

Parent- Child Relationship and Academic Performance

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Abstract:

Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance. However the present study examines parent-child relationship and academic performance. The objective of this study was to investigate the relation between parent- adolescent relationship and academic performance. The adolescent (100 boys and 100 girls) were assessed using the parent -child relationship scale. Academic score were taken from the Sir Pratap high school . The result indicates that no significant difference between urban and ruler area, but boys and girls are significant difference on parent-child relationship and no significant interaction effect of area and gender on parent child relationship. There is no significant effect of area on academic performance but genders are significant effect on academic performance. The correlation of parent-child relationship and academic performance is positive.

Good parent- child relationship reflect successful academic achievement and contribute to it. If Parent- child relationship is poor than home climate will be make by frication which make academic achievement was difficult. Equally important many adolescents fell that their parents do not understand them and that their standards of behavior are old fashioned. This is a due more to the cultural gap, explained above than to difference in age. It is important to understand that the quality of parent-child relationships within adolescence is linked to the quality of these relationships with in adolescence is linked to quality of those relationship prior to adolescence , and adjustment during adolescence is related to childhood adjustment. Similarly, although adolescence mark a period during which the crystallization of identity is the central developmental challenge, identity development extends from birth across the life span(Erikson 1963). Nonetheless the period of adolescence presents unique developmental challenges for adjustment and new opportunities for identity development and growth in parent-child relationship. Erikson, Erik. *Childhood and Society*. New York: Norton(Original work published 1950). Just a Parental sensitivity and responsiveness contribute to secure attachment in infancy, parental warm/ involvement , encouragement of increasing self-control and decision making appropriate limit setting and monitoring appear to foster secure attachment and adjustment in late childhood and early adolescent (Baumrind, 1991: Steinberg, Dornbusch & Brown, 1992; Karavasilis, Doyle & Margoleses, 1999)

Researcher have reported that present- child interaction, specifically stimulating and responsive parenting practices are important influence on child's academic development (Christian, Morrison & Bryant, 1998;Committee on Early Childhood Pedagogy,200) By examining specific parenting practices that are amenable to change, such as parent involvement, and mechanisms by which these practice influence academic performance, program may be developed to increase a child's academic performance, While parent involvement has been found to be related to increased academic performance, the specific mechanism through which parent involvement exert its influence on a child's academic performance are not yet fully understood (hill & Craft, 2003).

The present study examine the relationship of parent-adolescent effect on academic performs.