



STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO PARENT-CHILD RELATIONSHIP

Mrs. Geeta Kundi

Asst. Prof., B.C.M. College of Education, Ludhiana



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Early adolescence is often marked by changes in school context, family relationships, and developmental processes. In the context of these changes, academic performance often declines, while at the same time the long-term implications of academic performance increase. An important issue in identifying points of leverage in improving students' academic achievement is determining how and to what degree parent-child relationship affects student academic achievement. Such knowledge might inform parenting practices as well as school-based policies, practices, and interventions that involve working with parents. In promoting achievement across elementary and secondary school levels, the significant role of families, family-school relations, and parental involvement in education has been highlighted

Academic Achievement

Academic achievement is the core of a wider term educational growth and plays important role in the life of a child. It is related to the acquisition of principles and generalizations and the capacity to perform efficiently certain manipulations, objectives, symbols and ideas. The assessment of academic achievement has been largely confined to the evaluation in terms of information, knowledge and understanding. It is universally accepted that the acquisition of factual data is not an end in itself but that an individual who has received education should have evidence of having understood it. Academic Achievement has become an index of a child's future in this highly competitive world. It is only a drop in the vast sea of education.

Traw (1960) defined academic achievement as the attainment ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or units based on norms, devised from a wide sampling of pupil's performance.

Kohli (1975) has defined academic achievement as levels of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of marks obtained by students in examination.

According to Taneja's Dictionary of Education (1989) Academic Achievement refers to performance in school or college on standardized series of education tests.

Billing (1999) stated that academic achievement represent intellectual growth and ability to participate in the production of knowledge, represent inculcation and mindless indoctrination (partially or fully) in a particular grade that he has obtained test.

Parent-child Relationship

Child's development is affected by family conditions such as divorce, remarriage and parental employment. The parent-child relationship has a more important influence on the child's psychological development than changes in the composition of the house hold. Parenting that is responsive and demanding is related to healthier child development regardless of the parent's marital or employment status.. One goal of professional who work with families under stress is to help them re-establish healthy patterns of Parent-child interaction

Discipline is also a concern of parent's children's behavior offers challenges to even the most experienced and effective parents. The manner in which parents respond to a child's behaviour has an effect on the child's self-esteem and future interactions with others. The children learn to view themselves in the same way the parent views them. Thus if the parent views the child as wild the child begins to view himself as wild, the child does not disappoint the parent. This pattern is a self full filling prophecy while discipline is necessary to teach a child now to live comfortably in society, it should not be confused with punishment.

The relationship between the parents and their children should be mutual, void form parent have great responsibilities in catering for their children as parent are earth god to them. There are 7 steps to develop healthy Parent-child relationship which are follows.

1. Spend plenty of time with your child
2. Ask questions with a mild voice.
3. Avoid bearing grudge hearted , the least on towards your child.
4. Pamper a child as appropriate.
5. Tell your child what they are meant to know.
6. Monitor your child's attitude.

Sears (2001) defines Parent-child Relationship as the process of promoting and supporting the physical, emotional, social and intellectual development of a child from infancy to adulthood. It is an activity of raising a child rather than the biological relationship.

Streepriya (2009) defines parent-child relationship as unconditioned love, guidance and cooperation between parent and child which develops sense of security among children. It provides opportunity for child to develop creative thinking.

Significance of the study

It is evident from the related literature that there are not too many studies on Academic Achievement in relation to Parent-child Relationship in our country. So the researcher is inspired to study the relation between academic achievement and parent-child relationship. The main reason for undertaking such a study is that information gathered with the help of present study will likely to have considerable significance both theoretically and practically.

Statement of the problem

STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO PARENT-CHILD RELATIONSHIP

Operational Definitions

(a) Academic Achievement: In the present study the General classroom achievement by Gupta and Singh (2005) will be used measure academic achievement of the students. According to this scale "The classroom achievement refers to performance in class and/or in examination. The general achievement has been defined as success in social studies, English and Science. Social studies measures knowledge in the areas likes History, Geography and Civics. English includes knowledge of general rules regarding composition and grammar. General Science measures knowledge in the areas like Mathematics, Chemistry and Physics. All these subjects constitute the core subjects in the General School Achievement".

(b) Parent- child Relationship: In the present study the Parent-child Relationship scale by Nalini Rao (2011) will be used to measure parent-child relationship. According to this scale "Parent –child’s Relationship between parent and child cover various aspects such as protecting, symbolic punishment, demanding, indifferent, symbolic reward, object and neglecting.”

Objectives of the study

. To investigate the significant relationship between Parent-child Relationship and Academic Achievement of Students of Secondary Schools.

Hypotheses of the study

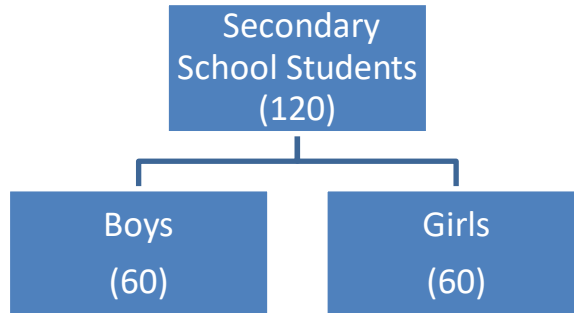
There will be no significant relationship between Parent-child Relationship and Academic Achievement of secondary school students.

Methodology

The descriptive survey method of research was employed to investigate the relationship of Academic Achievement and Parent-child Relationship among secondary school students.

Sample of the study

The sample of 120 students (60 boys and 60 girls) of secondary schools was taken for the present study. Convenient sampling was used to collect the data from VIII class students.



List of School from where the Data has been collected

Sr. no.	Name of the Schools	No. of Boys	No. of Girls	Total
1.	Spring Dale Public Sen. Sec School Khanna	30	30	60
2.	Walia English Model High School Khanna	30	30	60
	Total	60	60	120

Tools

1. Parent-child Relationship scale (PCRS) by Rao (2011).
2. General Classroom Achievement Test (GCAT) by Gupta and Singh (2005).

Statistical Techniques to be used

1. Descriptive Statistics like Mean, Median, Mode, Standard Deviation, Kurtosis, Skewness and their graphic representations will be made to study nature of data.
2. t-test to find out the significance difference between the means related to different groups and different variables.
3. Coefficient of correlation to find out the correlation between the means related to different groups and different variables.

Results

Table Coefficient of Correlation between Academic Achievement and Parent-child Relationship of Adolescents (N=120)

Category of Adolescents	N	r	Sig./Not Sig.
Total	120	0.71**	Sig. at .01 level

- The coefficient of correlation between academic achievement and parent-child relationship of adolescents as 0.71 which is significant at .01 level of confidence which shows that there exists a significant positive relationship between academic achievement and parent-child relationship of adolescents.

Hence hypothesis stating, “There will be no significant relationship between Parent-child Relationship and Academic Achievement of secondary school students”.

Delimitations of the Study

1. The study was limited to Ludhiana District only.
2. The study was conducted on Secondary School Students only.

References

- Bandy (2008). *The Parent child relationship: A family strength*. Washington : 4301 Connecticut Avenu. NW. Suite 350.
- Dhall, S. & Thukral, P. (2009) . 'Intelligence as related to Self-confidence and academic of school student'. *Journal of all Indian Association for educational Research*, 21(20). 80-83.
- Dimple, H.S. (1999). 'Study of creativity in relation to academic achievement'. M.Ed. Dissertation, Panjab University, Chandigarh.
- Gupta, A.S. & Singh, A.K. (2005). *General Classroom Achievement Test*. Agra, National Psychological Corporation.
- Kumar, S. (2009). *Role of anasakti in Managing aggression: A study of indigenous concept of Bhahwat Gita* . *Praachi journal of Psycho-cultural Dimensions*, 25 (1&2), 92-99.
- Kaur, S. (2009). 'A study of problem solving ability in relation to academic achievement'. M.Ed. Dissertation. Panjab University Chandigarh.
- Kaur, V. (2010). ' Study of Academic achievement of Adolescents in relation to their Educational Aspirations'. M.Ed. Dissertation. Panjab University, Chandigarh.
- Kaur, J. (2010). *Gender differences in perception of home environment of adolescents*. *Journal of community guidance and Research*, 27(3), 337-345
- Kohli, T. (1975). ' Characteristic, Behavioural and Environmental correlates Academic Achievement at Different levels of Intelligence'. Ph.D. , Thesis (Education), Panjab University Chandigarh.
- Katyal, S. & Bindra, H. (1995). 'Academic Achievement some determinats '. *Indian Psychological Review* , vol 44, p-25-96.
- Ladson Billing, G. (1999). 'Can not any boday teach these children ? The Promise of cultured relevant teaching'. *Teaching today for tomorrow-journal*, issue 12.

- Ndsirangu (2007), "An investigation of the relationship between Test Anxiety and Academic Performance in Senior Secondary in Kyeri District, Kenya".
Unpublished Masters Thesis, Egerton University.
- Razick, J. & Naim (2012). *Impact of parent child interaction on cognitive development and scholastic achievement of pre-school children. Journal of Edu Track* 1,8-16.
- Rao, N. (2011). *Parent-Child Relationship Scale. Agra, National Psychological Corporation.*
- Sharma, S. & Singh, S. (2010). *Fathering and mothering in relation to aggression among adolescents. Journal of Indian Psychological Review*, 74(4), 241-246.
- Streepriya, A. (2009). *Role of parents in disciplining children, Edu Tracj*, 18(6), 21-25.
- Traw, E.C. (1960). *'Psychology on teaching learning'. Position Cambridge : Houghton Mifflin Co.*