A Study On Parent Child Relationship Among Slow Learners In Higher Secondary Schools In Tiruchirapalli City

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ABSTRACT *Early attachment of the parent to the child and child to the parent in infancy serves the foundation for later family relationship (E. Mavis Hetherington & Ross D. Parke., 1979). The parents of slow learners are expected to guide their children at home. The children should be accepted and respected as they are. They can't be expected to be as perfect persons. (S.P.Anand 2004) The parents should give confidence to their children at time of failures which will boost up the morale of children. The main objective of the study was to assess the parent child relationship of the respondents. Among ten aided Higher secondary schools in Trichy city the researcher selected 4 schools using simple random sampling- Lottery method. From these schools slow learners identified from VIII, IX and XI standard were considered to be the universe for the present study which constituted of 320. The researcher had used self prepared questionnaire to collect socio demographic factors from the respondents. The researcher had also used parent child relationship inventory developed by Nalini Rao (1988).*

INTRODUCTION

The nature of parent-child relationship depends upon Parents general nature and mode of behaviour towards their children; the nature of discipline as enforced by the parents for the general development of children; the child's conscious or unconscious attempt to incorporate within himself the behaviour patterns, characteristics and attitudes of father or mother. Parental involvement in their children's education covers two broad areas: the effects of parental interaction and involvement in the school, and the impact of parental involvement in the Home. Good parent-teacher relationships are conducive to children's school performance. "When parents communicate constructively with teachers and participate in school activities, they gain a clear understanding of what is expected of their children at school and they may learn from the teachers how to work at home to enhance their children's education". Children learn more when they receive consistent messages from school and home. What parents do at home plays an important role in shaping school related skills.

In India, we make use of the term 'Slow learners' as an umbrella term covering fairly large group of students whose rate of learning is slowed down by one or more factors of which, limited ability may be the one. The common factor with all pupils seen was some measure of educational retardation. Slow learners are described by their specific academic weakness. (Panda, 2000 pp.232-33). Retardation or backwardness in terms of the rate of learning and academic performance of a child in comparison to that of his/her classmates may be said as the main criteria or a common trait for labelling a child as slow learner.(S.K.Mangal.,2009)

They should be appreciated and guided by the parents and should not be rejected as it gives a negative effect on the development of the children. The child does not like to be compared with their own siblings, peers, friends, neighbours or relatives. The parents should give confidence to their children at time of failures which will boost up the morale of children. Every parent has to spend time with their children to know the child's day today activities which will prevent the child from bad companies.

Loss Hoffman (1974,1977) had suggested ways in which the maternal employment affects the development of children. The role model provide by the working mother and non-working mother differs, Mother's emotional state and attitude towards her work will modify the effects of maternal employment on children, child rearing practices of working mothers and non-working mothers differs, children of working mother receive less supervision compared to children non working mother, less interaction of employed mothers and children.

Aims and Objectives

1. To analyse the socio demographic factors of the respondents.
2. To assess the level of parent child relationship among slow learners.
3. To suggest suitable measures to improve the parent child relationship.

Hypotheses

1. There is significant relationship between age of the respondents and overall parent child relationship (mother).
2. There is significant difference between gender of the respondents and overall parent child relationship (Father).

Research methodology

The researcher had adopted descriptive design as the study aims at describing the parent child relationship among the respondents

Universe and sampling

Among ten aided higher secondary schools in Trichy city the researcher selected 4 schools using simple random sampling-Lottery method. From these schools slow learners identified from VIII, IX and XI standard were considered to be the universe for the present study which constituted of 320. Hence the universe is 320. The researcher used census method to select students. Hence the sample size is 320.

ANALYSIS AND INTERPRETATION

Table 1 socio demographic profile of the respondents

S.no	Variables	No of respondents(n:320)	Percentage
1	**Age**		
	13 yrs	122	38
	14 yrs	76	24
	15 yrs	43	13
	16 yrs	45	14
	17 yrs	28	9
	18 yrs	6	2
2	**Class**		
	8th std	156	49
	9th std	90	28
	11th std	74	23
3	**Gender** Male Female	157 163	49 51

Table -2 DISTRIBUTION OF THE RESPONDENTS BASED ON VARIOUS DIMENSIONS OF PARENT CHILD RELATION-SHIP

S.no	Particulars	No. of respondents Mother (n: 314)	Percentage	No. of respondents Father (n: 291)	Percentage
1	**Protecting** Low Level High Level	163 151	51 49	150 141	51.5 48.5
2	**Symbolic Punishment** Low Level High Level	160 154	51 49	152 139	52.2 47.8
3	**Rejection** Low Level High Level	162 152	51.6 48.4	147 144	50.5 49.5
4	**Object Punishment** Low Level High Level	196 118	62.4 37.6	164 127	56.4 43.6
5	**Demanding** Low Level High Level	167 147	53.2 46.8	155 136	53.3 46.7
6	**Indifferent** Low Level High Level	170 144	54.1 45.9	157 134	54 46
7	**Symbolic reward** Low Level High Level	159 155	50.6 49.4	149 142	51.2 48.8
8	**Loving** Low Level High Level	158 156	50.3 49.7	159 132	54.6 45.4
9	**Object reward** Low Level High Level	184 130	58.6 41.4	173 118	59.5 40.5
10	**Neglect Behaviour** Low Level High Level	178 136	56.7 43.3	174 117	59.8 40.2
11	**Overall Parent-child relationship** Low Level High Level	160 154	51 49	148 143	51 49

Table 3 Karl Pearson's co-effelient of correlation between age of the respondents and various dimensions of parent child relationship- mother

S.no	Age and Dimensions of parent child relationship	Correlation Value	Statistical Inferences
1	Age and Protecting	-.068	P>0.05 Not Significant
2	Age and symbolic punishment	-.056	P>0.05 Not Significant
3	Age and Rejection	.041	P>0.05 Not Significant
4	Age and object punishment	-.129*	P<0.05 **Significant**
5	Age and Demanding	-.073	P>0.05 Not Significant
6	Age and Indifferent	.004	P>0.05 Not Significant
7	Age and symbolic reward	-.049	P>0.05 Not Significant
8	Age and Loving	-.029	P>0.05 Not Significant
9	Age and object reward	-.033	P>0.05 Not Significant
10	Age and neglect behaviour	-.101	P>0.05 Not Significant
11	Age and overall parent - child relationship	-.087	P>0.05 Not Significant

Table 4 Difference between the gender of the respondents and various dimensions of parent child relationship (father)

S.No	Dimensions of parent child relationship and Gender	Mean	Std. Deviation	Statistical Inference
1	Protecting			t=3.938
	Male(n:149)	34.0604	7.35970	P<0.05
	Female(n:142)	37.5423	7.72362	**Significant**
2	symbolic punishment			t=3.038
	Male(n:149)	40.9262	6.65369	P<0.05
	Female(n:142)	38.3592	7.73987	**Significant**
3	Rejection			t=1.861
	Male(n:149)	17.8389	6.71431	p>0.05
	Female(n:142)	16.2958	7.42794	Not Significant
4	object punishment			t=0.984
	Male(n:149)	7.6242	2.69001	p>0.05
	Female(n:142)	7.3028	2.87811	Not Significant
5	Demanding			t=1.332
	Male(n:149)	36.2752	5.88730	p>0.05
	Female(n:142)	37.2887	7.06563	Not Significant
6	indifferent			t=2.404
	Male(n:149)	33.7584	5.98946	P<0.05
	Female(n:142)	32.0211	6.33852	**Significant**
7	symbolic reward			t=4.233
	Male(n:149)	54.6846	10.10558	P<0.05
	Female(n:142)	60.1901	12.03537	**Significant**
8	Loving			t=2.035
	Male(n:149)	52.0268	10.02628	P<0.05
	Female(n:142)	54.3944	9.80444	**Significant**
9	object reward			t=4.297
	Male(n:149)	9.0805	2.42876	P<0.05
	Female(n:142)	10.4648	3.04496	**Significant**
10	neglect behaviour			t=2.598
	Male(n:149)	19.2215	4.18305	P<0.05
	Female(n:142)	17.8873	4.57576	**Significant**
11	Parent - Child Relationship overall			t=1.693
	Male(n:149)	305.4966	30.16007	p>0.05
	Female(n:142)	311.7465	32.80859	Not Significant

Major findings

- More than 1/3rd (38percent) of the respondents belong to the age group of 13 years.
- Less than half of the respondents (49percent) were studying in 8th std.
- More than half (51percent) of the respondents were females.
- More than half of the respondents (51 percent) perceived low level of Parent child relationship father and mother respectively.

Findings related to hypothesis

- There is no significant association between age of the respondents and overall parent child relationship (mother)
- There is no significant difference between gender of the respondents and overall parent child relationship (father)

Suggestions

- Parents should establish good relationship with the children to improve their academic performance.
- Punishments in no way will improve the academic performance. So method of positive reinforcement can be adopted.
- Teachers & parents should join together to bring out the best in slow learners.

Conclusion

Parents should be a second teacher and teachers should be a second parent which helps to understand about the capacity of the slow learners. The factors for slow learning should be identified that helps to solve the problems easily. The parents have to spend time with the children and should not compare the academic performance of the slow learners with their siblings or with other children. A positive environment in the family may help the slow learner to achieve better.

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