



## PARENT-CHILD INTERACTION IN RELATION TO THE ACADEMIC ACHIEVEMENT OF ADOLESCENTS

### Home Science

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### ABSTRACT

Adolescence is an essential time for the development of achievement because, during this period of the life cycle, individuals make significant decisions about their educational, occupational futures. Educational and occupational achievements are highly interconnected. Doing well in school generally leads to higher levels of educational attainment, which in turn leads to more prestigious and better-paying employment (Ramalingam, 2006). This study examined Parent-Child Interaction in relation to the Academic Achievement of Adolescents. The data were collected by using the standardized tool 21A7 parent-child interactions scale by S.V.Kale (1992), which comprises of 28 yes or no questions. The sample comprised of 120 students from two different schools studying IX standard with the age of 13-14yrs. The result indicated that there is a significant correlation between adolescents' academic achievement and parent-child interaction.

### KEYWORDS

Parent-child Interaction, Adolescent, Academic Achievement

### INTRODUCTION

Parental relationships share a significant space in the life of the adolescent. This influence can be felt in many areas in a child's life, and the one primary aspect is the striving disposition for success in competition. Parents play an essential role in molding a child's character, personality career, and advancements in education. Adolescence is an essential time for the development of achievement because during this period of the life cycle individuals make significant decisions about their educational, occupational futures (Sumetha, 2006)

Family helps the child to grow and develop to maximum potential and is better able to make decisions regarding the well being of its members than anymore else. Familial attitude is associated with the holistic development of the child and for his free expression of ideas and feelings. Every parent want to rear his child in the way that he thinks is the best and thus, behavioral patterns and disciplinary practices of children vary. Lakshmi and Arora (2006)

The parent and child bond is among the most important. During this vulnerable stage of teenage, the parent-child interaction is must which encourage them to grow and explore freely, knowing that their home is a safe haven to return to when needed. Laar and Sidonius (2001)

Literature has well documented the importance of good parent-child interaction and a healthy home atmosphere in the healthy development of adolescent's future. The reliability of the relationship between an adolescent and his / her parents is a key element in the adolescent's future. The parent-child relationship affects the wholesome adjustments to their relationships with people, school performance, and choice of vocation and in developing a well-integrated personality. Panchalingappa (2004)

A child's achievement in school, self-confidence, the motivational level is all highly influenced by the parent's involvement with the child. Good parent-child interaction is well associated with moral development, positive relationships with peers, high confidence, and school achievement. On the other side, weak parent-child interaction might have a contradictory result. Prathiba (2006). Fetcher (2004) were of the opinion academic performance is influenced by the quality of parent- child interaction.

Guzzel and Vernon (2004) rightly said that parental aspirations tell us about the ambition and desires of the parents for their children, parents operate within a psychological and cultural milieu of a particular kind, and they determine their aspiration for their children. Veer.U (2005) remarked that good communication as one of the most imperative parenting practices. The relationship between parent-adolescent communications has been linked with adolescent academic achievement. Farrel D (2006) opined Parental involvement is multidimensional and is reflected through parent's behavior and attitudes, styles of parenting, and perceptions of the children.

### 1.2 OBJECTIVE

The objectives of the study are

To study the parent-child interaction in relation to the academic achievement of adolescents.

### METHODOLOGY

The population for the present study was constituted adolescents of higher secondary schools in Salem city. The sample comprised of 120 students from two different schools studying IX standard with the age of 13-14yrs. The investigator constructed a simple questionnaire to acquire general and personal information from the selected respondents. The standardized tool 21A7 parent-child interactions scale by S.V.Kale (1992) is used, which comprises of 28 yes or no questions.

### RESULTS AND DISCUSSION

**TABLE I ACADEMIC MARKS SCORED BY THE STUDENTS WITH REGARD TO THE TYPE OF SCHOOL**

Type of the school	Marks		
	S.size	Mean	S.D
Co-Education school	40	65.18	18.61
Girls school	80	66.76	16.68
<b>TOTAL</b>	<b>120</b>	<b>66.24</b>	<b>17.29</b>

t-test for Equality of Means

t	df	Sig.
.470	118	Ns

T-Test was applied to find whether there is any significant difference in the average academic marks of students of co-educational school and girls school. The calculated t-test values are 0.470 is less than the table value of 1.980. Since the calculated value is less than the table value, it is inferred that there is no significant difference in the average academic marks between co-education school and girls school.

**TABLE II Academic marks scored by the Students with regard to the Gender**

Gender	Marks		
	S.size	Mean	S.D
Female	94	67.09	16.87
Male	26	63.17	18.74
<b>TOTAL</b>	<b>120</b>	<b>66.24</b>	<b>17.29</b>

t-test for Equality of Means

t	df	Sig.
1.024	118	Ns

T-Test was applied to find whether there is any significant difference in the average academic marks between female and male students. The calculated t-test value is 1.024 is less than the table value it is inferred that there is no significant difference in the average academic marks

between female and male students.

**TABLE III AVERAGE ACADEMIC MARKS OF THE STUDENTS WHEN THE PARENTS OF DIFFERENT AGE GROUPS WHERE COMPARED**

Age of the parent	Marks		
	S.size	Mean	S.D
<=40 yrs	20	61.02	15.46
41-45 yrs	62	66.69	17.62
Above 45 yrs	38	68.24	17.52
<b>TOTAL</b>	<b>120</b>	<b>66.24</b>	<b>17.29</b>

#### ANOVA for Marks

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	710.080	2	355.040	1.192	Ns
Within Groups	34848.516	117	297.851		
<b>Total</b>	<b>35558.596</b>	<b>119</b>			

One way ANOVA was applied to find whether there is any significant difference in the average academic marks of students of parents belonging to different age groups. The ANOVA result shows that the calculated f-ratio value is 1.192 is less than the table value it is inferred that there is no significant difference in the average marks among the age groups of the parents.

**Table IV The total score on Parent-Child Interaction in relation to the Academic Achievement of Adolescents**

Marks	The total score on Parent-Child Interaction						Total	
	Low (<=17)		Moderate (18-22)		High (>=23)			
	No.	%	No.	%	No.	%	No.	%
<b>Poor (&lt;=49)</b>	13	48.1	11	14.3	1	6.3	25	20.8
<b>Average (50-84)</b>	14	51.9	44	57.1	9	56.3	67	55.8
<b>Good (&gt;=85)</b>			22	28.6	6	37.5	28	23.3
<b>Total</b>	27	100	77	100	16	100	120	100

#### Correlation

	The total score on Parent-Child Interaction
Marks	0.639(**)

#### HYPOTHESIS:

There is no significant correlation between adolescents' academic marks and parent-child interaction.

The correlation between marks and parent-child interaction scores is 0.639\*\*, which found to be significant at 1% level. Hence the hypothesis is rejected. **Bhushan.R, (1993)** highlighted that positive evaluation of the child by his parents favors the development of higher achievement motivation. The home atmosphere has a significant effect on the child's educational development. Some characteristics of the home environment and parent-child relationships such as rewarding the desired behavior, having keen interest in and love for the child, and freedom of expression may lead to the development of higher need to achieve goals and succeed in life.

#### CONCLUSION:

The prosperity of our nation is in the hands of our children, and the future of our society largely depends on the holistic development of our children. Children are fundamental values needed to make a productive life and as a result, a good society. Hence childrearing plays an important role. Adolescents have good achievement motivation when their parents are loving, caring, and permissive and poor achievement motivation when their parents are rejecting, neglecting, indifference, depriving, controlling, and punishing. In the present study, there is a significant difference in the interaction between parents and children, which helps cognitive development and scholastic achievement of children. Hence the positive parental support is very important for academic achievement. Several schools have realized the effect of parent-child interaction in the academic achievement of children, and they brought up many strategies to improve the same, but they should also look into the results of the strategies that they implemented and alter it accordingly.

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