for that feeling of security that they sometimes get. Disorganized Relationships: Disorganized children don't know what to expect from their parents. Children with relationships in the other categories have organized attachments. This means that they have all learned ways to get what they need, even if it is not the best way. This happens because a child learns to predict how his parent will react, whether it is positive or negative. They also learn that doing certain things will make their parents do certain things.

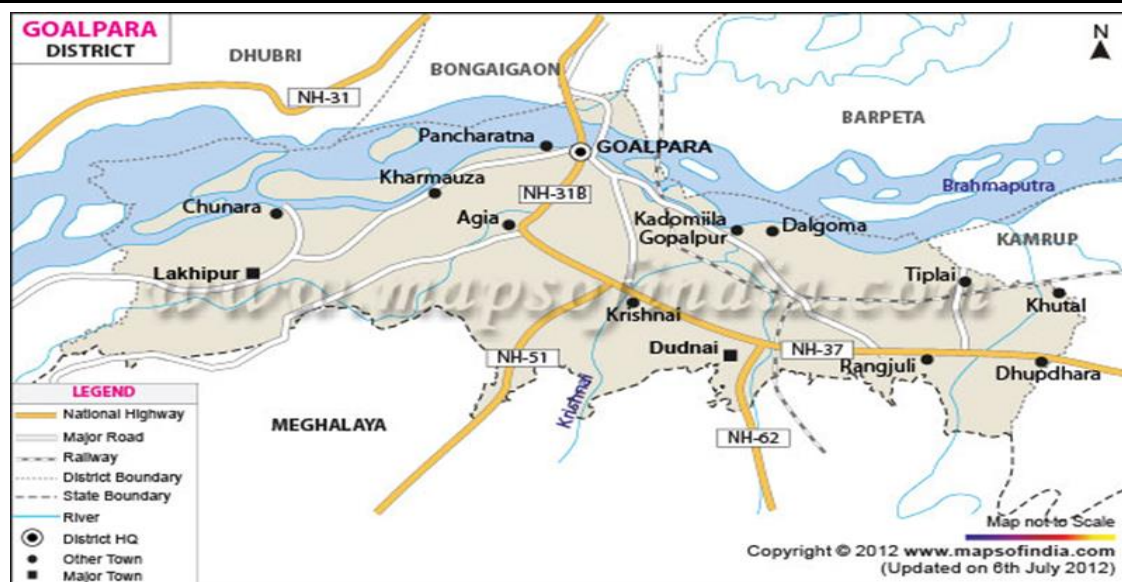
Study Area

Assam is situated in North-East of India and is largest northeastern state in terms of population while second in terms of area. Assam covers an area of 78,438 km² (30,285 sq miles). The name of Assam is associated with the Ahom people, who were originally called Shyan (shan). The British emperor took charge of the state and thus begun the colonial era of Assam. Assam lost much of its territory to new states that emerged from within its borders. The British annexed Cachar in 1832 and Jaintia hills in 1835. In 1873, Assam became a separate province with Shillong as its capital.

The State of Assam is divided into 35 Administration District. The districts are demarcated on the basis of the feature such as the rivers, hills, forest etc. The majority of the newly constituted Districts are sub-division of the earlier District. Out of 35 Districts of Assam, Investigators select only one District i.e. Goalpara District.

Goalpara District

The name of the district Goalpara is said to have originally derived from 'Gwaltippika' meaning 'Guawali village' or the village of the milk men means (Yadav). The history of Goalpara goes back to several centuries. The district came under British rule in 1767. Before this the area was under the control of the Koch Dynasty. In 1826 the British accessed Assam and Goalpara was annexed to the North-East frontier in 1874, along with the creation of district headquarter at Dhubri 1,874 square kilometers (704sqm). There are four Assam Legislative Assembly constituencies in this district : Dudhnoi, Goalpara East, Goalpara West and Taleswar. Dudhnoi and Goalpara West are designated for scheduled tribes. Dudhnoi and Goalpara West are in the other two are in the Dhubri Lok Sabha constituency. According to the 2011 census Goalpara District has a population of 1,008,183. Goalpara has a sex ratio of 964 females for every 1000 males. The crude literacy rate of the district is 55.91% while the effective literacy rate of 7+ population is 67.4%, 13.695 of the population in urban areas. Scheduled caste and scheduled tribes make up 4.47% and 22.97% of the population respectively.



Goalpara District Map

Review of Related Literature

Sunn, P. (2012), conducted a study on impact of parent-child relationship on the academic achievement of secondary school students of Nongstoin block, West Khasi Hills district. He found that are various factors that influences the parent-child relationship of the students. One of the factors is the parent which creates an impact to the pupils ability to perform better. It needs more parent's attention and interaction to enable the students develops the positive attitude towards them and not to neglect their children.

Borah S. (2013), conducted a study on family environment and academic achievement of adolescent students of Jorhat District Assam. The main aims of study were to find out the relationship and difference between male and female adolescent students of family environment and academic achievements. Findings of the study revealed that there is a positive relationship between home environment and academic achievement of students. There is a significant difference male and female students academic and family environment.

Tyagi, S. (2014), conducted a study on Achievement motivation learning style parental involvement as correlates of academic achievement of the secondary school students. The objective of the study were to determine the level of secondary school students in academic achievements, achievement motivation, learning styles, parental involvement. The finding of the study werethat the secondary schoolstudents possessed an above average level of Academic Achievement, Achievement Motivation and Learning styles.

Kapinga, S. O. (2014), conducted a study on the impact pf parental socioeconomic on students' Academic in secondary schools in Tanzania. The main aim of the study were to assess the impact of parents' occupation, income, level of education and home environment on students' academic achievement secondary school . The findings revealed that the level of parents' education influenced achievement in school. It was found that parents who reached a certain level of education had the assist children doing school homework. Parental income are major causes for persistent mass failure in schools. The findings revealed that poverty is a contributing the factor for negative developmental and academic outcomes.

Dutta, J. (2016), conducted a study on “ Academic achievement emotional maturity and intelligence of secondary school students in Assam”.The study has been designed to study the Academic Achievement, Emotional Maturity and Intelligence of Secondary school students of Assam. The objectives of the were to investigate the overall Academic Achievement, Emotional Maturity and Intelligence of Secondary school students of Lakhimpur and Sontipur district of Assam.The findings of the study were comparison between academic achievement, emotional maturity and intelligence it was depicted that secondary school students of both the district were having high academic achievement.

Sunita, B. (2016), conducted a study on Relationship of parental involvement and emotional competency with academic stress among secondary school students. The objectives of the is to study the relationship of Parental involvement with Academic Stress among Senior Secondary school students. It was found that is a significant positive relationship of parental involvement with academic stress among senior secondary school students. This positive correlation shows that with increase in parental involvement, the academic stress of senior secondary school student's increase and vice-versa.

Padmakala (2018) conducted a study on Parental support on self-confidence and academic achievement of higher secondary students. The objectives isto find out the level of parental support, self-confidence and academic achievement if higher secondary students. The study revealed moderate level of parental support, self-confidence and academic achievement if higher secondary students except that the government school students showed low level of parental support.

Sozharajan (2019) conducted a study on parent child relationship adjustment temperament and academic achievement of high school students.The objectives of the study is to assess the parent child relationship,adjustment, temperament and academic achievement of high school students.The study revealed that the mean score of parent children relationship of high school students were falling in the category of average and adjustment, temperament, academic achievement of high school students was also falling in the category of average.

Kumar, N.A. (2020) conducted a study on Academic Achievement of Higher Secondary school students in relation to their Emotional Intelligence and Family Relationship. The objectiveis to study the academic achievement of higher secondary school students. To study the emotional intelligence of higher secondary school students. He found that the majority of higher secondary school students have achieved C1 grade of academic achievement followed by B2 and A1 grades. Majority of the higher secondary school students (61%) have average emotional intelligence.

Meenakshi (2021), conducted a study on Academic achievement of senior secondary school students in relation to their school environment parenting style and emotional intelligence. The main aim of the study was to compare the academic achievement of male and female senior secondary school and to compare the school environment of male and female senior secondary school students. The findings of the study there exists a significant in academic achievement of male and female senior secondary school students. The higher mean score of female students shows that they performed better in academics than their counterparts male students and higher mean score of female students shows that they were found to have better school environment than their counterparts male students.

Rathee, N., & Kumari, P. (2022), conducted a study on Parents-Child relationship and academic achievement: An exploratory study on secondary school students of Sonapat district. The main aim of study was 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. The findings of the study were academic achievement of secondary school students having favorable and unfavorable parent-child relationship differed significantly. It was observed that female secondary school student have more cordial parent-child relationship comparison to their male counterparts.

Mahua, P. (2024), conducted a study on impact of the parent child relationship on academic achievements of students at senior secondary level. The objectives of the study is to find out the impact of parent-child relationship on academic achievement of adolescents in the senior secondary school. He found that there is a healthy atmosphere is influenced by parents spending quality time with their children.

Monika (2017) conducted a study on stress management among senior secondary students in relation to parental involvement ego strength and level of Aspiration. The objectives of study is to find the level of stress management, dimension of parental involvement and level ego-strength among senior secondary school. It was discovered that the greater number of senior secondary students (36%) is experiencing high stress management level and (30%) senior secondary school students have low stress management level and the majority of senior secondary students (41%) is having ego strength level; whereas 29% senior secondary school students have medium ego strength level and 30% senior secondary level have low ego strength level and 39% is having high level of aspiration, whereas 27% senior secondary students have medium level of ego strength and 34% senior secondary school student have low level of ego strength.

Research Gap

The existing literature on parent-child relationships and academic achievement highlights several key research gaps. First, many studies are region-specific, particularly focused on areas like Assam, Sonapat and Jorhat, with limited research exploring the impact of parent-child relationships on academic achievement in other regions or internationally diverse educational contexts. Additionally, there is a lack of in-depth exploration into the various aspects of the parent-child relationship (e.g., emotional support, discipline styles) and how these dimensions specifically influence academic success. Gender differences, particularly in how parental involvement affects male and female students differently, also require more detailed investigation. Other gaps include the role of socioeconomic factors such as parental income, occupation and education level in shaping both academic performance and parent-child dynamics, as well as the influence of cultural contexts, especially in collectivist societies like India. Furthermore, more research is needed on how different parenting styles, emotional intelligence, and parental occupation affect academic outcomes, alongside the need for longitudinal studies to track changes in the parent-child relationship over time. Finally, while many studies focus on general academic achievement, there is limited research on how parental involvement impacts specific academic disciplines (e.g., STEM vs. humanities). Addressing these gaps could offer a more nuanced understanding of the relationship between parental involvement and academic success among secondary school students.

Importance of the Study

The present study is very much important to know parent-child relationship and their parental involvement have an impact on the child's scholastic academic performance. Many of our rural and uneducated parents may have or not have proper attention to child's education and prospective. The major challenges faced by researchers attempting to estimate the casual effect of the family income on children's outcomes has been the endogeneity of income. In particular, children growing up in poor families are likely to have adverse home and home environment or face other challenges which would continue to affect their development even if family income were increase substantially. Parent's involvement is very important in the study as the play a crucial role in development of their offspring's. The study of academic achievement, one of the important and product of academic endeavors, is very important topic of research in addition, to total achievements in subject areas. Therefore, the parent-child relationship may be one of the important factors in making the students achieves higher goals of life among secondary school students of Goalpara district of Assam.

Objectives of the Study

- i. To study the Parent-Child Relationship of Secondary School Students of Goalpara District of Assam.
- ii. To compare the Parent-Child Relationship between Gender, Locality and Management of Secondary School students in Goalpara District Assam.

Hypothesis of the Study

- i. There are no significant differences in Parent-Child relationship between gender of secondary school in Goalpara District of Assam.
- ii. There is no significant difference in Parent-Child relationship between Locality of Secondary School in Goalpara District of Assam.
- iii. There is no significant difference in Parent-Child relationship between Management of Secondary School students in Goalpara District Assam.

Method of the Study

The descriptive survey method was used in this study. It describes the current position of the research work and involves interpretation, comparison, measurement, classification, evaluation and generalization. All these aspects contribute to a proper understanding of the solution to significant educational problems. The present study attempts to examine the "Parent-Child Relationship and Its Impact on the Academic Achievement of Secondary School Students in Goalpara District, Assam." Considering the nature of the study, the descriptive survey method was deemed the most suitable.

Population of the Study

The population of this study consists of all secondary school students studying in Class X in Goalpara district.

Sample of the Study

The sample consists of a small number of representative individuals from the population. This study was conducted among Class X students, ensuring adequate representation of both boys and girls, as well as students from rural and urban areas of the district. The study was conducted on 80 class-X students by giving due representation to boys (40) & girls (40) as well as rural and urban localities of the Goalpara district, Assam. Four schools were selected using stratified random sampling, and students were chosen through random sampling techniques. The break-up of the final sample is shown table: 1

Table-1

Breakup of Sample of Goalpara district

Goalpara District			
Schools	Urban	Rural	Total
N	2	2	4
Male	20	20	40
Female	20	20	40
Total	40	40	80

Tools Used

To achieve the objectives of the study, the following tools were used:

- i. General Information Schedule
- ii. The Parental Involvement Scale
- iii. Academic Achievement

A brief description of the tools and their purpose, instructions for their usage and scoring procedure are in the following paragraphs.

i. General Information Schedule:

This data sheet elicits information about the various personal aspects of the sample taken from the secondary school students. The personal aspects in the data sheet are Name, Class, Community, Gender, Locality, Type of Management, and Medium of study and Educational status of the Parents.

ii. The Parental Involvement Scale:

The Parental Involvement Scale developed by Dr. Vijaya Laxmi Chouhan and Mrs. Gunjan Ganotra Arora was used. The scale consists of 25 items. It is a five point scale with responses “Always, Often, Sometimes, Rarely and Never.” Each item carries weight of 5, 4, 3, 2 and 1 respectively. And the score is reversed for negative items. The scale was standardized for the adolescents aged 13-18 years. The reliability of the instrument was established by using split half reliability method and the value was 0.92. Parental involvement is measured on the basis of total scores obtained by the subjects. In the present study three levels of parental involvement were considered such as Low (84 and below), Average (85 to 88) and High levels (89 and above).

iii. Academic Achievement

Academic achievement is measured using the final examination marks of Class IX students from the 2024-2025 academic session. The total marks in the annual examination were considered as their Academic achievement.

Data Collection Procedure

The General Information Schedule & Parent Involvement Scale will be administered before the SEBA examination to students eligible to appear in the exam. To obtain scores on academic performance across all subjects, the researchers will collect information from the respective schools.

Statistical Technique Used

To meet the objectives, different descriptive and inferential statistical techniques such as mean, standard deviation and t-test are employed. The calculation are done by using Microsoft excel in computer.

Analysis and Interpretation of Data

The Analysis and Interpretation of data is carried out objectives and hypothesis wise.

Objectives 1: To study the parent-child relationship of secondary school of Goalpara district of Assam.

Table.2: The Number, Maximum Score, Mean and Standard Deviation of Parent-Child Relationship of Secondary school students.

Variable	N	Maximum Score	Mean	SD
Parent-child Relationship	80	75	69.65	5.35

The Table 2, show that the maximum possible score on the Parent-Child Relationship Scale is 75, and the obtained mean score is 69.65 with a standard deviation of 5.35. Since the mean score is quite high and close to the maximum possible score, it indicates that the secondary school students of Goalpara district generally maintain a strong and positive relationship with their parents. The moderate standard deviation reflects some variability among students, but overall, the findings suggest a high level of parent-child relationship among the respondents.

Objectives 2: To compare the Parent-Child Relationship between Gender, Locality and Management of Secondary school in Goalpara district Assam.

Table 3: Showing the mean and standard deviation of the Parent-Child Relationship between Gender, Locality and Management of Secondary school in Goalpara district assam

Variables	Groups	N	Mean	SD	t-Value	Remarks
Gender	Male	40	69.65	5.35	0.43	Not Significant
	Female	40	68.73	6.39		
Locality	Rural	40	67.02	6.57	0.000167	Not Significant
	Urban	40	71.3	4.25		
Management	Govt.	40	67.05	6.50	9.63	Significant
	Private	40	71.15	4.56		

The Table. 3 present the mean scores, standard deviations and t-values for each variable group.

Gender-wise Comparison:

The mean score of male students 69.65 is slightly higher than that of female students 68.73. The calculated t -value 0.43 is not significant, indicating no meaningful difference in the parent-child relationship based on gender. Thus, both male and female students exhibit a similar level of relationship with their parents.

Locality-wise Comparison:

Rural students have a mean score of 67.02, while urban students have a higher mean score of 71.30. Despite this difference, the obtained t -value 0.000167 is not statistically significant, implying that locality does not play a major role in determining the quality of parent-child relationship, although urban students show a slightly higher average relationship score.

Management-wise Comparison:

A significant difference is observed between government and private school students. The mean score for government school students is 67.05, whereas for private school students it is 71.15. The t -value of 9.63 is statistically significant, indicating that school management has a substantial impact on the parent-child relationship. This suggests that students from private schools tend to have a better and stronger relationship with their parents compared to those from government schools. Factors such as greater parental involvement, better communication, and higher socioeconomic status may contribute to this difference.

Findings of the Study

Following are the findings of the study:

- i. The overall mean score of the Parent-Child Relationship among secondary school students of Goalpara district is 69.65 with a standard deviation of 5.35, against a maximum possible score of 75. This indicates that the students generally maintain a strong and positive relationship with their parents. The moderate standard deviation suggests that while most students share a good relationship, there is some variation among individuals.
- ii. The mean score of male students mean value 69.65 is slightly higher than that of female students 68.73. However, the calculated t -value 0.43 is not significant, indicating that there is no significant difference in the parent-child relationship between male and female students. This suggests that both genders maintain a similar level of understanding and emotional bond with their parents.
- iii. The mean score of rural students mean score 67.02 is lower than that of urban students mean score 71.30. Although urban students show a higher average score, the t -value 0.000167 is not significant, revealing that locality does not have a significant influence on the parent-child relationship. This implies that the quality of parent-child interaction is fairly consistent across rural and urban areas.
- iv. A notable difference is found between students of government schools (mean = 67.05) and private schools (mean = 71.15). The obtained t -value 9.63 is significant, indicating that school management has a significant impact on the parent-child relationship. Students from private schools exhibit a better and stronger relationship with their parents compared to those from

government schools. Possible reasons may include greater parental involvement, better communication, and higher socioeconomic status among parents of private school students.

Discussion of Findings in Light of Reviewed Literature

The findings of the present study on the parent-child relationship among secondary school students of Goalpara district align with several previous research studies reviewed. The high overall mean score 69.65 reflects a generally positive parent-child relationship, consistent with the observations of Sunn (2012) and Sozharajan (2019), who also found that students maintaining healthy relationships with parents tend to develop better attitudes and adjustment patterns. Similar to the findings of Borah (2013) and Kapinga (2014), this study reinforces that parental involvement, communication, and socioeconomic background significantly shape the child's overall development and emotional well-being. Moreover, the result showing no significant gender difference in parent-child relationship supports the findings of Rathee and Kumari (2022), who found only a slight variation between male and female students in their parental bonds, indicating that modern parenting practices tend to be more balanced across genders.

However, the significant difference found between government and private school students resonates with Padmakala (2018) and Kapinga (2014), who emphasized that socioeconomic factors and parental support levels play a vital role in shaping children's emotional and relational outcomes. The stronger parent-child relationship among private school students in the present study may be attributed to better parental education, income, and involvement, as observed by Kapinga (2014) and Mahua (2024). Furthermore, the finding that locality (rural vs. urban) did not significantly influence the relationship suggests that awareness about parenting and emotional connection is now widespread across regions aligning with recent trends in parental engagement and child welfare. Overall, the study confirms that while demographic factors like gender and locality have minimal influence, school type and parental socioeconomic conditions remain crucial determinants of the parent-child relationship among secondary school students.

Conclusion

The present study on the parent-child relationship among secondary school students of Goalpara district, Assam, reveals that the overall quality of parent-child interaction is generally strong and positive. The high mean score 69.65 out of 75 signifies that most students enjoy a healthy emotional bond and supportive relationship with their parents, which contributes positively to their well-being and development. Gender and locality were found to have no significant influence on the relationship, indicating that both male and female students, as well as those from rural and urban areas, share similar levels of understanding and affection with their parents. These findings highlight that modern parenting practices have become more equitable and emotionally responsive across different social settings.

However, a significant difference was found between students of government and private schools, with private school students demonstrating a stronger parent-child relationship. This finding points to the influence of socioeconomic status, parental education, and involvement in shaping children's emotional connections and overall adjustment. The results are consistent with earlier studies emphasizing the importance of parental support, communication, and socioeconomic background in determining the quality of family relationships. Hence, the study concludes that while demographic variables such as gender and

locality may not strongly affect the parent-child relationship, school management type reflecting broader socioeconomic differences plays a critical role in influencing the strength and quality of these bonds.

Recommendations of the Study

Based on the findings and conclusions of the study, the following recommendations are made:

- i. Schools should organize regular workshops and counseling sessions to educate parents on the importance of maintaining open communication and emotional support to strengthen their relationship with children.
- ii. Teachers and administrators should encourage consistent parent-teacher interactions to promote a collaborative approach toward students' emotional and academic growth.
- iii. Government schools should initiate community-based programs that provide guidance to parents from lower socioeconomic backgrounds on effective parenting practices and emotional engagement with children.
- iv. Educational institutions can integrate topics related to family relationships, emotional intelligence, and communication skills into the school curriculum to help students and parents alike understand the value of healthy familial bonds.

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