

PARENT-CHILD RELATIONSHIP AND STUDENTS' ACADEMIC ACHIEVEMENT: A STUDY OF SECONDARY SCHOOL STUDENTS

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Parent-child relationship has been considered as part of parental involvement process and consists of a combination of behaviours, feelings and expectations that are unique to a particular parent and particular child. This study explores how parent-child relationship is influenced by taking into account demographic factors viz. gender, type of school and academic achievement. Data has been collected by using parent-child Relationship Scale (PCRS-RN) developed by Rao (2011) from the 200 secondary school students selected from four schools of Sidhwan Belt Block of Ludhiana District following non-probability approach of sampling. The results of the study indicated that secondary school students perceive their parents differently on different dimensions of parent-child relationship on the basis of gender, type of school and academic achievement. It seems that not only academic achievement but other socio-contextual variables also play an important role in shaping the relationship between parents and children.

KEYWORDS: Parent-Child Relationship, Secondary School Students, Academic Achievement

INTRODUCTION

Parent involvement, parent practices, parenting style and parent-child relationships have vital role to play in the development of the child. Early

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philosophers also theorized about the parental values, goals, skills and attitudes. Locke in his essay concerning human understanding posited that children were both with a "tabula rasa" or a "blank state" by which parents and society could easily transmit their values and beliefs to their children. Rousseau (1762) believed that children were born "Innately Good" and it is up to parents and society to uphold and further teach the values inherent in children. Similar to the ideas of philosophers from centuries ago, educational thinkers and administrators of today are also interested in gaining better understanding of the interactive socialization process by which parents attempt to transmit their values, goals, skills and attitudes to their children. Studies have been conducted to examine linkages between the child's home environment and school environment: Within these two developmental contexts, adolescents interact and are influenced by multiple socialization agents, including parents, teachers and peers (Maccoby & Martin, 1983; Parke & Buriel, 1998; Wentzel, 1999).

Epstein (1989) argues that differences in children's motivation and learning can be partly accounted for by the degree to which the environment of the school and home overlap. Model of Educational Socialization by Epstein (1989) named as TARGET structures identified six interrelated aspects of the home environment i.e. task structure, authority structure, reward structure, grouping structure, evaluation structure, time structure that are conducive to academic achievement. Epstein (1995) discussed how children learn and grow through three overlapping spheres of influence: family, school and community. These three spheres must form partnerships to best meet the needs of the child. Epstein also defined six types of involvement based on the relationships between the family, school and community (Skills), communicating, volunteering, learning at home, decision making, and collaborating with the community

The parental involvement has been considered a multidimensional construct with multiple domains (Singh et al., 1995). Parent involvement has been defined in multiple ways, including activities that parents engage in at home and at school and positive attitudes parents have towards their child seduction, school and teacher (Grolnick & Slowlaczek, 1994; Epstein, 1996; Kohl et al., 2000). Parent involvement encompasses three broad domains – parent-child relations, parent-school relations, and parent-parent relations (McNeal 1999). Parental involvement can be described as social relations that are imbued with norms of trust, obligation, or reciprocity (Coleman, 1988; McNeal, 1999).

Over the years, researchers with few theoretical perspective links have examined development between children's experiences and parent-child relationship quality and functioning in middle as well as in later adolescence

(Sroufe & Waters, 1977; Ryan et al., 1995 and Harter, 1998) have considered the processes whereby parents' behaviour helps determine the quality of child's school functioning and problem behaviours. Social learning theorists (Patterson et al., 1989) posit that behaviours modeled and reinforced in the parent-child relationship will be strengthened, encoded cognitively, and later generalized to other social settings. Attachment theorists (Waters et al., 1986) posit that the quality of parents' responsibility to children influences the development of parent/child attachment and quality of children's schemes and expectations about the self, others and relationships. Motivational theorists (Ryan et al., 1995) emphasize that the quality parents' responses to children's basic psychological needs come to be internalized in a child's developing self-regulatory abilities.

The impact of parental involvement and relationships on students' academic achievement has been recognized by teachers, administrators, and policy makers who consider parental practices and parental style to be one of the integral parts of new educational reforms and initiatives. Coleman's (1966) large scale study of the factors that influence academic achievement showed a stronger correlation between achievement and family background and environment than between achievement and the quality of the school. Researchers have since devoted much attention to the ways that parents can foster their children's school achievement. Further section of the paper focuses upon parental involvement and student achievement dynamics.

PARENTAL INVOLVEMENT – STUDENTS' ACHIEVEMENT DYNAMICS

Research evidence hypothesized that parents who have a positive attitude towards their child's education, school and teacher are able to positively influence their children's academic performance by following mechanisms:

a. Parental involvement vs Academic and Cognitive Socialization of Child :

Parents can play their role in academic and cognitive socialization of the child. The literature distinguishes between cognitive socialization – how parents influence the basic intellectual development of their children and academic socialization – how parents influence the development of attitudes and motives that are essential for school learning (Baker & Stevenson, 1986; Milen et al., 1986 and Stevenson & Baker, 1987). A considerable amount of research evidence is converging to show that parents attitudes, expectancies and beliefs about schooling and learning guide their behaviour with their children and have a causal influence on the children's development of achievement, attitudes and behaviours (Haggard, 1957; Marjoribanks, 1979; Eccles, 1983; Seginer, 1983; Broom, 1985; Boger et al., 1986; McGillicuddy-Delisi, 1985; Sigel, 1985; Miller, 1986;

Ames & Archer, 1987; Entwisle et al., 1987; Phillips, 1987; Stevenson and Baker 1987; Entwisle & Hayduk, 1988 and Wagner & Spratt, 1988; Lareau, 1989; Coleman, 1991; Epstein, 1991; Henderson, 1991; Reynolds, 1992; HoSui-Chi & Willms, 1996; Lee & Bowen, 2006; Patel, 2006; Burcu & Sungur, 2009). Number of studies report that a warm and responsive parent-child interaction balances acceptance with limits, and is positively related to self-esteem, social acceptability, and achievement in young children (Elings, 1988; Estrada et al., 1987; Bradley et al., 1988; Maroon, 1988). Higher parent involvement contributes to increase in child's perceived level of competence (Grolnick et al., 1991 and Gonzalez-DeHass et al., 2005). Parental involvement was a significant predictor of student achievement (Izzo et al. 1999; Topor et al. 2010).

b. Parental Involvement vs More Positive Student-Teacher Relationship:

A positive student-teacher relationship has been defined as the teacher's perception that his or her relationship with the child is characterized by closeness and lack of dependency and conflict (Birch & Lado, 1997). Gronlneck and Slowiaczek (1994) found a strong association between parental involvement and teacher reported grades, controlling for parents' education. It has been found that parents involvement in a child's education positively influences the nature of the student-teacher relationship (Stevenson & Baker, 1987; Hill & Craft, 2003). Children with dependable, cohesive and secure parental relationships are suggested to develop closer ties to teachers and display higher level of academic motivation and school adjustment and tend to exhibit fewer problem behaviour (Furrer & Skinner, 2003; Walker, 2008; Simos-Morton & Chen, 2009).

The transition from middle school to secondary school may be an overwhelming and stressful experience for young adolescents. Developmentally, students are entering a period in their lives when their physical, cognitive, psychological and social characteristics are beginning to evolve. Secondary school students experience both a contextual change and a personal change during this transition. It may often be a confusing time for students, their families, and the other adults in their lives who seek to support their healthy development and learning. The secondary school learning environment may be more complex than elementary school and academic achievement expectations increase. In this period parent-child relationship faces certain type of conflicts. Occurrence of conflicts in the parent adolescent relationship were not about fundamental themes concerning life and death, society and values, they were about everyday bickering in parent-child communications e.g. monopolizing the phone, not cleaning up, styles of dress, or coming too late. Research on parent-child

relations consistently indicates that perceived parental reflection has serious consequences for the psychological development and personality functioning of children and adults (Khabque & Rohner, 2002).

The studies in this review attempted to investigate the contribution of parental acceptance-reflection on academic achievement, school conduct and adjustment also. Parent-child relationship has an effect in enhancing children's higher school achievement rates, attendance rates, school completion rates and lowering delinquency and dropout rates (Ziegler, 1987). Perceived parental support and quality of friendship made significant contributions in prediction of adolescent's adjustment and less internalizing problems (Rubin et al., 2004). Adolescents, who perceive good quality relations with their parents, especially mother, benefit from close relational experience, which help them to regulate their emotional state (Duchesne et al., 2009).

It is believed that the relationship between parental involvement and academic achievement is impacted by various factors such as ethnicity, prior achievement and socio-economic status (Kohl et al., 2000). Majority of the findings tend to be gender specific, culture specific and outcome specific. With the underlying assumption that the parent-child relationship plays a significant role in shaping the academic learning of the children the present study was designed. The study explored the behavioural relationship between parents and child i.e. protecting, loving, symbolic-reward, indifferent, object-reward, symbolic punishment, reflecting, object punishment and neglecting of parent-child relationship of secondary school students across academic performance, gender and type of school.

OBJECTIVE OF THE STUDY

This study aims at to study parent-child relationship in terms of gender (male and female) of students, their type of school (government and private) and academic achievement (high and low academic achievement group).

HYPOTHESIS OF THE STUDY

It is hypothesized that there are significant differences in parent-child relationship with respect to gender of students, students studying in government and private schools and high vs low achiever students.

METHODOLOGY

Descriptive method of research followed by quantitative approach has been used in the study. To realize the goals of study correlational approach has been

followed which focuses upon examining the relationship of demographic characteristics of students being male or female, type of school characteristics (government or private) and academic achievement of students with relationship of mother and father.

POPULATION AND SAMPLE

The population of the present study was secondary school students in all districts of Punjab. The scope of the present study was delimited to rural schools situated in different districts of Punjab. There are total 8940 secondary schools in Punjab. In which 5824 are rural schools and 3116 are urban schools (Government of Punjab, 2015-16). Following non-probability approach of sample selection, Ludhiana district of Punjab has been selected for the study. There are 13 educational blocks in Ludhiana districts. Only four schools from Sidhwan Belt Block of Ludhiana district have been selected. Out of these only two schools are private and two are government schools affiliated to P.S.E.B. Mohali. Following quota sampling approach all students studying in 9th grade constituted the sample. 200 secondary school students were selected for the conduct of study, of this number 43% (83) were boys and 57% (117) were girls. The students' age ranged from 15 to 17 with a mean age of 15.9 and the majority of students (95.5%) reported that they have a rural background.

RESEARCH TOOLS

In the present study, the researcher has used the following tool:

Parent-Child Relationship Scale (PCRS-RN) by Rao (2011)

The tool contained 100 items categorized into ten dimensions namely, protecting, symbolic punishment, rejecting, object punishment, demanding, indifferent, symbolic reward, loving, object reward and neglecting. Each respondent scores the tool for both father and mother separately. Items are common for both the parents except for three items which are different, in the father and mother forms due to the nature of variation in paternal and maternal relationship with children. Respondents have been asked to rate statements as to their own perception of their relationship with either father or mother on a five point scale ranging from 'Always' to 'Very rarely' weighted 5, 4, 3, 2 and 1 on the scale points. The scale is scored separately for each of the parent. Thus, every respondent obtains ten scores for 'father form' and ten for 'mother form' on the ten dimensions of the scale.

Academic Achievement

Academic achievement refers to grades obtained by the students as per

Continuous Comprehensive Evaluation and the annual middle standard examination conducted by P.S.E.B. Mohali. From the school records, percentage of marks in 8th class was recorded as academic achievement.

RESULTS OF THE STUDY

Tables 1 and 2 show mean scores of different dimensions of parent-child relationship (mother and father) along with SDs in terms of achievement, gender and type of school. Protecting, symbolic reward, loving, object reward are positive dimensions, on the other hand symbolic punishment, rejecting, object punishment, demanding, neglecting are negative dimensions of parent-child relationship and only one dimension namely Indifferent is neutral dimension. The results have been explained by keeping in mind the characteristics of the dimensions.

It may be seen from Table 1 that mean scores of high achievers is higher than lower achiever secondary school students in protecting, symbolic reward, loving dimensions of mother-child relationship. The t-values of these dimensions turned out to be 3.43, 5.34, 3.52 ($p < 0.01$) respectively. Secondary school students whose achievement is high perceive their mothers as protecting, loving and gives symbolic reward as in these dimensions of mother-child relationship exists significant relationship between achievement and protecting, (0.424, $p < 0.01$), loving (0.666, $p < 0.01$) and symbolic reward (0.442, $p < 0.01$) dimensions.

Further Table 1 depicts that mean scores of low achiever secondary school students is higher than high achiever secondary school students in symbolic punishment, rejecting, object punishment, demanding, and neglecting dimensions of mother-child relationship. The t-values in rejecting and neglecting dimension of mother-child relationship turned out to be 4.39 and 5.17 which are significant at 0.01 level. Thus, it can be concluded that low achiever secondary school students perceive that their mothers are rejecting and neglecting as compared to their counterparts having high achievement. Further results of biserial correlation shows that there is significant relationship between achievement and rejecting ($r = 0.549 < 0.01$), object punishment and neglecting ($r = 0.653$; $0.218 < 0.01$) dimensions of mother child relationship. Low achievers significantly perceive their mothers as rejecting, neglecting and gives object punishment as compared to high achievers because mean scores of low achievers is greater than high achievers in these dimensions.

Table 1
Mean, SD, t-ratio and Values of Coefficient of Correlation of Parent-Child Relationship (Mother) in Terms of Achievement, Gender and Type of School.

	High Achievement/ Low Achievement				Male/Female				Government/Private									
	Mean	SD	r	t-ratio	Mean	SD	r	t-ratio	Mean	SD	r	t-ratio						
Protecting	36.50	3.94	33.96	3.56	0.424**	3.43**	33.02	3.89	35.47	4.15	0.299**	4.30*	34.20	3.98	34.22	4.20	0.002	0.04
Symbolic Punishment	25.08	6.08	26.56	4.91	0.168	1.35	25.91	5.88	25.85	5.17	0.007	0.070	26.79	4.84	23.11	5.17	0.367**	5.26**
Rejecting	21.08	4.41	24.72	3.90	0.549**	4.39**	23.42	4.45	23.00	5.33	0.042	0.610	25.09	4.22	20.59	2.92	0.628**	8.84**
Object Punishment	21.56	6.01	23.34	5.22	0.218**	1.57	23.63	5.71	21.25	5.08	0.217**	3.05**	23.42	4.91	18.25	5.06	0.518**	7.39**
Demanding	30.68	4.59	31.08	4.14	0.057	0.46	29.67	4.45	31.83	4.36	0.241**	3.42**	31.50	4.43	30.37	4.59	0.125	1.77
Indifferent	27.82	5.04	25.36	5.14	0.302**	2.44**	25.34	5.08	26.60	4.32	0.129	1.83	25.80	4.82	25.85	2.82	0.006	0.09
Symbolic Reward	39.20	6.09	33.06	5.45	0.666**	5.34**	32.67	4.78	37.27	6.18	0.412**	5.89**	34.70	5.29	36.96	4.79	0.221**	3.14**
Loving	37.52	5.59	33.82	4.90	0.442**	3.52**	32.73	5.05	35.86	6.02	0.278**	3.98**	34.71	5.25	33.85	6.75	0.020	1.01
Object Reward	28.76	5.03	28.08	5.86	0.078	0.62	27.44	5.97	27.30	5.44	0.012	0.170	27.55	5.37	26.40	3.85	0.124	1.74
Neglecting	21.00	5.22	25.96	1.28	0.653**	5.17**	24.73	4.31	22.47	5.12	0.236**	3.42**	25.06	4.18	19.33	3.85	0.703**	10.05**

*Significant at 0.01 level.

**Significant at 0.05 level.

Table 1 further shows that mean scores of girl secondary school students is higher than boy secondary school students in protecting, symbolic reward, loving dimensions of mother-child relationship. Girls perceive that their mothers are more protecting, loving and gives symbolic reward as compared to boy secondary school students because t-values in these dimensions turned out to be 4.30, 5.89 and 3.98 ($p < 0.01$). The values of coefficient of correlation between gender and mother-child relationship dimensions of protecting, symbolic reward and loving turned out to be 0.299, 0.412, 0.278 ($p < 0.01$) which depicts that girl secondary school students perceive their mothers to be protecting, loving and gives symbolic reward as compared to boys.

On the other hand, boys senior secondary school students perceives their mothers to give object punishment and their relations with their mothers as demanding and neglecting as compared to girls secondary school students. The t-values (3.05, 3.42, 3.42) of these dimensions turned out to be significant at 0.01 level. There is significant relationship between gender and object punishment ($r = 0.217$), demanding ($r = 0.241$) and neglecting ($r = 0.236$) dimensions of mother-child relationship among senior secondary school students. Mean scores of boys are higher than girls in these dimensions of mother-child relationship.

Private secondary school students perceive their mothers to give symbolic reward (t-value= 3.14, $r = 0.221$, $p < 0.01$) when compared with government secondary school students. On the other hand, government secondary school students perceive that their mothers to give symbolic punishment, (t-value= 5.26, $r = 0.367$, $p < 0.01$), object punishment (t-value= 7.39, $r = 0.516$, $p < 0.01$), rejecting (t-value= 8.84, $r = 0.628$, $p < 0.01$), and show neglecting (t-value= 10.05, $r = 0.703$, $p < 0.01$) behaviour when compared with private secondary school students.

Table 2 shows that high achiever secondary school students perceive that their fathers as protecting (t-value= 2.49, $r = 0.294$, $p < 0.01$), loving (t-value= 2.21, $r = 0.276$, $p < 0.01$) and give symbolic reward (t-value= 4.44, $r = 0.537$, $p < 0.01$) on the other hand low achiever secondary school students perceive that their relationship with their fathers as rejecting (t-value= 3.79, $r = 0.475$, $p < 0.01$), neglecting (t-value= 4.55, $r = 0.568$, $p < 0.01$) and they give symbolic and object punishment (t-value= 2.87, 4.48, $r = 0.397$, 0.562, $p < 0.01$) as compared to high achievers students.

Girl school students perceive that their fathers are protecting, gives symbolic reward (t-value= 2.56, $r = 0.176$, $p < 0.01$) as compared to boys students. While boys perceive that their relationship with their fathers is neglecting (t-value= 2.58, $r = 0.181$, $p < 0.01$) and give subject and object

Table 2
Mean, SD, t-Ratio and Values of Coefficient of Correlation on Parent-Child Relationship (Father) in Terms of Achievement, Gender and Type of School.

	High Achievement/ Low Achievement				Male/Female				Government/Private									
	Mean	SD	t-ratio	r	Mean	SD	Mean	SD	Mean	SD	Mean	SD	r	t-ratio				
Protecting	36.02	4.10	34.18	3.72	0.294**	2.49**	34.03	4.30	35.08	3.85	0.126	1.77	34.35	3.56	34.94	4.51	0.072	1.03
Symbolic Punishment	23.28	5.13	26.50	5.02	0.397**	2.87**	25.81	5.26	23.88	5.04	0.184**	2.64**	26.42	5.14	22.99	4.71	0.342**	4.92**
Rejecting	21.40	4.79	25.16	5.12	0.475**	3.79**	23.86	5.48	22.45	5.15	0.001	1.85	25.08	5.16	21.03	4.70	0.404**	5.81**
Object Punishment	19.22	5.44	14.14	5.53	0.362**	4.48**	23.96	8.70	20.07	5.27	0.274**	3.63**	24.22	5.56	19.20	7.67	0.373**	5.04**
Demanding	31.42	4.91	30.98	4.60	0.057	0.462	31.73	5.74	31.35	4.62	0.036	0.526	31.86	4.38	31.15	5.73	0.349**	1.00
Indifferent	26.36	4.68	25.20	4.89	0.151	1.21	26.65	5.79	25.50	4.44	0.110	1.52	25.23	5.38	26.71	4.65	0.145*	2.08*
Symbolic Reward	39.11	5.21	33.74	8.05	0.337**	4.11*	34.79	4.70	37.02	7.70	0.176**	2.56*	34.41	7.14	37.72	5.83	0.232**	3.50**
Loving	37.26	5.63	34.80	5.51	0.276**	2.21*	35.02	5.43	35.58	6.48	0.046	0.663	35.19	5.83	35.50	6.29	0.025	0.361
Object Reward	28.30	6.25	27.56	9.59	0.058	0.459	27.55	6.03	26.91	8.01	0.044	0.646	27.37	7.80	26.99	6.70	0.026	0.372
Neglecting	21.84	4.54	26.12	4.88	0.368**	4.55**	24.89	5.20	22.95	5.30	0.181**	2.58**	24.95	4.54	22.58	5.79	0.225**	3.26**

*Significant at 0.01 level.

** Significant at 0.05 level.

punishment (t-values= 2.64, 3.63, $r= 0.274$, $p<0.01$). Dimensions of father child relationship are positively and significantly related with the type of school as categorical variable. Private secondary schools significantly perceive that they their fathers give them symbolic reward (t-value= 3.50, $r= 0.252$, $p<0.01$) as compared to government school students. On the other hand, government school students perceive that their relationship with their father is rejecting (t-value= 5.81, $r= 0.404$, $p<0.01$), and neglecting (t-value= 3.26, $r= 0.225$, $p<0.01$) and they also give them symbolic and object punishment (t-value= 4.92, 5.04, $r= 0.342, 0.373$, $p<0.01$).

CONCLUSIONS

The purpose of this study is to investigate factors effecting quality of relationship between parents and children. For this, univariate analysis conducted shows that high achiever secondary school students perceive their parents to be protecting and loving, and their parents also give symbolic expression of appreciation for emotional and psychological security of the child but low achiever secondary school students perceive that they have rejecting and neglecting relationship with their parents and their parents also show temporary annoyance in the form of symbolic and object punishment. Hence, it can be said that academic achievement has an effect on parent-child relationship among secondary school students. Pandey (1991) observed significant relationships with regards to parental acceptance among groups of high and low academic achievers. Parental avoidance and parental concentration has been affected by failed and passed students (Agarwal, 1997). The reason may be that the sample of students has been collected from those belonging to middle socio-economic status families. These families want their children to excel in studies. They may be feeling that securing good marks in school will be helpful in getting good marks in higher studies also and education can be helpful in obtaining livelihood security and in getting employment opportunities. Research findings have also shown that a continued effort of parental involvement throughout the child's education can improve academic achievement (Fan, 2001; Driessen et al., 2005; Hong & Ho, 2005). High achiever students have protecting and loving relationship with their mothers. Parental support, but more strongly mother's warmth/supportive behaviour correlated with more adaptive school functioning and less involvement in problem behaviour. Mothers' hostile behaviour was associated independently and significantly with poorer academic and behavioural outcomes (Repinski & Shonk, 2002). Parental involvement in a child's early education is consistently found to be positively associated with a child's academic performance (Christian et al., 1998; Hara &

Burke, 1998; Marcon, 1999; Hill & Craft, 2003). Parental engagement and encouragement has been positively related with academic achievement of students (Singh & Devgun, 2012). High achiever school students have stronger perception of parenting than low achievement students (Sonia, 2012). Other researchers indicated that parent involvement is associated with lower levels of achievement (Brookover et al., 1979; Desimone, 1999; Domina, 2005) or has no effect on achievement (Brookover et al., 1979; Epstein, 1988, 1991; Fan, 2001; Domina, 2005; El Nokali et al., 2010).

When parent-child relationship has been studied in terms of gender, it was found that girls share more protecting and loving relationship with their parents as well as their parents also give them symbolic reward in the form of emotional, psychological security. But on the other hand, boys perceive that they have neglecting and demanding relationship with their parents as well as they give object and subject punishment. The reason may be that no doubt in Punjabi society everybody seeks for boy child, but parents are more caring and personally intrusive and protecting for their girls and their attitude towards their daughters has been changing favourably. The extent to which parents differentiated between their sons and daughters, they have different parenting styles for their children (Conrade & Ho, 2001). Kaur and Kalaramna (2004) revealed that fathers were significantly in favour of punishment to their sons as compared to their daughters whereas the mothers attitude towards daughter was more indifferent as they were more loving towards their son. Kamble (2009) in his study discussed gender differences in parent-child relationships. Students perceived their mothers to be more loving and fathers to be a symbolic of punishment, rejection, object punishment, demanding, indifferent and neglecting behaviour. Boys perceive that their fathers' behaviour is significantly higher on symbolic punishment and demanding while as girls perceived their father on symbolic reward and loving behaviour. Walia (2013) highlighted that female students get more involvement as compared to male students while Mangore and Adsul (2015) found that there is no significant difference between male and female students in parent-child relationship and academic achievement.

Affiliation of school students with government or private schools also has an impact in explaining relationship with their parents. The secondary school students, who are getting education in private schools perceive that their parents give them symbolic reward on the other hand government school students perceives that their parents gives object and subject punishment and also they have neglecting and rejecting relationship with their parents. Thus, it can be said secondary school student's perceptions of their relationship with their parents has been effected by the type of school in which they are

getting education.

From the results of the study it was found that both parents were not perceived to be similar by the students. But, Suman and Umopathy (2003) perceived that parents were perceived to be similar by the adolescents. In this study perceptions of children regarding their relationship with parents has been affected by gender, type of school, and academic achievement. There are studies in the literature which show that positive relations of parental involvement to student performance were largely unaffected by school characteristics other socio-economic, racial and ethnic composition of the students (Griffith, 1996; Kohl et al. 2000). Mother-child relationship has been affected by gender and academic achievement of school students (Sharma, 2012).

Over all, the results of the study indicated that secondary school students perceive differently their parents on different dimensions of parent-child relationship on the basis of gender, type of school and academic achievement. It seems that not only academic achievement but another socio-contextual variables also play their role in shaping parent-child relationship. It was suggested that there is need to understand the importance of developing better parent-child relationship by the school authorities, teachers and parents also. Parents can develop a better understanding of the areas which are responsible for lowering of relationship. By examining specific parenting practices that are amenable to change, such as parent-child relationships and the mechanisms by which these practices influence academic performance, programmes may be developed to increase child's academic performance. The design of policies, practices and interventions should reflect an understanding of these findings about the nature and quality of parental relationships on children's academic achievement.

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