

Parent Child Relationship Among High and Low Achieving High School Students

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ABSTRACT

The present study was carried out to identify Parent Child Relationship Among High and Low Achieving High School Students. A sample of 151 students of IX class students of Govt. school were selected from stratified random sampling. Rao's (1989) parent-child relationship scale were used to assess the parental relationship. The statistical technique like mean, median critical ratio was used to find the low and high achiever relationship between father-child & mother child relationship. Lamsal inventory was used to collect the data. The results reveal that High achievers are loved more by their fathers than low ones and are given due importance at home. In contrast the mothers equally love both high and low achievers.

Keywords : Education, Parent Child relationship and academic achievement

I. INTRODUCTION

Out of countless living beings in the scheme of nature on this planet, it is only man who is provided with intellect developed to such an extent as to enable him to gain knowledge through education. The process of education is indeed very subtle as it involves exchange of thoughts and deals that seem rather intangible. When we proceed to discuss the meaning of education we come to be confronted with countless number of views on it. When considered etymologically, education is derived from three Latin words 'educare', 'educere' and 'educatum' meaning 'to bring up', 'to lead out' and 'the act of teaching and training' respectively. Education is considered as old as human race. But was it the same in earliest times as we see it today and comprehend its meaning. Were there the same institutions outside family of newly born to provide him conscious education?

It is the right of each and every child to get the full opportunities for his all around development. A child gets all opportunities in a parental home to develop physically mentally and culturally and fulfil his economic, social and religious and educational needs. He participates in the social, religious and other activities of the family resulting in the cultivation of quality namely cooperation, good will and sacrifice etc.... the interaction and emotional relationship between child and parents shapes his expectancies and responses in the subsequent social relationships. In addition the beliefs, values and attitudes the societies are filtered through the parents and transmitted to the child in a highly personalized selective fashion.

"The earliest educational systems were no more than a woman instructing a daughter or a man and a boy walking, talking and working together. In the stone age, we may bet, there

were no elementary classes in flint chipping, a boy learned to chip flints by watching adults”.

-Clarks Burton (1962)

This mean in earliest times there were adults around the child, more specifically his parents, who were the source of education for him consciously or unconsciously.

The personality of child is influenced by his relationship with his parents is a well-known fact. Carl Roge when talked about “fully functioning person” dealt with it in detail. Roger emphasizes an atmosphere of unconditional positive regard for the child, which can be provided by the parents in the early child-hood. Actually it is this atmosphere (which result from positive relations of child with his parents) that determine the development of the positive self-concept of the child and hence his academic achievement.

Parent Child relationship

Every child is dependent on parents and finds himself/herself face to face with a world that gives and takes, which expects adoption and satisfies life. Her/his instincts are baffled in their fulfillment by obstacle whose consequent gives in pain. S/he realizes at an early age that there are other human beings who are able to satisfy their urges more completely and are better prepared to live. Parents should provide stimulation attitude and insight that support the development of each child’s potential with the youngest of children; the adult is totally responsible for providing materials and playing with the child as child’s attention span increase. During this time family bonds plays very important role in development of child. Particularly both mother and father have to be true nurses and teachers. Home where the parents exhibit centre of love and affection, is the best place for education and first school of child. Without mother’s nourishment and father’s care children are likely to suffer a lot. Were considered the

important factors which promote the educational achievement of the children.

Parent Child Relationship

Characteristic behaviour of parents as experienced by their children is taken as the measure of parent-child relationship. This behaviour is taken is terms of following ten dimensions:

Protecting: The defending attitude overtly expressed in the acts of guarding, sheltering and shielding the child from situations or experiences perceived to be hostile, oppressing and harmful.

Symbolic Punishment: Symbolic expression of anger by which parents show their temporary annoyance with the child.

Rejecting: Behaviour evident in renouncing the child in aversion. The deposition in indicated in being disdainful and in outright refusal of the child.

Object Punishment: Physical means by which parents show their temporary annoyance with the child.

Demanding: Expression of authority and claim with imperious command over the child, executed in the exercise of over all control.

Indifferent: The expression of Un-concerned apathetic, passive behaviour and functioning without either importance or interest in the child.

Symbolic Reward: Symbolic reward is the symbolic expression of appreciation for emotional, psychological security of child. This indicate parent’s acceptance of the child.

Loving: expression of fondness, devoted attachment and amiableness shown to the child.

Concept of academic achievement

Academic achievement is the core of the wider term ‘education growth includes growth in all aspects. Achievement is the proficiency of performance in any skill or knowledge. Academic achievement refers to the pupil’s attainment of knowledge and skills developed

in school subjects which are assessed by competent authorities with the help of achievement tests in the form of examination.

Academic achievement is a multi-dimensional activity and not a uni-dimensional one. It generally refers to levels of success of the proficiency in academic work. It indicates what a child has learnt or acquired in particular subject.

Carter V. Good (1959) in his "Dictionary of Education" has defined the achievement as, "Knowledge attained or skill developed in school subject usually designated by test scores or by marks assigned by the teachers or by both".

According to Crow and Crow (1963), "Achievement means the extent to which learner is profiting from the instructions in a given area of learning." Thus, it is the competence they actually show in school subjects in which they have received instructions.

Stephens (1956) states, "Not that other aspects of educational objectives are to be ignored but the fact remains that academic achievement is the unique responsibility of all educational institutions.

Craik, Luann Ruth (1997) conducted a study on attachment to parents and peers in early adolescence and its effect on scholastic competence and academic achievement, the multivariate analysis showed neither attachment to parents nor attachment to peers contributing to academic achievement.

Roy Chaudhary, Raromita and Basu, Jayanti (1998) studied parent-child relationship, school achievement and adjustment of adolescent boys. They found that intelligence scores were highly related to achievement and adjustment but were unrelated to any of parenting dimensions and parent child relationship. Further, style of mothering more than fathering have more effect on achievement and adjustment of children.

Park, Eunai (2001) studied the relationship between parenting practices and academic achievement and found that authoritative parenting contribute to their children's high achievement even more than parental involvement behaviour. Parental home involvement has a positive indirect effect on the academic achievement of children.

Boon, Susan B. (2001) reported that no significant correlation exists between parental processes and academic achievement.

Wetzel, Richard Dennis (2002) studied the impact of parents on the academic achievement of children. He found that the parents believes that school supports the children effectively and creates a productive and encouraging environment.

II. REVIEW OF LITERATURE

A man is not perfect by birth. He continues to learn from birth till death. He always seeks help and guidance from ancestors therefore, as far as research project is concerned one has referred to related studies which have been done in that particular area. Related research reviews not only help to make one aware of pitfalls that have been experienced by the researchers, but it also widens the investigator's look, knowledge insight and experience with regard to the subject.

The purpose of present study is to investigate parent child relationship of high and low achieving high school students. The studies conducted to explore the relationship of parent child with academic achievement are given as under.

Aggarwal (1986) reported that the high achievement group had been getting higher parental encouragement. George Will, J.W (1989) studied the parental influence on the academic performance of children. He concluded that parental attitudes (Interest) towards children's school progress influence their achievement because it does not only

encourage children to work hard but also included discipline in them.

Analysis of the data revealed that fathers were significantly higher in favour of punishment to their sons as compared to their daughters where as the mothers attitude towards daughter was more indifferent as they were more loving towards their son. Laible and Carlo (2004) conducted a study to examine how the parental relationship dimensions of both mothers and fathers independently and together predict adolescent's outcomes. 180 adolescents completed self report measures on their perceived relationship with parents. Parents behaviour form (Worell and Worell, 1974) was used to assess the adolescents perceptions of their relationships with parent on seven dimensions viz., acceptance, active involvement, equalitarianism, cognitive understanding, strict control and rejection. Findings revealed that perceived maternal support and rigid control were the most consistent predictors of adolescent adjustment. In contrast support and control from fathers was generally unrelated to adolescent adjustment. High levels of perceived maternal support and low levels of maternal rigid control were related to adolescent's reports of sympathy, social competence and self worth.

Vaishnav and Dungrani (2007) conducted a study on 120 parents from Bhavnagar city, where as 60 of them were from joint and 60 from nuclear family. Parent child relationship scale developed by Harishchand Sharma (1971) was used. He observed a significant relationship among parents of joint family.

Need and significance of the study

Human personality develops in a social environment. The famous psychoanalyst Freud has contended that the personality of man is formed in this childhood and the period after that marks only its development. In view of the fact that the experiences, habits, etc. acquired in the childhood are so extremely

important, the family situation also becomes important because the childhood of individual is spent within the precincts of the home. The family situation can be regarded as comprehending three factors: Relation of parents with child; order of the child's birth and presence of brother and sisters and other members in the family.

Among these factors relation of parents with child is very influential factor, not only in his personality development but is also affects his achievement in his academics. Often when child is deprived of parental love and is sternly punished frequently he is filled with the desire to revolt and disgust. Both excessive love and affection and excessive neglect are not desired in the relationship between the child and parents. Both are the origin of difficulties concerning the personality and all kinds of problems take root in the mind of child which ultimately influences his academic achievement and daily life activities. Hence, it becomes very important to study the extent of effect of parent-child relationship on the academic achievement of the children.

In addition, it was observed from the review of related literature that although some researches have been done in this area but the researches to study academic achievement in relation to parent-child relationship on the account of ten dimensions namely-protecting, symbolic punishment, rejecting, object-punishment, demanding, indifferent, symbolic reward, loving, object reward and neglecting are still lagging behind. Hence, the investigator selected the following problem.

III. OBJECTIVES OF THE STUDY

This study aimed to compare the father-child relationship as well as mother-child relationship between high and low achieving high school students in terms of Protecting, Symbolic Punishment, Rejecting, Object punishment, Demanding, Indifferent,

Symbolic reward, Loving, Object reward and Neglecting.

IV. MATERIALS AND METHOD

A researcher in order to initiate data collection for his/her research study should be familiar with various research methods just like a sculptor who would probably not begin a carving without an image in mind, researcher also requires the guidance of particular research method to proceed a head in his/her study.

Method refers to a systematic approach towards a particular phenomenon. The research method provides description of various steps of the plan of attack to be adopted in solving a research problem. Hence it is very important for the researcher to employ right type of method.

Statistical population of the research includes IX class students of Govt. school of Jammu City who were selected with sample size of 151 students, and using stratified

sampling. Sampling was done for the present study.

The investigator visited various secondary schools of district Jammu in order to collect the data. Lamsal inventory were administered to 151 students to assess their Academic achievement. These tests were administered on the students in their respective institutions and strictly in accordance with the instructions provided in the manuals.

The data was analyzed by applying mean, Standard Deviation, critical ration and t-test.

V. RESULTS AND DISCUSSION

The Functional concepts of the ten parent-child relationship dimensions were operationally defined and adapted for quantitative measure through assessable behaviour situations.

For the comparisons of father, mother-child relationship as related to the high and low achievement of their children, the data was analysed for mean, standard deviation and Critical Ratio which are shown in Table 1.

TABLE 1
Ten Dimensions of Parent-Child Relationship

S.No	Parent-Child Relationship dimensions	Father –Child			Mother-Child		
		High Achievers (N-50)	Low Achievers (N-50)	Critical Ratio (CR)	High Achievers (N-50)	Low Achievers (N-50)	Critical Ratio (CR)
1	Protecting	$M_1 = 38.1$ $\sigma_1 = 3.55$	$M_2 = 37.1$ $\sigma_2 = 5.7$	1.1	$M_1 = 38.9$ $\sigma_1 = 4.65$	$M_2 = 39.2$ $\sigma_2 = 4.95$	0.31
2	Symbolic Punishment	$M_1 = 26.9$ $\sigma_1 = 5.4$	$M_2 = 26.2$ $\sigma_2 = 6.2$	0.6	$M_1 = 26.1$ $\sigma_1 = 5.5$	$M_2 = 27.1$ $\sigma_2 = 6.05$	0.86
3	Rejecting	$M_1 = 22.4$ $\sigma_1 = 6.3$	$M_2 = 23.5$ $\sigma_2 = 6.65$	0.85	$M_1 = 22.2$ $\sigma_1 = 5.6$	$M_2 = 23.1$ $\sigma_2 = 5.85$	0.79
4	Object Punishment	$M_1 = 21$ $\sigma_1 = 6$	$M_2 = 22.7$ $\sigma_2 = 5.35$	1.49	$M_1 = 21.7$ $\sigma_1 = 6.4$	$M_2 = 22.6$ $\sigma_2 = 6.05$	0.73
5	Demanding	$M_1 = 26.7$ $\sigma_1 = 5.15$	$M_2 = 27$ $\sigma_2 = 6.85$	0.25	$M_1 = 26.7$ $\sigma_1 = 5.65$	$M_2 = 26.9$ $\sigma_2 = 6.75$	0.16
6	Indifferent	$M_1 = 28.2$ $\sigma_1 = 5.55$	$M_2 = 28.7$ $\sigma_2 = 5.75$	0.44	$M_1 = 29.4$ $\sigma_1 = 5.85$	$M_2 = 30.2$ $\sigma_2 = 5.5$	0.70

7	Symbolic Reward	$M_1 = 34.2$ $\sigma_1 = 5.8$	$M_2 = 34.8$ $\sigma_2 = 6.75$	0.48	$M_1 = 34.9$ $\sigma_1 = 5$	$M_2 = 34.3$ $\sigma_2 = 5.8$	0.56
8	Loving	$M_1 = 39.5$ $\sigma_1 = 4.95$	$M_2 = 36.9$ $\sigma_2 = 6$	2.36*	$M_1 = 38.9$ $\sigma_1 = 5.25$	$M_2 = 36.9$ $\sigma_2 = 6.4$	1.71
9	Object Reward	$M_1 = 31.8$ $\sigma_1 = 6.45$	$M_2 = 32.7$ $\sigma_2 = 6.9$	0.68	$M_1 = 31.5$ $\sigma_1 = 6.1$	$M_2 = 31.1$ $\sigma_2 = 6.25$	0.33
10	Neglecting	$M_1 = 24.9$ $\sigma_1 = 6.25$	$M_2 = 26.7$ $\sigma_2 = 6.75$	1.39	$M_1 = 23.7$ $\sigma_1 = 5.65$	$M_2 = 26$ $\sigma_2 = 7.55$	1.73

* Significant at 0.05 level

Protecting

Table 1 shows that the Child Relationship (CR) values for comparing high and low achievers on protecting dimension of father and mother-child relationship came out to be 1.1 and 0.31 respectively. These value are insignificant ($p > 0.05$) for 98df. But by looking at the mean values the mothers are more protecting towards low achievers than fathers. This dimension would be interpreted as that the parents have protecting attitude towards the high and low achievers.

Symbolic Punishment

The values of 'CR' for comparing the high and low achievers on symbolic punishment dimension of father and mother child relationships were found to be 0.6 and 0.86 respectively. These values are not significant at 0.05 level of confidence for 98 df. The trends of the mean for this dimension show that mother give more symbolic punishment o the low achievers in comparison to fathers. From these result it is deduced show that equal symbolic punishment is given to both high and low achievers by both the parents.

Rejecting

The value of 'CR' for both the groups of children were found to be 0.85 and 0.79 respectively on rejecting dimension of father and mother-child relationship which are insignificant. The mean values for rejection are not different in the father and mother-child

relationship. Hence both are equal in rejecting the high and low achievers.

Object Punishment

For comparing high and low achievers on object punishment dimension of father and mother-child relationship, the 'CR' values being 1.49 and 0.79 respectively are not significant at 0.05 level for 98 degrees of freedom. In the father and mother child relationship the mean values are also not dissimilar. Hence the parents give equal object punishment to both the groups.

Demanding

The 'CR' values on demanding dimension of father and mother child relationship are not 'significant at 0.05 levels for 98df. (2.25 and 0.16 respectively). Similarly the mean values for the dimension are also the same for both the groups and parents. This means that both the father and mother are equally demanding from the study groups.

Indifferent

The values of 'CR' for high and low achievers on indifferent dimension of father and mother-child relationship are 0.44 and 0.70 respectively. These values are not significant at 0.05 level of confidence for 98df. Looking at the mean values, the mothers are more indifferent than the fathers towards both the groups. The interpretation of this dimension will be that both the parents are

indifferent in their attitude towards both the groups of the children.

Symbolic Reward

Table 1 reflects that for comparing high and low achievers on dimension of symbolic reward dimension of father and mother-child relationship, the 'CR' values have come out to be 0.48 and 0.56 respectively. These values are insignificant ($p>0.05$). The mean values are almost equal for both the groups. Hence, the interpretation is that both the parents give equal symbolic reward to both the high and low achievers.

Loving

The values of 'CR' for comparing high and low achievers on loving dimension of father and mother-child relationship came out to be 2.36 and 1.71 respectively. Statistically the value (2.36) is significant at 0.05 level of confidence for 98 df. The mean values also show that both the parents love the high achievers. But father is more loving in his attitude towards the high achievers whereas mother shower equal love to both.

Object Reward

Table 1 depicts that 'CR' values for comparing high and low achievers on object reward dimension of father and mother-child relationship are 0.68 and 0.33 respectively. These values are in significant. Looking at the mean values, the values are more or less similar. Thus dimension is interpreted as both the father and mother give equal objective reward to both the groups.

Neglecting

For comparing high and low achievers on neglecting dimension of father and mother-child relationship, the 'CR' values came out to be 1.39 and 1.73 respectively. These values are not significant at 0.05 levels for 98df. The mean values show that both parent are neglecting in behaviour towards low achievers.

VI. CONCLUSION

The parents are protecting in nature irrespective of high and low achievement of their children. Equal symbolic punishment is given to both high and low achievers by the parents. Irrespective of achievement the parents equally reject the both for their undue demands and undesirable behaviour. The high as well as the low achievers receive equal object punishment for their mistakes. The parents are equally demanding in their children's school achievement, discipline and don't allow to challenge the authority of the elders. The parents are equally indifferent and liberal in their attitude towards both high and low achievers. Irrespective of the level of achievements of their children the parents bestow equal symbolic reward for their good behaviour and let them feel proud of their good work. High achievers are loved more by their fathers than low ones and are given due importance at home. In constant the mothers equally love both high and low achievers. Irrespective of level of achievement the parents equally reward the children for their good deeds. The neglecting behaviour of the parents is the same towards the high and low achievers.

Educational Implications

Educational implications of present study on the basis of the conclusions drawn are as follows both parents i.e. mother and father should motivate the child in his studies irrespective of his achievement; parents should encourage the child in the field in which he has interest; parents should counsel their wards instead of giving them symbolic or object punishment so that child develops confidence in himself and hence, can enhance his achievement.

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