

## PARENT-CHILD INTERACTION AND ACADEMIC ACHIEVEMENT: AN EXPLORATION

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### ABSTRACT

*Different kinds of parenting style impact the development differently on the adolescents. It is necessary for the parents to provide best possible environment at home, to create a conducive, fostering and supportive experiences for smooth transition from adolescence into adulthood. The parent-child relationship consists of combination of behaviour, feelings and expectations that are unique to a particular parents and a particular child. The relationship involves the full extent of a child's development. The quality of parents-child relationship is affected by parent's age, experience and self confidence and the stability of the parent's marriage. The study was conducted to find out the difference between low & high achiever boys and girls when all areas of parental-pressure taken as dependent variables. By using random sampling technique, a sample of 250 students was selected from Samba district in Jammu and Kashmir state. Parental-pressure inventory was used to measure the awareness of parents in five areas of child's education and the personality in which parents take interest. In the present study t-test was used to find out the difference between two means. Result of the study REVEALED significant difference between low and high achiever girls in emotional and moral areas of parental-pressure.*

*. Key words: Family, Parent, Child and Academic Achievement.*

### INTRODUCTION:

The parent-child relationship consists of a combination of behaviour, feelings & expectations that are unique to a particular parents and child. Family has an important role in the development of an adolescent. Child learns everything from family and makes parents as a role model. Role models play an important role during the process of identity formation. Different types of parent child relationship impact the development of adolescent differently. Parent child relationship is a great source to determine the personality and psychosocial development of children. Parent-adolescent relationship refers to the frequency and intensity of communication patterns between young people and their parents. Different kinds of parenting style impact the development

differently on the adolescents. It is necessary for the parents to provide best possible environment at home, to create a conducive, fostering and supportive experiences for smooth transition from adolescence into adulthood.

Adolescence is a transition phase in our life during which important physical, psychological changes occurs. The transition phase into adulthood can bring moments of insecurity, helplessness, uselessness, isolation and psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. These changes can have a negative impact on the parent child relationship. In addition to this, decline in parental support may result in further deteriorations in parent-child relationships, which may lead to problems, such as academic failure, low self-esteem, misbehavior, stress, unhappiness, insecurity, and negative psychological adjustment. The relationship involves the full extent of a child's development. Multiple factors are deemed to influence a child's outcomes either socially or emotionally. Researchers have frequently highlighted the role of family including the quality of parent child relationship in determining the academic achievement (Adedokun and Balsch Weid, 2008). Past researches emphasised on how a child's relationship with his parent are connected to adjustment during all the stages of development (Kraft-Sayre and Pianta, 2000; Rimn-Kaufman and Pianta, 2000; Stormshak, Bierman, McMahon and Lengua, 2000). The relationship between parents and their children are influenced by various factors from within the family system including the child's characteristics (i.e. age, sex, relationships with peers) and family background (parent's education and age, family income, number of children). Everywhere, it is parent's responsibility to rear the children in the best possible way, one can afford. And when the children grow up and the parents become old, it is the children's duty to look after the old parents. It was the pattern many of the older brigades are familiar with since childhood. Our forefathers led a more or less static life – rooted in the rural environment. Most of them had joint family system – at least three generations living in peace and harmony under one roof. Every member of the family cared for every other.

The importance of academic achievement to adult functioning and adjustment is evident. Children who fail to complete their work and homework are more likely to receive failing grades, be retained (Huffman, Mehlinger and Kerivan, 2000) and experience difficulties in their

peer relationships (Wentzel and Caldwell, 1977). A key clinical contribution from this time of research is in the ability to identify and test the relationships of malleable environmental variables that influence academic functioning. Once these relationships are reliably established, the ability to improve children's academic functioning by changing an environmental variable becomes a viable goal. Variables identified as related to academic achievement includes discipline method and parenting style (Dornbushch, Ritter, Leiderman, Robert and Fraleigh, 1987); parent involvement (Hoover Dempsey et. al. 2001; Keith et. al. 1998,), parenting style and parental involvement studies have considered the effects of the parent child relationship on academic outcomes have overwhelmingly conceptualized the quality of the relationship via parenting style, such as authoritative, authoritarian, permissive and indulgent (Bean, Bush, Mckenry and Wilson, 2003) parenting styles are typically defined along three dimensions; behavioural control, psychological control and parental support (Aumrind, 1966; Bean, et. al., 2003). There description provide parents interested in understanding how variation in the parent-child relationship affects the child development.

The review of related literature provides a picture reflecting parent-child relationship in relation to academic achievement. Still some of the related studies were supported by many researchers (Unger Et. Al., 2000; Pullman and Allik, 2008; Valentine, Dubois and Copper, 2004; Baumeister, Compbell, Krueger and Vehs, 2003; Standefur, Meier and Compbell, 2006; Spera, 2005; Rozumah and Nor-Shereen, 2009; Somayeh and Rozumah, 2009)

As we know that, home has the main role in the informal education of the child. The education of parents is essential for the total all round development and growth of a child. There is no denying fact that the atmosphere under which the child grows a marked effect on high personality but parental care and attitude go on long way in shaping the total personality of the child. The role of the family has the responsibility for creating a congenital academic atmosphere so that the children may be motivated towards positive direction. Negligence on the part of the parents lead to the children towards poor adjustment in the field of social, emotional, physical and moral aspects of life. Families, who are educated and aware plays a vital role in the personality development of the child. Mostly the children who are academically strong may

belong to the families where environment is healthy and productive. If the environment of the home is healthy, the children will be progressive. Attitude of the parents and other democratic factors in the family are playing a keen role for the academic achievements. Thus for achieving desirable results in terms of children education social, emotional, physical and moral aspects of life, parental press and awareness must for the parents of govt. school who should realize their responsibilities in this regards other wise children will grow in a wrong direction.

In the present study investigator was keen to know the parental involvement and their contribution towards over all personality development of the child. Hence the present study is a humble attempt to search an empirical database with certain hypotheses.

#### OBJECTIVES OF THE STUDY:

1. To find out the difference between high and low achiever boys & girls when emotional area of parental press is taken as dependent variable.
2. To find out the difference between high and low achiever boys & girls when moral area of parental press is taken as dependent variable.
3. To find out the difference between high and low achiever boys & girls when physical area of parental press is taken as dependent variable.
4. To find out the difference between high and low achiever boys & girls when education area of parental press is taken as dependent variable.
5. To find out the difference between high and low achiever boys & girls when social area of parental press is taken as dependent variable.

#### HYPOTHESES OF THE STUDY:

1. There will be no significant difference between high and low achiever boys when education area of parental press is taken as dependent variable.
2. There will be no significant difference between high and low achiever boys when social area of parental press is taken as dependent variable.

3. There will be no significant difference between high and low achiever boys when emotional as area of parental press is taken as dependent variable.
4. There will be no significant difference between high and low achiever boys when physical as area of parental press is taken as dependent variable.
5. There will be no significant difference between high and low achiever boys when moral as area of parental press is taken as dependent variable.
6. There will be no significant difference between high and low achiever girls when education as area of parental press is taken as dependent variable.
7. There will be no significant difference between high and low achiever girls when social as area of parental press is taken as dependent variable.
8. There will be no significant difference between high and low achiever girls when emotional as area of parental press is taken as dependent variable.
9. There will be no significant difference between high and low achiever girls when physical as area of parental press is taken as dependent variable.
10. There will be no significant difference between high and low achiever girls when moral as area of parental press is taken as dependent variable.

#### METHOD:

In the present study descriptive survey method of investigation was employed.

#### Sampling-

In the present study, a sample of 130 boys and 120 girls studying in 10<sup>th</sup> class was randomly picked up from different schools of Samba district in Jammu and Kashmir state.

#### Tool Used-

In the present study, parntal press inventory was used to measure the awareness of parents in five areas of child's education and the personality in which parents take interest. The parental press score of the subject in different areas were identified with the help of parental press inventory,

constructed and standardized by SARITA SHARMA. The problem undertaken by the investigator in relation to the academic achievement. The five areas are:-

1. Education.
2. Social.
3. Emotional.
4. Physical.
5. Moral.

Statistical Techniques Employed-

To find out the significant mean different between high and low achiever boys and girls, 't'-ratio was used.

#### ANALYSIS AND INTERPRETATION OF DATA:

Table-1

High and low achiever boys on all areas of parental-pressure.

Area	Category	M	SE <sub>DM</sub>	t-value	Result
Education	L 26	15.23	0.19	0.89	Hypothesis no. 1 accepted
	H 22	14.51			
Social	L 26	13.57	1.11	1.81	Hypothesis no. 2 accepted
	H 22	14.56			
Emotional	L 26	14.03	0.64	1.54	Hypothesis no. 3 accepted
	H 22	15.43			
Physical	L 26	12.67	0.78	0.87	Hypothesis no. 4 accepted
	H 22	12.89			
Moral	L 26	12.56	0.61	0.64	Hypothesis no. 5 accepted
	H 22	11.88			

\*Significant at 0.05 level

\*\*Significant at 0.01 level



From the result of the table 1, it is clear that there are no significant mean difference between low and high achiever boys on all areas of parental press. The mean score of high & low achiever boys in educational area of parental press is 15.23 and 143.51,  $SE_{DM}$  is 0.19, therefore t-value is 0.89. Hence it is not significant. Hence null hypothesis is accepted. Again, the mean score of high & low achiever boys in social area of parental-press is 13.57 and 14.56,  $SE_{DM}$  is 1.11, therefore t-value is 1.81. Hence it is not significant. Hence null hypothesis is accepted. The table 1 further shows that the mean score of high and low achiever boys in emotional area is 14.03 and 15.43,  $SE_{DM}$  is 0.64, therefore t-value is 1.54. Hence it is not significant. Therefore null hypothesis is accepted. Again the mean score of low and high achiever boys in physical area of parental press is 12.67 and 12.89,  $SE_{DM}$  is 0.78 and therefore t-value is 0.87. Hence it is not significant. Therefore null hypothesis is accepted. Table 1 further shows that high and low achiever boys in moral area as parental-press is 12.56 and 11.88,  $SE_{DM}$  is 0.61, therefore t-value is 0.64. Hence it is not significant. Therefore null hypothesis is accepted.

Table-2

High and low achievers girls on all areas of parental -press.

Area	Category	M	$SE_{DM}$	t-value	Result
Education	L 28	13.11	0.62	0.17	Hypothesis no. 6 accepted
	H 24	11.35			
Social	L 28	12.28	1.04	0.65	Hypothesis no. 7 accepted
	H 24	11.60			
Emotional	L 28	13.27	0.95	2.19*	Hypothesis no. 8 rejected
	H 24	15.30			
Physical	L 28	12.06	0.93	0.12	Hypothesis no. 9 accepted
	H 24	11.95			
Moral	L 28	08.44	0.84	2.75**	Hypothesis no. 10 rejected
	H 24	10.75			

\*Significant at 0.05 level

\*\*Significant at 0.01 level

From the result of the table 2, it is clear that there are no significant mean difference between low and high achiever girls in education, social and physical areas of parental-pressure. Table 2, further shows that there are significant mean difference between low and high achiever girls in emotional and moral areas of parental-pressure. The mean score of low and high achiever girls in emotional area of parental pressure is 13.27 and 15.30,  $SE_{DM}$  is 0.95, therefore t-value is 2.19. Hence it is significant at 0.05 level. Therefore null hypothesis is rejected. Table 2, further shows that the mean score of low and high achiever girls in moral area of parental-pressure is 08.44 and 10.75,  $SE_{DM}$  is 0.84 and therefore t-value is 2.75. Hence it is significant at 0.01 level. Therefore null hypothesis is rejected.

#### DISCUSSION:

The result of the present study are to be seen in the light of some related evidences. The study shows a significant mean difference between the high and low achiever girls on emotional and moral area of parental-pressure. This may be attributed to fact that the sample of the present study was small. So, similar studies need to be repeated on a larger sample. This result is supported by many researchers (Yaacob, 2006; Nunley, 1996; Colarossi and Eccles, 2000; Prior, Sanson, Sumart and Obserklaid, 2000; Englund, Luckner, Whaley, Egeland, 2004; Herbert and Stipek, 2005; Pomerantz, Altermatt and Saxon, 2002; Lian and Yeoh, 2008; Wissink, Dekovic, Meijer, 2006; Singh et al., 1995; Noller, 1994; Balton, Fneck Horbury and Kitzmann, 2006; Craig, 2006; Boutelle, Eisener, Gregory and Neumark-Sztainer, 2009; Seiffge Krenke and Vermulst, 2010)

The obtained result indicates that significant mean difference between low and high achiever girls in the emotional and moral area of parental-pressure. This means that high achiever girls are better in emotional and moral areas of parental pressure than the low achiever girls. On the other hand, it is also necessary to low achiever girls to show better results in emotional and moral areas so that they may be able to achieve desired goals and objectives.



### EDUCATION IMPLICATION:

Parents are responsible for creating awareness on educational, physical, moral, emotional and social norms, as the investigator found that low achievers in comparison to high achievers are better in parental awareness. So parents should provide suitable opportunities for their world's education. They should make them aware of educational opportunities provided to them in educational institution. As the investigators had gathered the data from a number of government schools where socio-economic status of children is not satisfactory. So, here it becomes more the responsibility of parents to take full advantage of educational facilities provided in educational institutions.

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