



RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND PARENT - CHILD RELATIONSHIP OF HIGH SCHOOL STUDENTS - A STUDY

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Abstract:

The aim of the study is to find out the relationship between academic achievement and parent-child relationship of high school students with reference to Gender, Type of family and parents' occupation. In the present study normative survey method was employed and to assess the academic achievement of the high school students (X standard students), the board examination total marks (2015) is taken into account and for the assessment of parent-child relationship, the tool was constructed and standardized by Dr. Nalinirao (2011). For the purpose of the study a sample of 400 high school students were selected through stratified random sampling technique. The results reveal that the level of academic achievement is average and parent-child relationship of high school students is extreme cordial. There is a significant relationship between the academic achievement and parent-child relationship of high school students.

Key Words: Academic Achievement, Parent-Child Relationship, High School Students, Gender, Type of Family & Parents' Occupation.

Introduction:

Achievement is a vital factor for every organism living in this world. The sense of achievement brings Joy, happiness, successful feeling and enthusiasm to everyone which stands as an influencing factor for further actions and efforts. Every human longs and tries to reach the achievement in all their endeavors. As rightly said by Albert Camus "Every achievement is servitude. It compels us to a higher achievement". So achievement is an indispensable factor in everyone's life. Academic achievement has become an important index of child's future in this highly competitive world and a most important indicator of learning and understanding in all system of education. As in view of Trow (1960), academic achievement as the attained degree (or) ability of competence in school tasks usually measured by standardized tests and expressed in terms of marks (or) grades based on norm. Parents play a crucial role in moulding every bit of character in their children. All parents are greatly interested in the welfare of their children. The well-being of the children is a universal desire. Every parent wants their wards to achieve, to a great extent and be heard as a great scholar of time.

Parent-Child relationship consists of a combination of behaviors, feelings and expectations that are unique to a particular parent and a particular child. The relationship involves the full extent of a child's development.

The development of the skills, values and social behaviours that maximize adaptation to the society in which a particular child grows requires the orchestration of many relatively independent forces. The most important of these include, the temperamental biases that the child inherits; the class, ethnic and religious affiliations of the child's family, relationship with siblings, the historical era in which childhood is spent and always the behaviours and personality of the parents.

Parental influences on the child assume two different forms. Parental actions with the child are most obvious. Parents who regularly talk and read to their children usually produce children with the largest vocabularies, the highest intelligence scores and the best academic grades. Parents who reason with their children while making requests for obedience usually end up with more civil children. One of the most important illustrations of the power of parental behavior is the fact that some children who were orphaned and made homeless by war were able to regain intellectual and social skills they failed to develop during their early privation if they were adopted by nutrient families.

Academic achievement, the vital factor for children for pursuing higher education (or) for carrier development is greatly influenced by relationship with their parents. Parents, the first teacher at home, induce interest to learn, inspire them and energizes the children when they are fed up (or) if they are tired of a long study hours. Also the parents remains a strength gaining factor if they stand behind (Literally and virtually) their children when they face initial failures.

Thus the parent-child relationship has great impact on various aspects of the children especially on the academic achievement of the child (or) the students.

Objectives of the Study:

The following are the objectives formulated for the present study:

1. To find out the level of academic achievement of high school students.
2. To find out the level of parent-child relationship of high school students
3. To find out whether there is any significant difference in the academic achievement scores of high school students with regard to sub-samples gender, type of family and parents' occupation
4. To find out whether there is any significant difference in the parent-child relationship scores of high school students with regard to sub-samples gender, type of family and parents' occupation
5. To find out whether there is any significant relationship between the academic achievement and parent - child relationship of high school students.

Hypotheses of the Study:

The following were the hypotheses framed from the formulated objectives:

1. The level of academic achievement of high school students is low.
2. The level of parent child relationship of high school students is low.
3. There is no significant difference in the academic achievement scores of high school students with regard to sub-samples gender, type of family and parent's occupation.
4. There is no significant difference in the parent-child relationship scores of high school students with regard to sub-samples gender and type of family and parent's occupation.
5. There is no significant relationship between the academic achievement and parent-child relationship of high school students.

Methodology, Sample and Tools Used For the Study:

The normative survey method has been adopted in this study. The stratified random sampling technique has been used in the selection was used to collect the data from a sample of 400 high school students in Tiruvallur district in Tamilnadu State. To assess the academic achievement of the high school students (X standard students), the board examination total marks (2015) is taken into account by the investigator and for the assessment of parent-child relationship constructed and validated by Dr. Nalinirao (2011).

Scoring Procedure:

In order to assess the academic achievement the entire sample is divided into three groups namely, high academic achievement, average-academic achievement and low-academic achievement groups, the investigator assumed normality of distribution of academic achievement scores and followed the procedure of using sigma (σ) distance.

The subjects whose academic achievement falls between M-1 to M+1 are classified as with average-academic achievement. Those subjects whose academic achievement falls below M-1 were regarded as low-academic achievement while subjects whose scores were above M+1 were classified as high-academic achievement which is given in the table 1

Table 1 shows the norms of Academic Achievement Level of High School Students

Variable	S. No	Method	Mean	S.D	Score	Group
Academic Achievement	1.	Mean + SD	382.49+59.79		442 and above	High Level
	2.	In between Scores			223 to 441	Average
	3.	Mean - SD	382.49+59.79		222 and below	Low level

The percentile norms for the parent child relationship have been calculated from the manual and are given in the following table 2

Table 2 shows the percentile norms for the Parent Child Relationship

S. No.	Range	Level of Parent Child Relationship
1	318 and above	Extremely Cordial Relationship
2	300 to 317	Very Cordial Relationship
3	282-299	Above Average Relationship
4	258-281	Moderate Relationship
5	241-257	Below Average Relationship
6	223-240	Unfavourable Relationship
7	222 and below	Extremely Unfavourable Relationship

Analysis and Interpretation Data:

The following statistical techniques have been used in the present study

- (i) Descriptive Analysis
- (ii) Differential Analysis
- (iii) Correlation Analysis

The analysis and interpretation are given the following tables

Hypothesis 1:

The level of academic achievement of high school students is low.

Table-3 showing the Mean and Standard Deviation scores of academic achievement of high school students

Variable	N	Mean	Standard Deviation
Academic achievement	400	382.49	59.79

The mean and standard deviation for academic achievement score of entire sample are 382.49 and 59.79 respectively, which indicates that the mean score lies between than the average value (223-441). Hence the hypothesis is rejected and it is concluded that the academic achievement of high school students of entire sample is average.

Hypothesis 2:

The level of parent child relationship of high school students is low.

Table-4 showing the Mean and Standard Deviation scores of parent child relationship of high school students

Variable	N	Mean	Standard Deviation
Parent child relationship	400	349.75	49.06

Table 4 shows the mean and standard deviation for parent child relationship scores of entire sample are 349.75 and 49.06 respectively, which indicates that the mean score lies between the extremely cordial relationship value 318 and above. The hypothesis is rejected, hence it is inferred that the parent child relationship of high school students is extremely cordial relationship level.

Hypothesis 3:

There is no significant difference between the academic achievement scores of high school students with regard to gender, type of family and parents' occupation.

Table-5 showing the significant difference of academic achievement scores of high school students with regard to sub-samples

Variable	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Gender	Male	200	368.18	64.23	4.29	Significant
	Female	200	394.26	56.94		
Type of Family	Joint family	82	369.89	70.38	1.68	Not Significant
	Nuclear family	318	384.12	59.06		

In order to find out whether there is any significant difference between male and female high school students in respect of their academic achievement, 't' value is calculated. The 't' ratio found to be 4.29 at 0.05 level and it is represented in table 5. The 't' value is higher than the table value. Hence the stated hypothesis is rejected. It is inferred that **there is significant difference between male and female high school students in respect of their academic achievement.**

In order to find out whether there is any significant difference between joint family and nuclear family high school students in respect of their academic achievement 't' value is calculated. The 't' ratio found to be 1.68 at 0.05 level and it is represented in table 4.21. The 't' value is less than the table value. Hence the stated hypothesis is accepted. It is inferred that **there is no significant difference between joint family and nuclear family high school students in respect of their academic achievement.**

Table-6 showing the ANOVA result for academic achievement Score among of high school students with regard to parents' occupation

Variable	Parents' occupation	N	Mean	SD	'F' Value	Level of Significance at 0.05 level
Academic achievement	Self-Employee	40	405.38	64.46	3.46	Significant
	Salaried	169	377.47	66.22		
	Daily Wages	191	379.48	56.62		

In order to find out whether there is any significant difference among high school students belonging to different parents' occupation in respect of their academic achievement; 'F' value is calculated. The 'F' ratio found to be 3.46 at 0.05 level and it is represented in table 6. The 'F' value is higher than the table value. Hence the stated hypothesis is rejected. It is inferred that **there is a significant difference among high school students academic achievement in respect of their parent's occupation.**

Hypothesis 4:

There is no significant difference in the parent-child relationship of highschool students with regard to the sub-samples gender,type of family and parents' occupation.

Table-7 showing the significant difference of parent-child relationship scores of high school students with regard to sub-samples

Variable	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Gender	Male	200	358.92	46.39	3.96	Significant
	Female	200	339.55	51.39		
Type of Family	Joint family	82	347.09	48.09	0.39	Not Significant
	Nuclear family	318	349.46	50.19		

In order to find out whether there is any significant difference between male and female high school students in respect of their parent child relationship, 't' value is calculated. The 't' ratio found to be 3.96 at 0.05 level and it is represented in table 8. The 't' value is higher than the table value. Hence the stated hypothesis is rejected. It is inferred that **there is significant difference between male and female high school students in respect of their parent child relationship.**

In order to find out whether there is any significant difference between joint family and nuclear family high school students in respect of their parent child relationship, 't' value is calculated. The 't' ratio found to be 0.39 at 0.05 level and it is represented in table 8. The 't' value is less than the table value. Hence the stated hypothesis is accepted. It is inferred that **there is no significant difference between joint family and nuclear family high school students in respect of their parent child relationship.**

Table-8 showing the ANOVA result for parent-child relationship score among of high school students with regard to parents' occupation

Variable	Parents Occupation	N	Mean	SD	'F' Value	Level of Significance at 0.05 level
Parent-child relationship	Self-Employee	40	354.88	46.65	0.28	Not Significant
	Salaried	169	348.74	54.47		
	Daily Wages	191	348.49	46.26		

In order to find out whether there is any significant difference among high school students belonging to different parental occupation in respect of their parent child relationship; 'F' value is calculated. The 'F' ratio found to be 0.28 at 0.05 level and it is represented in table 8. The 'F' value is lesser than the table value. Hence the stated

hypothesis is accepted. It is inferred that **there is no significant difference among high school students parent child relationship in respect of their parental occupation.**

Hypothesis-5:

There is no significant relationship between the academic achievement and parent-child relationship of high school students.

Table - 9 showing the correlation values between academic achievement and parent-child relationship

Variables	N	'r' value	Level of significance at 0.05 level
Academic achievement and Parent-child relationship	400	0.173*	Significant

Table 9 shows, the co-efficient of correlation between academic achievement and parent-child relationship of high school students is found to be N=400, r=0.173 at 0.01 level which indicates that there is a significant correlation between academic achievement and parent-child relationship scores. Therefore null hypothesis is rejected and it is concluded that **there is a significant relationship between academic achievement and parent-child relationship of high school students.**

Findings of the Study:

1. The academic achievement of high school students of entire sample is average.
2. The parent-child relationship of high school students of entire sample is extremely cordial.
3. There is significant difference between male and female high school students, in respect of their academic achievement.
4. There is no significant difference between joint and nuclear family high school students, in respect of their academic achievement.
5. There is significant difference between male and female high school students in respect of their parent-child relationship.
6. There is no significant difference between joint and nuclear family high school students in respect of their parent-child relationship.
7. There is a significant relationship between academic achievement and parent-child relationship of high school students.

Conclusion:

Thus the study reveals that the academic achievement and parent-child relationship is average and there exist a significant relationship between academic achievement and parent-child relationship. So to enhance the relationship to a better form the parents, the first teacher at home, must induce interest to learn, inspires and energizes the children when they are fed up (or) if they are tired of a long study hours. Also the parents should remain as a strength gaining factor if they stand behind (literally and virtually) their children when they face initial failure.

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