

Asian Resonance

Gender Difference on Parent-Child Relationship and Academic Achievement Among School Students

Abstract

The present study was conducted on a purposely selected sample of school students to assess the gender differences on parent-child relationship as well as academic achievement. The study also examines the impact of parent-child on academic achievement of school students. The study was conducted on 200 school students (100 boys and 100 girls) of Ranchi between the ages of 14 to 16 years. The marks obtained in class tenth of Central Board of Secondary Education (CBSE) was used as the indicator of academic achievement. Subjects were classified into two groups namely high achiever (Students who obtained over 70% marks) and low achiever (Students who obtained under 45% marks). Parent-Child relationship questionnaire developed by Singh was administered on the students. On the t-test, the two groups differed significantly on different dimensions of PCRQ.

Keywords : Parent-Child relationship, High Achiever & Low Achiever

Introduction

The problem of academic achievement has been viewed seriously by educationists and education planners because of accounted huge wastage of human and economic resources on one hand and its consequent adverse effect on country's development on the other. It is an established fact that education is the essential ingredient for national development and progress and is most essential for success of democracy.

The goal of all academic activities is to provide better knowledge and thus to create a new generation which would meet the challenges of the emerging world. A scientific analysis of factors effecting academic achievement would provide an understanding of constraints and factors facilitating it. This would form the basis for future educational planning.

Academic achievement is a function of many cognitive and non-cognitive factors of personality. Every aspect of environment and personality may affect the academic achievement.

Studies in the past have revealed that intelligence, personality, parental attitude and behavior, campus climate, need for achievement, aspiration level, study habits, etc. influence academic achievement. Psychologists believe that child's personality largely depends upon his interaction with family members, especially fathers and mothers. A better understanding between parents and child ensures a sound personality of the child.

Ainsworth (1974), Abraham (1974) and Agrawal (1977) found that parents are not only a source of protection but also a source of aspirations, guidance and motivation.

Patterson and Guillen (1976) concluded that 'Parent is a Teacher'. Some parents teach knowingly and some teach behaviors they wish they could erase, but all parents teach. Like other environmental agents, parents may serve as models whose behavior the child can imitate. Parents are stimulus providers who determine how enriched the developmental life space will be. Parents are Social reinforcers who can deliver rewards and punishment to control behavior. Finally, parents are agents of control who provide structure by means of rules, instructions and restrictions. Through the ways in which they control, Parents teach their children not only observable behavior patterns but also many values, attitudes and beliefs that will pervade their academic achievement (Worell and Stilwell, 1981). Numerous studies have been conducted on Parental attitude and child adjustment but only a small number of studies are reported regarding the effects of parental behavior and parent-child

Rekha Tripathy
Associate Professor,
Deptt. of Psychology,
Ranchi University,
Ranchi

Bharati Roy
Professor,
Deptt. of Psychology,
Ranchi University,
Ranchi

Asian Resonance

relationship on academic achievement.

Mehta (1969) has pointed out that when the parents' attitude was too harsh, dominant or indulgent, even the bright children also become backwards.

Elder (1965) found that parent dominance particularly maternal dominance and parental submissiveness both adversely affect the academic achievement.

Singh (1981) found that parental love was positively related to the academic achievement of school students.

Krishnamurthy (2003) said that academic achievement is the performance of the pupils' accomplishment is a subject of study.

Park, Young-Shin, Kim, and Uichol (2006) observed that students who evaluate their relationship with their parents in a more positive light tend to have higher academic achievement.

Xiao and Chen (2004) reported that there is a positive and significant association between PCRQ and academic achievement.

Adedokun and Balschweid (2008) found that the students with positive and supportive relationship with their parents/mothers were found to perform better in their academic performance compared to their other peers.

The present study intended to examine the effect of parent-child relationship on children's academic achievement.

Objectives

1. To assess the impact of parent-child relationship on academic achievement of the school students
2. To assess the gender differences on parent-child relationship and academic achievement

Hypothesis

1. There will be significant impact of parent-child relationship on academic achievement of the school students.
2. There will be no significant difference between boys and girls on academic achievement and parent-child relationship

Sample

The sample of 200 consisted of school students studying in different streams under the CBSE. Their ages ranged from 14 to 16 years. They

were selected by purposive sampling technique from different schools of Ranchi district. All the students belonged to the families of middle socio economic status. The high achiever group consisting of upper 15% of students obtained over 70% marks and the low achiever group consisting of lower 15% of the students obtained below 45% marks in the same examination. The selected sample was matched on age, sex, family income and locality.

Instrument

Parent-Child Relation Questionnaire

1. Parent-child relation questionnaire developed by Singh (1981) was used to measure the relationship as experienced by the children. This scale included 6 dimensions of parent-child relationship; they are Loving, Dominating, Rejecting, Protecting, Punishing and Discipline. Two response categories 'Yes' and 'No' have been provided against each question. The subject score will indicate the degree of parent-child relationship on a particular scale. High scores indicating greater degree of parent-child relationship and low scores indicating lower degree on each scale of both mother and father, form of the questionnaire. The reliability coefficient ranged from 0.59 to 0.82 in both the forms of PCRQ.
2. The aggregate marks obtained in class tenth of CBSE was used as an indicator of academic achievement.

Procedure

The researcher personally approached the respondents and collected necessary information about them administering personal data questionnaire. The Parent-Child relationship questionnaire administered to the respondents and scores were obtained. Academic achievement scores in terms of the marks obtained in the last examination of the respondents were also recorded.

Result and Discussion

In order to fulfill the objective of the study, the scores obtained were analyzed with mean, standard deviation and t-value. The obtained data along with statistical treatment has been shown in tables I, II and III.

Table I
Means and Sds of High and Low Achieving Boys and Girls Parent-Child Relationship Questionnaire

Groups	Dimensions of PCRQ	Boys (N=100)				Girls (N=100)			
		Mother Form		Father Form		Mother Form		Father Form	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD
High Achiever	Loving	8.47	1.50	8.88	1.66	7.18	2.05	8.16	1.76
Low Achiever		8.10	1.75	9.05	1.75	8.30	2.26	8.06	1.82
High Achiever	Dominating	3.82	1.05	4.18	2.20	3.75	1.99	3.87	1.66
Low Achiever		3.78	1.15	4.02	1.85	3.06	1.86	2.15	1.50
High Achiever	Rejecting	3.35	1.15	4.66	2.18	3.64	2.05	3.48	1.62

Asian Resonance

Low Achiever		5.60	1.88	6.85	2.02	3.12	1.98	3.02	1.98
High Achiever	Protecting	7.18	1.55	6.74	1.58	6.45	1.58	6.18	1.34
Low Achiever		6.74	1.36	5.18	1.23	6.12	1.32	5.19	1.82
High Achiever	Punishing	4.16	2.05	3.26	2.12	4.85	2.10	3.45	2.32
Low Achiever		6.05	2.16	4.43	2.34	3.94	2.36	3.58	1.85
High Achiever	Discipline	7.60	1.65	6.15	2.50	3.45	1.44	4.86	5.17
Low Achiever		9.03	1.58	4.36	1.98	4.44	1.82	1.05	1.16

Table II

T-Values for Mean Difference Between High and Low Achieving Boys and Girls on PCRQ

Groups	Dimensions of PCRQ	Boys (N = 100)		Girls (N = 100)	
		Mother Form	Father Form	Mother Form	Father Form
High Achiever	Loving	1.12	0.5	1.15	0.28
Low Achiever					
High Achiever	Dominating	0.18	0.2	1.82	2.26*
Low Achiever					
High Achiever	Rejecting	1.26	5.21**	1.3	1.28
Low Achiever					
High Achiever	Protecting	1.52	5.57**	1.14	3.09**
Low Achiever					
High Achiever	Punishing	4.5**	2.66**	2.07*	0.31
Low Achiever					
High Achiever	Discipline	1.96	3.98**	3.00**	1.11
Low Achiever					

*0.05 level, **0.01 level

The table I & II indicate the following main points

1. High and low achieving groups of boys and girls did not differ significantly on loving scale scores of parent-child relationship questionnaire
2. Table indicates that high and low achieving girls differ significantly on F form of dominating and protecting scale of PCRQ (t = 2.26, P < 0.05 and 3.09 P < 0.01 respectively). High achieving girls report father as more dominating and protecting than low achieving girls. Low achieving girls report mother as more dominating than high achieving girls, but the difference between the two means is statistically insignificant.
3. It is evident from the table significant difference are obtained between high and low achieving girls on M form of Punishing and Disciplining dimensions of PCRQ (t = 2.07, P < 0.05 and 3.00 P < 0.01). High achieving girls reported mother as more punitive than low achieving girls and father as more disciplinarian than high achieving girls.
4. High and low achieving boys differ significantly in F form of rejection, Protection and Punishment discipline dimension of PCRQ (t = 5.21, 5.57, 2.66 and 3.98, P < 0.01). Low achiever boys scored high on F form of rejection and punishment scale, where as high achieving boys obtained higher score on protection and discipline.

Table III

Correlation-Coefficients of Academic Achievement With Six Dimensions of PCRQ (N = 100)

PCRQ Dimensions	r	P value
Loving	0.19	0.01
Dominating	0.13	0.05
Rejecting	0.18	0.01
Protecting	0.18	0.01
Punishing	0.20	0.05
Disciplinary	0.14	0.05

It is clear from this table that the correlation between academic achievement with the dimensions of loving, protecting and disciplining was found to be high and positively significant at 0.01 and 0.05 levels. Rejecting, dominating and punishing score on PCRQ was found to be significantly and negatively related with academic achievement.

Conclusions

1. High and low achieving group of boys did not differ significantly on loving scale score of PCRQ.
2. Parental rejection and punishment adversely affect the academic performance of the students,
3. High and low achieving boys differ significantly in parental rejection, protection, punishment and discipline.

References

1. Abraham, P.A. (1974). Influence of the basic personality factors on academic achievement cited in M.B.Buch, Survey of Research in

Asian Resonance

- Education. Faculty of Education and Psychology, M.S. University of Baroda.
2. Adedokun, O.A. & Balschweid, M.A. (2008). The mediating effects of self-esteem and delinquency on the relationship between families. Social capital and adolescents' educational achievement. *Educate*, 8.
 3. Agarwal, S. (1977). Personality traits of under and over achieving boys of class XI. *Asian Journal of Psychology and Education*. 2 (1) 44-45.
 4. Ainsworth, M.D. (1974). Phases of the development of infant mother attachment. In R.A. Levine (Ed.), *Culture and Personality* Chicago: Aldine.
 5. Elders, G.H. (1965). Family structure and educational attainments: A cross sectional analysis. *American Sociological Review*. 30: 81-96.
 6. Elias, S. (2006). Relationship between parent-child interaction and academic performance of the children. *Journal of life earth Science*. 1 (2) 73-75.
 7. Krishnamurthy, S. (2003). Study of achievement as related to academic achievement motivation and history interests. *Indian Psychological Review*. 60 (2) 105-112
 8. Park, Young-Shin, Kim, and Uichol. (2006). Family, parent-child relationship and academic achievement in Korea: Indigenous, Cultural and Psychological Analysis. Korea: Inha University.
 9. Petterson, G.R. and Gullion, M.E. (1976). *Living with children: New methods for parents and teachers*. Research Press.
 10. Singh, R.A. (1981). Academic achievement as a function of parent-child relationships. Unpublished Ph.D. thesis, Bihar University, Muzaffarpur.
 11. Xitao, Fan & Michael Chen. (2004). Parental involvement and students academic achievement. A Meta analysis. *Educational Psychological Review*. 13: 1-22.