

## PARENT CHILD RELATIONSHIP OF SECONDARY SCHOOL GIRL CHILDREN IN THE CONTEXT OF LOCALITY AND DIFFERENT SCHOOL BACKGROUND

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### Abstract

*Parent child relationship is the important issue of adolescent's life. They play an important role in shaping the personality. Girl child education becomes pertinent for the attainment of national development. This study examined the parent-child relationship of secondary school girl children in the context of locality and different school background. The sample of the present study has taken from 1200 Secondary school girl students and adopted normative survey method. The tool adopted for the study is the 'Parent Child Relationship Scale' developed by Nalini Rao, (2011). The results of the study indicated that Secondary school girl children are found to have strong parent – child relationship. Locality of living of the girl children influenced their parent child relationship. Type of school management of the girl influenced their parent child relationship*

**Keywords:** Parent-child relationship, Locality, Type of school management.



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**Introduction:** Relationships with parents continue to play a crucial role in shaping children's social, emotional, personal and cognitive development into middle childhood and adolescence (Lamb & Lewis, 2005). The quality of both mother- and father-child interaction remains the most reliable predictor of individual differences in psychological, social, and cognitive adjustment in infancy, as well as in later childhood (Lamb & Lewis, 2005; Thompson, 2006). The day-to-day interactions between infants and young children and their parents help drive their emotional, physical, and intellectual development. When parents are sensitive and responsive to children's cues, they contribute to the coordinated back and forth of communication between parent and child. These interactions help children develop a sense of self (Tronick & Beeghly, 2011), and model various emotional expressions as well as emotional regulation skills (e.g. self-calming and self-control skills).

Girl child education becomes pertinent for the attainment of national development. The Girl child also needs to be educated to acquire knowledge and skills needed to advance her status-knowledge for social interaction, self improvement and status advancement. The girl-child education also prepares her to face the reality in the society and teaches her to be a good wife

and mother. Education would also help the girl-child to develop civic sense and learn to respect, love her fellow human beings and to be a good and patriotic citizen. It will also make her to think, question and judge independently.

The investigator focused on some variables that could effect on the parent – child relationship of secondary school girl children. Locality, and management of the different schools. Most of the IX class students are in the age group of 13+, this is the beginning of the teenage. They are in the formal operational stage of cognitive development. In the next year they enter 10<sup>th</sup> class, which is most important stage in the educational life of students as it propels them into the realm of higher education. And also particularly in girl students in this stage parent – child relationship bond has focused crucial importance according their physical and cognitive development and have impact on their academic performance. So, they require most relevant bond with parents to achieve their life achievements.

**Review of related literature:** In the present study the investigator has reviewed the researches done in the field of parent-child relationship among secondary school girl children Sharma, Geetanjali (2007) observed that Girls were more protective of their parents. Kaur, Amandeep and Kaur, Sweepandeeep (2007) stated that parent child relationship has positive and significant effect on emotional competence of adolescents. P.Murali (2010) find out secondary school students differ in levels of parent-child relationships with respect to father and mother scale and gender, medium of instruction localities of living do not differ significantly with respect to parent-child relationship. Shaheeda Shaban and Nadhia Hussain Mattoo(2012) observed that both mothers and fathers show highly significant difference in the use of symbolic punishment between their male and female children. overall both parents show highly significant difference between their male and female children on loving dimension. Krishan Lal(2013) stated that significant difference between parent-child relationship of boys and girls and mean score of male student is greater than the female students with reference to Govt and private secondary schools. Karuna Sharma, Shubha Dube(2015)observed that mothers and fathers were almost equally protective, demanding and give equal symbolic rewards and object rewards towards their children. It was interesting to note that father had leading scores on the dimensions of love and care. Brandon P. Eddy (2015)observed that significant associations between marital quality and children's peer relationships at school and between the parent-child relationship and children's peer relationships at school. Based on the above reviews the investigator also intended to study the

parent-child relationship of secondary school girl children in the context of locality and different school background.

**Title of the study:** “Parent – Child Relationship of Secondary School Girl Children in the context of locality and different school background.”

**Objectives of the study:**

1. To study the level of parent–child relationship of secondary school girl children and to classify them.
2. To study the effect of the following variables on the Parent – Child relationship of Secondary school girl children.
  - (a) Locality ( Rural / Urban)
  - (b) Type of schools (Govt./ZP/Municipal/ corporation / Private Aided/ Private Unaided)

**Hypotheses of the study:**

1. There is no significant difference between the rural and urban secondary school girl children on their Parent – Child Relationship.
2. There is no significant difference between different school background of girl children on their Parent – Child Relationship

**Sampling Technique:** The sample for this study will be 1200Secondary school girl children belonging to Krishna district. For this study, the investigators used stratified random sample technique.

**Method of Research:** The investigators were conducted following the normative survey method.

**Tool Used :** A standardized tool on Parent Child Relationship developed by Dr. Nalini Rao (1989) was used as a research tool for the selection of data. This questionnaire consisted of 100 items.

**Data Analysis :**

**objective 1** To study the level of parent–child relationship of secondary school girl children and to classify them

**Table : 1 The mean, % of Mean, S.D. and 1/5<sup>th</sup> of Mean of the total sample of the parent-child relationship of secondary school girl children**

<i>N</i>	<i>Mean</i>	<i>% of Mean</i>	<i>S.D</i>	<i>1/5<sup>th</sup> of Mean</i>
1200	623.098	51.92	75.68	124.62

**Interpretation:** Secondary school girl children were found to have extremely cordial relationship of parents and sample was found to be homogeneous. Since  $1/5^{\text{th}}$  of mean value is greater than the S.D value.

**Classification of Parent Child Relationship:**

This classification is done on the basis of the scores gathered from the secondary school girl children. classes started with the ‘average relationship’ which represents the pupils score between 311 and 510 and continued by ‘strong relationship’ represents the scores between 511 and 710 and the last class ‘extremely cordial relationship’ to represent the scores from 711 to 915. And the table framed presented below.

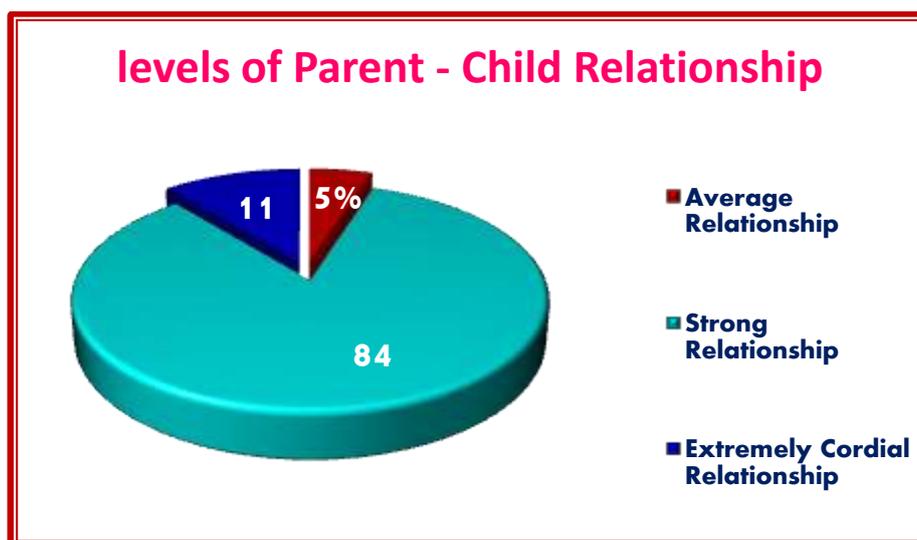
**Table 2: Classification of Parent – Child Relationship of Secondary School girl children**

<i>Category</i>	<i>Scale</i>	<i>No. of Children</i>	<i>Percentage</i>
Average Relationship	311 – 510	64	5.3
Strong Relationship	511 – 710	1002	83.5
Extremely Cordial Relationship	711 – 915	134	11.16

**Interpretation:**

Eighty three point five percentage of the sample of secondary school girl children found to have strong parent child relationship. And a very less percentage i.e about 5% found to have average relationship. Rare chance of having a weak parent – child relationship of secondary school girl children. And the pictorial representation of this is presented as a pie chart given below.

**Graph 1: Pie graph showing levels of Parent – Child Relationship of secondary school girl children.**



**Discussion:** Strong parent – child relationship causes to protect the child security physically, mentally and socially which provides a strong bondage of relationship in the life leading and

the main cause of their life achieving. Relation is a bond which can impulse a strong bondage between the human livings which can provide love, needs and security for infants in the initial stage of life. In the level of secondary school girl children supposed to have a strong parent – child relationship to go through a well going life situations. Here in this study it's again proved that there is a requirement of strong extremely cordial relationship is needed for the right relations between parent and child

**Objective 2:** To study the effect of the following variables on the Parent – Child relationship of Secondary school girl children.

(a) Locality ( Rural / Urban)

(b) Type of schools (Govt./ZP/Municipal/ corporation / Private Aided/ Private Unaided)

**Table 3: Influence of locality on the Parent child relationship of secondary school girl children.**

S.No	Variable	N	Mean	S.D	D	S.ED	t – value
1	Rural	510	630.7	83.486	13.22	36.50	0.362*
2	Urban	690	617.48	68.872			

\* Not Significant at 0.05 level , Table value is 1.96 at 0.05 level.

**Interpretation:**

There is no significant difference between rural and urban secondary school girl children in their parent – child relationship. As the mean of the rural children is higher than that of the urban children, it can be inferred that rural children have better parent - child relationship than the urban children.

**Table 4: Analysis of variance (ANOVA) of influence of types of school management on parent – child relationship of secondary school children.**

S.No	Source of Variance	of Df	Sum Squares	of Mean variance	F – Value
1	Between groups	5	263,577.700	52,715.540	8.736***
2	Within groups	1194	7,205,165.260	6,034.477	

\*\*\* Significant at 0.01 level.

**Interpretation:**

From the results it can be concluded that there is a significant influence of type of school management on their parent – child relationship. Among all the managements municipal corporation school students got higher mean than all the other school students and Govt schools stood in second place and followed by municipal schools. This means that

municipal corporation schools have higher mean of parent-child relationship, Govt schools occupied the 2<sup>nd</sup> place followed by the municipal schools. As the F value is significant, further probe is attempted to know which of the subgroups differ statistically significant. The data pertaining to t- values is presented in table.

**Table 5: Influence of Type of school management on the parent child relationship of secondary school girl children**

S.No	Variable	N	Mean	S.D	D	S.ED	t
1	Govt	193	640.67	79.80	24.79	7.74	3.20***
	ZP	235	615.88	79.75			
2	Govt	193	640.67	79.80	5.89	7.96	0.73*
	Municipal	183	634.78	74.67			
3	Govt	193	640.67	79.80	17.25	7.89	2.18**
	Corporation	206	657.92	77.78			
4	Govt	193	640.67	79.80	11.82	7.92	1.49*
	Private Aided	202	628.85	77.57			
5	Govt	193	640.67	79.80	24.65	8.03	3.06***
	Private Un Aided	181	616.02	75.64			
6	ZP	235	615.88	79.75	18.9	7.58	2.49**
	Municipal	183	634.78	74.67			
7	ZP	235	615.88	79.75	42.09	7.51	5.60***
	Corporation	206	657.92	77.78			
8	ZP	235	615.88	79.75	12.97	7.53	1.72*
	Private Aided	202	628.85	77.57			
9	ZP	235	615.88	79.75	0.14	7.65	0.01*
	Private Un Aided	181	616.02	75.64			
10	Municipal	183	634.78	74.67	23.14	7.73	2.99***
	Corporation	206	657.92	77.78			
11	Municipal	183	634.78	74.67	5.93	7.76	0.76*
	Private Aided	202	628.85	77.57			
12	Municipal	183	634.78	74.67	18.76	7.87	2.37**

13	Private Aided Corporation	Un	181	616.02	75.64	29.07	7.69	3.78***
	Private Aided Corporation		206	657.92	77.78			
14	Private Aided Corporation	Un	181	616.02	75.64	41.9	7.80	5.37***
	Private Aided Corporation		202	628.85	77.57			
15	Private Aided Corporation	Un	181	616.02	75.64	12.83	7.83	1.63*
	Private Aided Corporation		202	628.85	77.57			

\* Not significant at 0.05 level. \*\* Significant at 0.05 level.\*\*\* Significant at 0.01 level.

**Interpretation:**

Secondary school girl children studying in government, municipal corporation, municipal, Z.P and private aided schools. Belong to non creamy layer on the contrary, most of the secondary school girl children studying in private un-aided schools belong to creamy layer. Usually in private un-aided schools, most of the day time of the child is utilized for instruction. The time to spend with family members will be very less, which may cause weak parent child relationship.

**Discussion and conclusion:**

Parent-child relationship is very important in building self-confidence and self respect amongst children. The quality of the parent-child relationship is affected by the parent's age, experience, and self-confidence. According to many educationists, the home is school where an infant learns language, love, affection cooperation and many more. The rapport relationship with family members helps in development of a child in all stages of life. Just like with any relationship, building a positive relationship between parent and child is one that requires work and effort to make it strong and successful. Parenting is a tough job, and maintaining close relationships and open communications helps to ensure parents and their children stay connected through all ages of their upbringing. Thus we can say parents are supportive and both father and mother played equally important role in the lives of their children. Based on the analysis of the data conclude that secondary school girl children were found to have extremely cordial relationship of parents. Another finding is that rural children have better parent - child relationship than the urban children. There is a significant influence of type of school management on their parent – child relationship. Among all the managements municipal corporation school students got higher mean than all the other school students and Govt schools stood in second place and followed by municipal schools

### **Educational implications:**

1. Effective parent-child relationship strategies are to be incorporated in the secondary school education to optimize the academic performance of each and every secondary school girl child girl children.
2. The study stress the need to improve guidance services to parents on healthy relationships of their wards.
3. It is supposed that the role of the parents in moulding the girl children. Hence, parents should become role models to children in their academic persist and achievement.
4. This study emphasizes the need of parental involvement in uplifting of girl child education

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