



## PARENT CHILD RELATIONSHIP IN THE CONTEXT OF GENDER AND RESIDEDNTIAL BACKGROUND

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### Abstract

*Relationship is that very connections that joins two or more people with each others. Among all the relations, parent child relation is the most important and natural relation. In this paper the investigator investigated the effect of parent child relationship on gender and residential background. A sample of 400 students of Haryana state was considered for collecting the data sing Parent Child Relationship Scale developed by Late Nalini Rai(2011).findings revealed that gender has significant effect on parent child relationship whether residential background has no significant effect on parent child relationship.*



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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.( study. com). The term parent child relationship refers to “the unique and enduring bond between caregiver and his/her child.” The parent – child relationship is defined as combination of behaviour expectations, emotions and feelings which are unique to a particular parent and a particular child's development.

Children learn so many skills, habits and verbal communication at home. Many moral values, traditions and ethics are learnt at home which form a base for later social life of the children. Family is a kind of mini society which is connected with other social institutions among which school is the closer one where children receive formal education. In child's achievements, parents and school have equal weight age. Moreover, so many personality traits are acquired in the family, parents are the main members. Parents function as center of affection and protection for children which are necessary for proper nurturing of children, if deprived of both of the fundamental needs, they may develop some disorders during their adolescence or youth stage while interacting with other people, they may lack self-confidence and self esteem which affects academic achievement. Duty of parents does not end with the

sending children to school. Although school's role in students' academic achievement cannot be denied, but simultaneously parents' have equal role in their academic achievement. Healthy parents-child relationships may encourage academic activities. Parents may supervise and help their children in their studies by spending their time with children when they do their studies, they can establish a rapport with children, children may feel some difficulties while doing home work, parents can help them and provoke to solve problems. Parent's assistance may contribute to their academic achievement. Parent child relationship is positively correlated with academic achievement of the students. (Mo yun and Singh Kusum,2008; Madana. M Guilford,1997). Study of **Kalra,R and Pyari, A.(2004)** also supports that achievement of the students having favorable family climate as better than the group of students having unfavorable family climate. It is observed that parents have better parent child relation with the boys as compare to girls.(**Chauhan, Seema,2013**). On the other hand study done by **Rai, Subhana,2013** revealed the impact of family climate and parental encouragement on academic. It was found that parental encouragement supported more to females as compare to males. Female adolescents had higher parental encouragement. Female adolescents had better family climate as compared to boys. **Yadav, U. (2013)** was found that there exists significant difference in mean achievement scores of high parental encouragement group and low parental encouragement group of boys, girls and total students but no significant difference is shown in mean achievement scores of similar (high and low) parental encouragement groups of boys and girls. After review the previous literature the researcher investigated the effect of gender and residential background on parent child relation of adolescent students of Haryana State.

### **Objectives of the study**

1. To study Parent-Child Relationship of senior secondary students.
2. To find out main and interaction effect of gender and residential background on Parents Child Relationship of senior secondary students.

### **Hypothesis of the study:**

1. There will be no significant effect of gender on Parents Child Relationship of senior secondary students.
2. There will be no significant effect of residential background on Parents Child Relationship of senior secondary students.
3. There will be no significant interaction effect of gender and residential background on Parents Child Relationship of senior secondary students.

## **Research design**

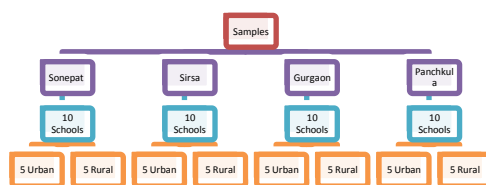
To study the main and interaction effect of gender and region on parents child relationship 2 x 2 factorial design was employed.

## **Population and Sample of the study**

Students of Xth class of Haryana state studying in session 2014-15 comprised the population of the study. Stratified multistage random sampling was used in selecting the units for the study. In the First stage 4 districts from the four division of Haryana were selected. Sonapat was selected from Rohtak division, Sirsa was selected from Hisar division, Gurgaon was selected from Gurgaon Division and Panckula was selected from Ambala division.

In order to attain a reasonable stratification, 10 schools whereas 5 schools from rural area and 5 schools from urban area were randomly selected as is presented in the diagram below :

## **Sample of the Study**



## **Measuring Instrument**

Parent child relationship scale developed by Nalini Rao (2007) was used to collect the data.

## **Variables:**

Independent variable: Parent child relation

Demographic variables: gender and residential background.

## **Statistical techniques used:**

Descriptive Statistic – Mean, SD and percentage were worked out to describe the nature of the data. 2 way ANOVA was employed to see the effect of gender and residential background on Parent child relationship.

## **Analysis and Interpretations**

Obtained data was analysed by using appropriate techniques. Results and findings are presented in following tables and graph –

## **Distribution of Parent Child Relationship in Various Groups of Data:**

### **Concern objective of the study:**

O1. “To study Parents Child Relationship of Senior Secondary Students.”

In the light of above objective, following data has been analyzed as given in the Table 1 which provides a clear picture about the prevailing of Parents Child Relationship scores in various groups of the sample.

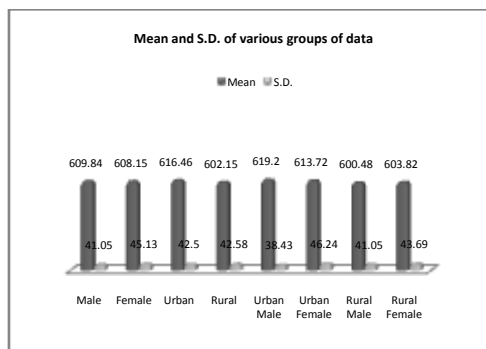
**Table 1 Mean and S.D. of various groups of data on Parent Child Relationship**

Variables	Group	N	Mean	S.D.
Gender	Male	200	609.84	41.05
	Female	200	608.77	45.13
Locality	Urban	200	616.46	42.50
	Rural	200	602.15	42.58
Gender * Locality	Urban Male	100	619.20	38.43
	Urban Female	100	613.72	46.24
Locality	Rural Male	100	600.48	41.05
	Rural Female	100	603.82	43.69

It is evident from Table 1 that the parents child relationships in male and female groups are approximately same obtaining Mean 609.84 and 608.15 with S.D. 41.05 and S.D. 45.13 respectively which indicates that male and female subjects enjoy the equal relationship with their parents. Further, the urban subject have scored better on Parent child relationship (Mean 616.16) as compared to rural counterparts (Mean 602.15) which indicates that urban subjects have better relationships as compared to rural subject with their parents.

Further it is observed from the above table that rural male have the lowest mean score(600.48) on parent child relationship scale while urban male enjoys the highest score(619.20) on parent child relationship scale. It can be depicted from the bar diagram below:

**Fig- 1 Mean and S.D. of various groups of data on Parent Child Relationship**



**Effect of Gender and Residential Background on Parents Child Relationship:**

**Concerned objective**

O<sub>2</sub> :- “To find out main and interaction effect of Gender and Residential Background on Parents child relationship of senior secondary students.”

In the light of the above said objective three hypotheses were formulated by the researcher:-

H<sub>1</sub> “There will be no significant effect of Gender on parents child relationship of senior secondary Students.”

H<sub>2</sub> “There will be no significant effect of Residential Background on Parents Child Relationship of senior secondary students.”

H<sub>3</sub> “There will be no significant interaction effect of Gender and Residential Background on Parents Child Relationship of senior secondary students.”

To verify the concerned hypothesis the Two Way ANOVA table 2 has been analyzed and interpreted as given below:-

**Table No. 2 2x2 ANOVA summary for the effect of Gender and Residential Background on Parent Child Relationship**

Source	Dependent Variable : PCR score					Sig.
	Type III Sum of Squares	df	Mean Square	F		
Gender	114.49	1	114.49	.063	No	
Residential Background	20477.61	1	20477.61	11.290	.01	
Gender * Residential Background	1944.81	1	1944.81	1.072	No	

#### **Effect of Gender on Parent Child Relationship**

Above table 2 reveals that the calculated F value (.063) is less than the table value at both the levels of significance i.e. .05 & .01 at of 1/399. Hence the null hypothesis, “There will be no significant effect of Gender on parents child relationship of senior secondary Students.” is retained. It indicates that Gender has no effect on PCR.

#### **Effect of Residential Background on Parents child relationship**

From the Table No.2 the F value (11.290) related to effect of Residential Background was found significant at .01 level of significance (df 1/399). Thus, it rejects the null hypothesis that ‘There will be no significant effect of Residential Background on parent child relationship of sr. secondary students’. Hence it may conclude that there exists are significant effect of Residential Background on Parent Child relationship

#### **Interaction effect of Gender and Residential Background on Parent Child Relationship:**

It may be clearly observed through the table no. 2 that the interaction of Gender and Residential Backgrounds is not significant at any level of significance i.e. .01 level and .05 level of significance (df 1/399) with f-value 1.072. Thus it retains the null hypothesis that "There will be no significant interaction effect of Gender and Residential Background on parent child relationship of Sr. Sec. Students". Hence it is accepted that a particular

combination of Gender and Residential Background does not affect Parent Child Relationship. This is further interpreted in Table 3:

**Table 3 Interaction effect of Gender and Residential Background on Parent-Child Relationship**

Sub- groups / Level of variables	N	Mean	S D	F Value	Level of Significance
Urban Male	100	619.20	38.438	1.072	No
Urban female	100	613.72	46.242		
Rural Male	100	600.48	41.053		
Rural Female	100	603.82	43.659		

Above table 3 reveals that the calculated F value (1.072), for the interaction effect of Gender and Residential Background on Parent Child Relationship is lower than the table value. Hence it is concluded that a particular combination of Gender and Residential Background does not affect Parent Child Relationship. Though, there is little variations on the mean and SD scores on Parent Child Relations as shown in Table 6 but it is not significant.

**Main findings of the study:**

- Female subjects were found to obtain slightly higher score on parents-child relationship scale.
- No significant effect of residential background was found one parents –child relationship in the present study.
- Urban subjects were found to obtain low score on parents – child relationship scale when compared to their rural counterparts, but difference was not significant.
- Male/Female and urban/rural, all the groups were found to enjoy equal parents – child relationship.

**Educational Implications**

The present study has valuable implications for educationists, policy planners, curriculum developers, teachers, parents and school authorities. Results of study can be utilized for devising new models and strategies of teaching-learning. Teacher should create such programs that enhance parental involvement. Such types of programmes may be organized where the children and their parents may participate together. It boosts the parent child relationship which improves the academic achievement of the students. Parents should consult counselors for the adjustment problems of the students. In educational curriculum also, provision of counselor for the guidance of the students should be there.

## **References**

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