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Dr. Suman Kumari
Lecturer, Deptt. of
Psychology, GMSSS,
Chhachrauli, Distt. Yamuna
Nagar, India

The correlation of parent-child relationship and academic performance: A study in Jagadhri block of District Yamuna Nagar

Dr. Suman Kumari

Abstract

The parent-child relationship is often considered to be the most enduring and significant relationship in one's life. The term parent-child relationship refers to the unique and enduring bond between a caregiver and his or her child. To understand the parent-child relationship, we must look at the ways that parents and children interact with one another physically, emotionally, and socially. The parent-child relationship has a deep impact on the academic achievement and performance of the children. Academic achievement can influence the future education and career choices of children and adolescents. Poor academic performance causes children and adolescents to feel pessimistic and disappointed about their future and leads teachers and parents to exert pressure, which negatively influences the subjective well-being of children and adolescents.

In the present paper an attempt has been made to examine the relationship parent-child relationship and academic performance.

Keywords: adolescence, quality, relationship, academic performance, involvement, mechanism, success

Introduction

Good parent-child relationship reflects successful academic achievement and contributes to it. If parent-child relationship is poor, the home climate will be full of friction which makes academic achievement quite difficult. It is equally important that many adolescents feel that their parents do not understand them and that their standards of behavior or their ways are old fashioned. Normally it is said that it occurs because of generation gap. But this is due more to the cultural gap, than to differences in age.

According to Erikson (1963) ^[11], *"it is important to understand that the quality of parent-child relationship within adolescence is linked to the quality of these relationships prior to adolescence, and adjustment during adolescence is related to childhood adjustment. Similarly, although adolescence marks a period during which the crystallization of identity is the central developmental challenge, identity development extends from birth across the life span. Nonetheless, the period of adolescence presents unique developmental challenges for adjustment and new opportunities for identity development and growth in parent-child relationships"*.

Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parents' involvement on academic success has not only been noted among researches, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. It is found and concluded in the various studies that a child's academic success has been found to be relatively stable after early elementary school.

In a study by Christian, Morrison, & Bryant (1998) ^[4], it is reported that parent-child interactions, specifically stimulating and responsive parenting practices, are important influences on child's academic development.

According to Karavasilis, Diyle & Margolese (1999), *"just as parental sensitivity and responsiveness contribute to secure attachment in infancy, parental warmth/involvement,*

Correspondence
Dr. Suman Kumari
Lecturer, Deptt. of
Psychology, GMSSS,
Chhachrauli, Distt. Yamuna
Nagar, India

encouragement of increasing self-control and decision making, appropriate limit setting and monitoring appear to foster secure attachment and adjustment in the late childhood and early adolescence”.

Hill & Craft (2003) [12], in their study have stated that “by examining specific parenting practices that are amendable to change, such as parent involvement and the mechanisms by which these practices influence academic performance, programs may be developed to increase a child’s academic performance. While parent involvement has been found to be related to increased academic performance, the specific mechanisms through which parent involvement exerts its influence on a child’s academic performance are not yet fully understood. Understanding these mechanisms would inform further research and policy initiatives and may lead to the development of more effective intervention programs designed to increase children’s academic performance”.

Statement of the Problem

In the present study the researcher has proposed the problem that is related to parent-child relationship. The statement of the problem is “what is correlation and of parent-child relationship on academic achievement that how this relationship effect academic achievement”.

Objectives of the Study

1. To study the significant effect of parent-child relationship on academic performance of students.
2. To examine the parent-child relationship and academic performance of students.
3. To study the significant correlation of parent-child relationship and academic performance of students.

Hypothesis of the Study

1. **Hypothesis (H₀):** There is no interaction between area and gender in relation to their parent-child relationship.

2. **Hypothesis (H₀):** There is no interaction between area and gender in relation to their academic performance.
3. **Hypothesis (H₁):** Parent-child relationship and academic performance is positively correlated.

Research Methodology

Selection of the Sample: For the present study **400** students were selected from **Jagadhri Block of Yamuna Nagar District** by using probability sampling method. Out of these 400 respondents 200 are from urban area and 200 are from rural area. The age group was between 16-18 years.

Tools Used: Researcher has used following research tools:

1. Indian Adaptation of Clark-Parent-Child Relation Test by Dr. Govind Tiwari.
2. Board of School Education, Haryana Exams Result

Research Design: The probability sampling technique was used in the selection of sample for the present study.

Variables: The variables taken are as under:

- **Independent Variables**
 - Gender
 - Area (Locality)
- **Dependent Variables**
 - Parent-Child Relationship (PCR)
 - Academic Performance

Results and Analysis

Following are the results of the study:

Table 1: Gender and Area wise Distribution of the Respondents

Gender	Urban	Rural	Total
Male	100	100	200
Female	100	100	200
Total	200	200	400

Table 2: The ANOVA Table for the Parent-Child Relationship (PCR)

Source	Type III Sum of Squares	df	Mean Square	F	Significance
Gender	192.128	1	192.128	2.49	.116
Area	10450.125	1	10450.125	13.20	.000
Gender* Area	245.208	1	245.208	3.20	0.75
Error	14915.425	396			
Corrected Total	617218.000	400	76.094		

df= (1-396) P: 0.05= 3.89 0.01= 6.76

Table 2 shows that ‘f’ value is 2.49, which is not significant effect on parent-child relationship. Hence, it is concluded that there is no significant difference between male and female about their parent-child relationship. For the area, the ‘f’ value is 13.20, which has significant effect on parent-child relationship. Hence, it is concluded that there is significant difference between urban and rural students on parent-child relationship. The interaction effect between

areas of living and gender the ‘f’ value is 3.20, which is not significant effect on parent-child relationship. Hence, it is concludes that there is no interaction effect between male and female as well as urban and rural students on parent-child relationship.

Hence it concluded that there is no interaction between area and gender in relation to their parent-child relationship, this null hypothesis is accepted.

Table 3: The ANOVA Table for Academic Performance

Source	Type III Sum of Squares	df	Mean Square	F	Significance
Gender	1223.315	1	1223.315	17.81	0.01
Area	45.283	1	45.283	0.64	NS
Gender* Area	62.862	1	62.862	0.92	NS
Error	13436.250	396			
Corrected Total	734837.060	400	69.548		

df= (1-396) P: 0.05= 3.89 0.01= 6.76

Table 3 shows that for the type of area (locality) the 'f' value is 0.64, which is not significant effect on academic performance. Hence, urban and rural students have not significant difference about their academic performance. For gender the 'f' value is 17.81, which is significant effect on academic performance at 0.01 level. Hence, it is concluded that there is significant difference between male and female in academic performance.

For interaction effect between areas of living and gender the 'f' value is 0.90, which is not significant effect on academic performance. Hence, it is concluded that there is no interaction between male and female as well as urban and rural subjects in academic performance.

Hence, it is conclude that there is no significant effect among area of living but significant effect of gender and there are no interaction effects of area and gender on academic performance. *There is no interaction between area and gender in relation to their academic performance this null hypothesis in not accepted.*

Table 4: Correlation of Parent-Child Relationship and Academic Performance

Pearson Correlation	N	Significance
Parent-Child Relationship	400	0.48
Academic Achievement	400	0.01

Table 4 shows the significant correlation between parent-child relationship and academic achievement at 0.01 level. The correlation score of parent-child relationship and academic performance is .48 and it is significant correlation. *This indicates that the correlation between parent-child relationship and academic achievement is positive.*

Conclusion

To conclude we can say from the above mentioned results that there is no significant difference between male and female about their parent-child relationship. Urban and rural students have significant difference on parent-child relationship. And there is no interaction effect between male and female as well as urban and rural subjects on parent-child relationship. Likewise, urban and rural subjects have not significant difference about their academic performance. But male and female have significant difference in academic performance. There is no interaction effect between male and female as well as urban and rural students in academic performance. Parent-child relationship and academic performance are positively correlated at medium level.

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