Parent-Child Relationship among Boys and Girls at Secondary Level

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Abstract: The quantitative and qualitative findings of the study have been reported in discussion. However, some of its implications can be put together to consider its importance. The implications are presented on the basis of findings of the study. Implications for the Teachers (Each child is unique, so it takes special care to build secure relationship with the society. Teachers are the important person that plays an important role in all round development of the child. He should not differentiate between boys and girls as both are equally well adjusted according to the conclusion of the study. Teacher should observe each child carefully over time. He should try to learn his or her unique "signs" of behaviour. Share or discuss your observations with co-workers and parents about how each child is feeling about the child's relationship with others.) Implications for the Parents (Parents should pay special attention to provide healthy atmosphere at home. Parents should start introducing routines & good habits to their children's at an early age. Parents should provide equal opportunity to girls and try to understand their problem. The best way to make children good is to make them happy. At home, children's should be provided with varied type of experiences that should stimulate life and wide range of companionship.) The primary responsibility of the guidance worker is to guide teachers, teacher educators, parents and administrator. The guidance workers should study the needs, purposes and procedures essential to the development of guidance service and to frame the necessary guidance services. The guidance worker should give suggestions to establish good schools where education be provided, keeping in view the needs and interests of the students of varying at groups. Keynotes: parent-child relation, special time, Adolescence.

I. Introduction

The origins and developmental course of conflict in the normally nurturing relationships between parents and children are classic themes in theory and research on socialization. Particular attention has been given to the course of conflict during adolescence, reflecting both impressions that parent-child conflict is more common during adolescence than during childhood and beliefs that effective management of conflict promotes a successful transition to adult roles and responsibilities. Consequently, much of the empirical research on parent-adolescent conflict is designed to provide a better understanding of processes that foster continuity of parental influences and that minimize the disruption of these influences. The present study advances this goal by delineating descriptive detail about alterations in key aspects of parent-child relationships across adolescence. A series of meta-analyses summarizes changes in parent-child conflict rate and affect as a function of adolescent age and pubertal maturation. The most important property of humankind is the capacity to form and maintain relationships. These relationships are absolutely necessary for any of us to survive, learn, work, love and procreate. Human relationship take many forms but the most intense, most pleasurable and most painful are those relationships with family, friends and loved ones. Within this inner circle of intimate relationships, we are bonded to each other with “emotional glue” – bonded with love.

Of the many different relationships people form over the course of the life span, the relationship between parent and child is among the most important. Each individual’s ability to form and maintain relationships using this “emotional glue” is different. Some people seem “naturally” capable of loving. They form numerous intimate and caring relationship and, in doing so, get pleasure. Others are not so lucky. They feel no “pull” to form intimate relationships, find little pleasure in being with or close to others. The capacity and desire to form emotional relationships is related to the organization and functioning of specific parts of the human brain. Just as the brain allows us to see, smell, taste, think, talk and move, it is the organ that allows us to love or not. The system in the human brain that allow- us to form and maintain emotional relationship develop during infancy and the first year of life. Experience during this early vulnerable period of life is critical to shaping the capacity to form intimate and emotionally healthy relationships. Empathy, caring, sharing, inhibition of aggression,
capacity to love and host of other characteristics of a healthy, happy and productive person are related to the core attachment capabilities which are formed in infancy and early childhood. Children live in families. They need caring and sensitive adults in there live, parents are usually the first teacher of the children. According to many educationists the home is school where an infant learns language, love, affection cooperation and many more. The rapport relationship with family members helps in development of a child in all stages of life. Just like with any relationship, building a positive relationship between parent and child is one that requires work and effort to make it strong and successful. Parenting is a tough job, and maintaining close relationships and open communications helps to ensure parents and their children stay connected through all ages of their upbringing.

Young children develop emotions when they think parental interests and attention are shifting towards someone else in the family, usually a new sibling. Children develop attitudes also towards school, peer group, parental preference etc. As grow old. Children of permissive parents become selfish, disregard the rights of others and aggressive and unsocial. Those who are subjected to strict authoritarian training are overtly obedient in the presence of adults, but are aggressive in per relationships. Due to advancement of science and technology, the desire of humankind increase. The parents engage in their work in such a way that they are unable to pay much attention towards their children’s due to lack of time they are unable to provide love and affection or total care of their children.

It is universally known that every human being is product of his heredity and environment and parent are the source of both, especially during the critical period of growth and development. In general, parenting plays significant role in child’s development. Parental attitude, parenting style are the fundamentals, required for behaviour of a child with the society. A major concern of Clarissa is the mutual duties which parent and child have toward each other concerning the child's marriage. Richardson focuses the reader's attention on this topic with the subtitle, The History of a Young Lady: comprehending the most Important Concerns of Private Life, and particularly showing, The Distresses that may attend the Misconduct Both of Parents and Children, In Relation to Marriage. Traditionally parents were regarded as having the authority to arrange a child's marriage, and the child was expected to accept their decision. Such a view follows naturally from the idea of the father as God's proxy in the family, a concept you are familiar with from your reading of Robinson Crusoe. By the eighteenth century, the traditional view of parental authority was slowly changing, in part because the basis of marriage was in the process of changing from property, social position, and wealth to love, companionship, and personal happiness. The basis for and the extent of parental authority were widely debated, both by ministers and laymen.

The researcher wants to know that who have better-child Relationship, those who have loving and sensitive parents than those who don’t have. As he want to study about the relationship between parent child relationship. Of the many different relationships people form over the course of the life span, the relationship between parent and child is among the most important. The quality of the parent-child relationship is affected by the parent's age, experience, and self-confidence; the stability of the parents’ marriage; and the unique characteristics of the child compared with those of the parent.

II. PARENT CHILD RELATIONSHIP

The parent - child relationship consists of a combination of behaviours, feelings and expectation that are unique to a particular parent and a particular child. The relationship involves the full extent of a child’s development of many different relationships people form over the course of the life span, the relationship between parent and child is among the most important. The quality of the parent-child relationship is affected by the parent's age, marital status and experience. There is more to getting children to cooperate than just telling them what to do. Parents want their children to behave responsibly. A firm foundation starts with a strong parent child relationship with mutual respect at the core. Effective communication skills help to set and carry through on firm and consistent limits and consequences for child's behaviour. Positive interaction with children builds cooperation and helps reduce conflict in the home. All of the blocks work together and support each other to influence children's behaviour. Parent-child relationship is very important in building self-confidence and self-respect amongst children. The quality of the parent-child relationship is affected by the parent's age, experience, and self-confidence; the stability of the parent’s marriage and parent's employment: and the unique characteristics of the child compared with those of the parents and factors that may affect the parent-child relationship in a family include the child's physical appearance, sex, birth order and temperament.

SIGNIFICANCE: It is evidenced that parent are responsible for the development of favorable attitude towards school and society. With the passage of time and with the advancement of science and technology the social and economic pattern of the family life too has undergone a change. Due to lack of time parents pay less attention towards their child. It may affect the bond of love and affection. As their relationship becomes weak it ultimately results to effect the adjustment and development of the child. Taking into consideration, the researcher is keenly interested to know whether the Parent child relationship influence the adjustment secondary school students, hence the Researcher has chosen the problem related to “PARENT CHILD RELATIONSHIP”. The
study has practical implication. It may prove helpful in diagnosing school adjustment and many other problems related to the students. The educator psychologist and social workers in the society may also derive advantage from the present study.

III. OBJECTIVES

Aim of the study was to describe families with small children who participated in parent-child interaction interventions and to examine long term and short term changes regarding the parents’ experience of parental stress, parental attachment patterns, the parents’ mental health and life satisfaction, the parents’ social support and the children’s problems.

1. To compare the parent child relationship of boys and girls students of secondary school.
2. To compare the parent child relationship of boys and girls students of Government secondary school.
3. To compare the parent child relationship of boys and girls students of Private secondary school.

To compare the parent child relationship of girls students of Government secondary school & Private secondary school. Aim of the study was to describe families with small children who participated in parent-child interaction interventions and to examine long term and short term changes regarding the parents’ experience of parental stress, parental attachment patterns, the parents’ mental health and life satisfaction, the parents’ social support and the children’s problems.

HYPOTHESES: There is no significant difference between parent-child relationship of boys and girls students of secondary school. There is no significant difference between parent-child relationship of boys and girls students of Government secondary school. There is no significant difference between parent-child relationship of boys and girls students of Private secondary school. There is no significant difference between parent-child relationship of male students of Government secondary school and Private secondary school. There is no significant difference between parent-child relationship of female students of Government secondary school and private secondary school.

SAMPLE: For the present study a sample of 200 Secondary School students has been taken. The sample included 100 girls and 100 boys.

TABLE: The table showing the names of the schools and the number of students selected for the study.

<table>
<thead>
<tr>
<th>Sr No.</th>
<th>Name of the school</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Govt. Boys Sr. Sec. School, Rohtak</td>
<td>50</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>Govt. Girls Sr. Sec. School, Rohtak Model town, Rohtak</td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Vishwakarma Sr. Sec. School, Kath Mandi, Rohtak</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>M. S Sarswati Sr. sec. school, Rohtak</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100</td>
<td>200</td>
</tr>
</tbody>
</table>

TOOL: Parent-child Relationship Scale prepared by Nalini Rao in 1989. For the solution of any problem of research a sufficient, relevant, reliable, factual & representative data is must. For the collection of such data, selection of objective, reliable & valid tools are of crucial importance. In the present study, Parent Child Relationship Scale (PCRS) devised by Nalini Rao (1989) was administered on children to study the relationships of children with their parents. The tool contains 100 items. The items of the scale are grouped into 10 fairly universal dimensions of children’s experience of family interaction with the two parent factor. The dimensions are: Protecting, Symbolic Punishment, Rejecting, object Punishment, Demanding, Indifferent, Symbolic Reward, Loving, Object Reward and Neglecting. Items of the scale are arranged in the same order as the dimensions and they rotate in a cycle through the scale. Each respondent score 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 the paternal and maternal relationship with children.

IV. STATISTICAL TECHNIQUES USED

Statistics is the heart of research, so various statistical methods are extensively used in educational research. They provide an indispensable tool for collecting, organizing, analyzing & interpreting data expressed in numerical terms. By synthesizing the data, these methods can facilitate the derivation of conclusions and formulation of generalizations.

After employing the tools the requisite data was collected from the students for research purpose. To draw any conclusion from the gathered data (scores on PCR scale), data obtained was analyzed quantitatively and qualitatively with the help of various statistical tools like Mean, Standard Deviation, Standard Error and “t” test.
V. ANALYSIS AND INTERPRETATION OF DATA

The next is to analysis and interpret the data in the light of the objectives of the study. Hence analysis and interpretation are important step in the research. Analysis of data means studying the tabulated material in order to determine inherent facts and meaning. It involves breaking down existing complex factors in to simpler parts together in a new arrangement for the purpose of interpretation of data and presentation of obtained results related to objective namely:

OBJECTIVE-1:
The first objective of the study was to compare the parent child relationship of boys and girls students of secondary school. The data related to this objective were analyzed by employing ‘t’ test. The results are given in the table – 1 below:

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>‘t’ value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>100</td>
<td>653.07</td>
<td>23.08</td>
<td>2.21</td>
<td>Not Significant at 0.01 level &amp; Significant at 0.05 level</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>645.65</td>
<td>24.22</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Df-198
0.01=2.60
0.05=1.97

Interpretation:
From table - 1 it is clear that ‘t’ value is 2.21, which is not significant at 0.01 level of significance and significant at 0.05 level of significance with degree of freedom 198. In this context, the null hypothesis “there is no significant difference between parent-child relationship of boys and girls students of secondary school at 0.01 level” is accepted. Further the mean score of the male students is greater than the female students of Secondary School that’s why it shows that male students have good parent-child relations with their parents.

OBJECTIVE-2:
The second objective of the study was to compare the parent child relationship of boys and girls students of Government secondary school. The data related to this objective were analyzed by employing ‘t’ test. The results are given in the table – 2 below:

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>‘t’ value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>653.54</td>
<td>20.81</td>
<td>2.60</td>
<td>Not Significant at 0.01 level &amp; Significant at 0.05 level</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>644.20</td>
<td>24.37</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Df-98
0.01=2.63
0.05=1.98

Interpretation: From table - 2 it is evident that “t” value is 2.60, which is not significant at 0.01 level of significance and significant at 0.05 level of significance with degree of freedom 98. In this context, the null hypothesis “there is no significant difference between parent-child relationship of boys and girls students of Govt. secondary school at 0.01 level” is accepted. Further the mean score of the male students is greater than the female students of Govt. Secondary School that’s why it shows that male students have good parent-child relations with their parents.

OBJECTIVE-3:
The third objective of the study was to compare the parent-child relationship of boys and girls students of Private secondary school. The data related to this objective were analyzed by employing ‘t’ test. The results are given in the table – 3 below:

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>‘t’ value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>652.60</td>
<td>23.39</td>
<td>1.16</td>
<td>Not Significant at 0.01 level &amp; 0.05 level</td>
</tr>
</tbody>
</table>

Df-98
0.01=2.63
0.05=1.98
Interpretation: From table - 3 it is evident that “t” value is 1.16, which is not significant at 0.01 and 0.05 level of significance with degree of freedom 98. In this context, the null hypothesis “there is no significant difference between parent-child relationship of boys and girls students of Pvt. Secondary School at 0.01 and 0.05 level” is accepted. Further the mean score of the male students is greater than the female students of Pvt. Secondary School that’s why it shows that male students have good parent-child relations with their parents.

OBJECTIVE-4:
The fourth objective of the study was to compare the parent child relationship of male students of government secondary school and private secondary school. The data related to this objective were analyzed by employing ‘t’ test.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>M</th>
<th>S.D</th>
<th>t value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male (Govt. School)</td>
<td>50</td>
<td>653.54</td>
<td>20.81</td>
<td>0.21</td>
<td>Not Significant at 0.01 &amp; 0.05 level</td>
</tr>
<tr>
<td>Male (Pvt. School)</td>
<td>50</td>
<td>652.60</td>
<td>23.39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Df- 98
0.01=2.63
0.05=1.98

Interpretation: From table - 4 it is evident that “t” value is 0.21. Which is not significant at 0.01 and 0.05 level of significance with degree of freedom 98. In this context, the null hypothesis “there is no significant difference between parent-child relationship of male students of government secondary school and private secondary schools at 0.01 and 0.05 level” is accepted. Further the mean score of male students of Govt. secondary school is greater than the male students of private secondary school that’s why it shows that male students of Govt. school have good parent-child relations with their parents.

VI. CONCLUSIONS

The following conclusions emerged out of the present study: (1) there is no significant difference between Parent Child Relationship of male students and female students of secondary school at 0.01 level of significance and there is significant difference between parent-child relationship of boys and girls students of secondary school at 0.05 level of significance. In this context, the null hypothesis “there is no significant difference between parent-child relationship of boys and girls students of secondary school at 0.01 level” is accepted and “there is significant difference between parent-child relationship of boys and girls students of secondary school at 0.05 level” is rejected. The mean score of male student is greater than the female students. (2) There is no significant difference between Parent Child Relationship of male students and female students of Govt. secondary school at 0.01 level of significance and there is significant difference between parent-child relationship of boys and girls students of Govt. secondary school at 0.05 level of significance. In this context, the null hypothesis “there is no significant difference between parent-child relationship of boys and girls students of secondary school at 0.01 level” is accepted and “there is significant difference between parent-child relationship of boys and girls students of secondary school at 0.05 level” is rejected. The mean score of male student is greater than the female students. (3) There is no significant difference between Parent Child Relationship of boys and girls students of private secondary school. Therefore, the hypothesis, “there is no significant difference between Parent Child Relationship of boys and girls students of private secondary school” is accepted. The mean score of male student is greater than the female students. (4) There is no significant difference between Parent Child Relationship of male students of government secondary school and private secondary school. Therefore, the hypothesis, “there is no significant difference between Parent Child Relationship of male students of government secondary school and Private secondary school” is accepted. The mean score of male students of Govt. secondary school is greater than the male students of private secondary school. (5) There is no significant difference between Parent Child Relationship to female students of government secondary school and private secondary school. Therefore, the hypothesis, "there is no significant difference between Parent Child Relationship of female students of government secondary school and private secondary school” is accepted. The mean score of female students of Pvt. Secondary School is greater than the female students of Govt. secondary school.

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