

Academic Performance of Secondary School Girl Children in Relation to Their Parent-Child Relationship

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Abstract: 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; the stability of the parent's marriage and parent's employment; and the unique characteristics of the child compared with those of the parents and factors that may affect the parent-child relationship in a family include the child's physical appearance, sex, birth order and temperament. Parents should provide equal opportunity to girls and try to understand their problem. The best way to make children good is to make them happy. Especially Girl child education becomes pertinent for the attainment of national development. This study examined the Academic performance of secondary school girl children in relation to their parent-child relationship. The main objectives of the study were 1)To study the relationship between Academic Performance and Parent- Child relationship of Secondary school girl children.2)To study the effect of the following variables on the academic performance of Secondary School girl children with reference to Locality, Medium of Instruction and parental education.3)To study the effect of the following variables on the Parent - Child relationship of Secondary school girl children with reference to Locality, Medium of Instruction and parental education. 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 and standardized by NaliniRao, was administered for the present study.

Key words: Academic performance, Parent-child relationship, Girl children.

I. INTRODUCTION

Parent - child relationship provides the foundation for children's learning. With parents' sensitive, responsive, and predictable care, young children develop the skills they need to be successful in life. Early parent - child relationships have powerful effects on children's emotional well - being (Dawson and Ashman, 2000), their basic coping and problem - solving abilities and future capacity for relationships (Lemer and Castellino, 2002). Through these interactions, children learn skills need to engage with others and to succeed in different environments (Rogoff, 2003). A firm foundation starts with a strong parent child relationship with mutual respect at the core. Positive interaction with children builds cooperation and helps reduce conflict in the home. All of the blocks work together and support each other to influence children's behaviour.

Academic performance is a key concept of all school students. For its successful achievement, they may need several encouragements and positive environmental support, parental positive relationship etc to acquire the fulfilled results in the academics. The main aspect of the parents to develop their children's academic performance is to involve in the school programs regarding children academic planning and encouragement. So the following aspects are the things that to be presented by the school systems to parents to encourage parents involvement to maintain positive parent - child relationship

II. 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 on their academic performance. Brent MaBribe (2009) in his study 'Mother and father play different roles and make different contributions to a child's upbringing, but a father's influence upon a child's academic success later in life is felt the most when he's involved from the very beginning. Ghazi et al.(2010) examined parents' encouragement, discussion of importance of education and educational

affairs had direct positive influence on achievement motivation. The findings also revealed that most of the parents were not well aware of their role for their children's education. Kate Ellen Screen(2011) investigated child-parent attachment and child- teacher attachment did not significantly influence any of the academic performance areas. 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. 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. Based on the above reviews the investigator also intended to study the parent-child relationship of secondary school girl children.

III. NEED AND IMPORTANCE OF THE STUDY

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. 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. Improving literacy among girls and young women offers enormous economic benefits. Until there are equal numbers of girls and boys in school, there will still be more illiterate women than men will, and many fewer women than men in secure, well-paying jobs.

Therefore, investigator felt that there is a need for the present study so that chosen the most powerful and useful topic to draw the more affects of the parental involvement among secondary school girl children. This study also had a great effort on the academic performance of secondary school girl children in relation to their parent - child relationship.

Objectives of the study:

1. To study the relationship between Academic Performance and Parent- Child relationship of Secondary school girl children.
2. To study the effect of the following variables on the academic performance of Secondary School girl children
 - (a) Locality (Rural / Urban)
 - (b) Medium of Instruction (Telugu /English)
 - (c) Parental Education (Illiterate / Literate)
3. To study the effect of the following variables on the Parent - Child relationship of Secondary school girl children
 - (a) Locality (Rural / Urban)
 - (b) Medium of Instruction (Telugu /English)
 - (c) Parental Education (Illiterate / Literate)

Hypotheses of the study:

1. There is no significant relationship between Academic Performance and Parent- Child relationship of Secondary school girl children

2. There is no significant difference with reference to certain variables like locality, medium of instruction and parental education of secondary school girl children on their academic performance.
3. There is no significant difference with reference to certain variables like locality, medium of instruction and parental education of secondary school girl children on their Parent-Child relationship.

Table 1: Table showing the relation between the Parent – child relationship and academic performance of secondary school girl children.

S.No	Variable	N	df	r- value
1	Parent child relationship	1200	1200-2=1198	0.07431*
2	Academic Performance	1200		

Sampling Technique:

The sample for this study will be 1200 Secondary 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 relationship between Academic Performance and Parent- Child relationship of Secondary school girl children.

*‘r’ value is significant at 0.05 level. Table values for ‘r’ at 0.05 level is 0.062 for 1000 at 0.01 level is 0.081 for 1000

Interpretation:

The obtained value of ‘r’ is significant at 0.05 level. Therefore, it is found that there is positive significant relation between the academic performance and Parent – child relationship of secondary school girl children.

Objective 2: To study the effect of the following variables on the academic performance of Secondary School girl children

- (a) Locality (Rural / Urban)
- (b) Medium of Instruction (Telugu /English)
- (c) Parental Education (Illiterate / Literate)

Table 2 Table showing the variable wise distribution Mean, S.D. and t - value for the academic performance of Secondary School girl children

Sl. No	Variable	Type	N	Mean	S.D	t-value
1	Locality	Rural	510	400.51	119.34	0.19NS
		Urban	690	394.52	115.58	
2	Medium of instruction	Telugu	605	358.76	110.92	3.11**
		English	595	420.59	111.98	
3	Parental Education	Literate	753	397.6	116.6	0.017NS
		Illiterate	447	383.1	113.2	

t- table df 1198 at 0.05 is 2.00

Interpretation:

From the above table we can infer that there is no significant difference between rural and urban, literate and illiterate parents of secondary school girl children on their academic performance. There is a significant difference between Telugu and English medium secondary school girl children on their academic performance.

Objective 3: To study the effect of the following variables on the Parent – Child relationship of Secondary school girl children.

- (a) Locality (Rural / Urban)
- (b) Medium of Instruction (Telugu /English)
- (c) Parental Education (Illiterate / Literate)

Table 3: Table showing the variable wise distribution Mean, S.D. and t - value for the Parent- Child relationship of Secondary School girl children

Sl. No	Variable	Type	N	Mean	S.D	t-value
1	Locality	Rural	510	630.7	83.486	0.0018NS
		Urban	690	617.48	68.872	
2	Medium of instruction	Telugu	605	628.24	77.27	0.009NS
		English	595	617.87	73.66	
3	Parental Education	Literate	753	623.36	73.39	0.073NS
		Illiterate	447	630.17	81.26	

NS: Not Significant t- table df 1198 at 0.05 is 2.00

Interpretation:

From the above table we can infer that there is no significant difference between the rural and urban, Telugu and English medium, literate and illiterate parents of secondary school girl children on their parent – child relationship. Hence, the hypotheses is accepted.

DISCUSSION AND CONCLUSION

Parent – child relationship provides the foundation for children’s learning. With parents’ sensitive, responsive, and predictable care, young children develop the skills they need to

be successful in life. Early parent – child relationships have powerful effects on children’s emotional well being. 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. 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. Parents to develop their children's academic performance is to involve in the school programs regarding children academic planning and encouragement. It is a positive sign of their strong academic intensions and individualities to get rid of their fall in academics in the case of fails in their parent – child relationship. The finding of the present study is similar to the finding of Ghazi et al.(2010) examined parents' encouragement, discussion of importance of education and educational affairs had direct positive influence on achievement motivation.

Based on the analysis of the data conclude that there is positive significant relation between the academic performance and Parent – child relationship of secondary school girl children. Another finding is that there is no significant difference between rural and urban, literate and illiterate parents of secondary school girl children on their academic performance. English medium children have significantly better academic performance than the Telugu medium girl children. There is no significant difference between the rural and urban, Telugu and English medium, literate and illiterate parents of secondary school girl children on their parent – child relationship. Telugu medium children have significantly better parent– child relationship than that of the English medium secondary school girl children. Another noticeable finding is that illiterate parents have significantly better than that of literate parents of secondary school girl children on their parent-child relationship.

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 stresses 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 molding 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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