

Parental Relationship and its Impact on Students' Academic Achievement: A
Case Study in District Jhang

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Abstract

This case study delves into the correlation between parent-child relationships and academic achievement within District Jhang. Utilizing a convenient sample size of 150 participants, the research examines the nuances of parent-child interactions and their impact on educational outcomes. By analyzing factors such as communication patterns, parental involvement, and emotional support, the study aims to uncover how these dynamics influence academic performance. A quantitative survey design was used to get information through a self-administered questionnaire. The participants of the present study were female students of age ranging between 16 to 18 years from different private schools of Jhang, who were attending 11th and 12th classes respectively. The sample consisted of 150 female students from private schools. Through surveys, interviews, and observational data, the research seeks to provide valuable insights into the specific mechanisms through which parent-child relationships affect academic success in District Jhang. The findings of this study are intended to offer practical implications for educators, policymakers, and parents, highlighting the significance of fostering positive parent-child connections to enhance academic achievement.

Keywords: Parent-child relationship, academic achievement, District Jhang, Family structures Supportive familial environments, Educational success, Communication patterns, Parental involvement.

Introduction

The family is a vital component of human society's social structure. Good parent-child relationships are connected to a multitude of excellent outcomes for children, making them

extremely important for their well-being. First and foremost, the family is a significant social agency that has a significant impact on a child's development and is a fundamental social institution. Families are social relationship role models, demonstrating the fundamental principles of emotional connectedness and harmony between family members. The strength of a child's parent-child bond from an early age greatly influences the patterns of social relationships the youngster is expected to form in his or her future life. Families, which are crucial to teenagers' lives, are made up in large part of parent-child connections. The most important type of family relationship that a person experiences throughout their lifetime is that between a parent and children (Mbiti, 2016).

The Parent-Child Relationship:

The most difficult parenting structure is the parent-child relationship. A happy parent-child relationship is a sign of a healthy home environment. Parent-child relationships are unavoidably crucial to a child's socialization, personality development, and growth, particularly from infancy to adolescence. In a degree that is unmatched in many parts of the world, parents continue to be the dominant socialization influences on their children. A child's chances of success, particularly in school, are increased when there is an effective parent-child interaction, which continues to be a major stimulus for positive results. The communication styles that kids pick up and develop in the home have a big influence on the networks of relationships they form later in life. Additionally, it is recommended that kids stay in touch with their parents for their connection. The process of communication is mutual, dynamic, and complex. Transmitting and receiving messages from other people is called communication. Regarding the steadiness and maintenance of proximity connections in the home, communication within the family is essential. The process of communication helps to establish and preserve these connections. Through communication channels, parents and their kids maintain a connection. Family communication is the verbal and nonverbal information that family members share with one another. Speaking is the main way that people identify their identities and build relationships when they communicate verbally (Deaton, 2008).

Communication in Building Parent-child Relationship:

Being a parent is a global phenomenon that entails a variety of intricate and dynamic tasks. As a parent, you share a great deal of responsibility and difficulties with your child's socialization process. A researcher described being a parent as a 168-hour-a-week profession that requires a great deal of time and effort. Among the several kinds of connections that people encounter

throughout their entire lives, the one between parents and their kids is the most significant. A child's natural growth is greatly influenced by the quality of his interaction with his parents. To help reinforce the family unit throughout society, it would be beneficial to understand how children view and document their close relationship with their parents. The verbal and nonverbal sharing of information among family members is known as family communication. Talk is the main way that people in verbal conversation define their identities and build relationships. Nonverbal communication, on the other hand, encompasses all other symbols that people use to convey messages, such as touch, gestures, listening, and facial expressions. Parents say that by listening intently to their children and encouraging them, they demonstrate their love and support for them. In addition to fostering the strengthening of the parent-child link, attentive listening helps bridge the generational communication divide (Baumrind, 1991).

Background:

Taking care of one's children is a dynamic and multifaceted issue that affects people everywhere. In the process of socializing their child, parents share a great deal of obligations and difficulties. Having a child requires 168 hours of work per week, which is a very demanding job. Among the several kinds of connections that people encounter throughout their lives, the one between a parent and child is the most significant. The roles that families play and the parent-child bond have improved in contemporary global society, which is better for the welfare of kids. A child's developmental progress is influenced by the type of relationship they have with their caring parent, as the family is recognized as the major socializing institution for children. Connecting with someone more deeply is like investing in a relationship (Beaulieu, 1992).

Parenting Methods and Communication:

A major foundation for the family environment is provided by parenting. All guardians want to exert an impact, instruct, and maintain regulation over their juveniles. Children's development is greatly aided by their contact with their parents. With love and protectiveness, parents are expected to uphold the boundaries they have established for their kids. A major foundation for the family environment is provided by parenting. To influence, instruct, and maintain control over their children is the main objective of each parent. A child's ability to develop is greatly influenced by their relationships with their parents. It is expected of parents to firmly but lovingly enforce the boundaries set for their children. Found several

typologies of parenting. Where by power is asserted without affection or reciprocal communication in an authoritarian parenting approach. With a strict set of rules that can involve physical punishment, authoritarian parents try to manage their kids' attitudes and behaviors. These parents would rather emphasize deference to authority, order preservation, and obedience (Beck, 1998).

Types of Parenting:

Three basic parenting philosophies were recognized by psychologist Diana Baumrind in the 1960s: permissive, authoritative, and authoritarian. Researchers Eleanor Maccoby and John Martin of Stanford University later added a fourth kind, neglectful, in the 1980s. Someone pointed out several instances whereby power is asserted without affection or reciprocal communication in an authoritarian parenting approach. With a strict set of rules that can involve physical punishment, authoritarian parents try to regulate their kids' attitudes and behaviors. These parents favor valuing compliance, deference to authority, and upholding order. Though they do so politely and rationally, authoritative parents likewise impose strict rules on their kids' behavior. Nonetheless, they are prepared to hear their child out and even modify their own behavior in response. Assertive parenting style, which combines democracy, nurturing, and open communication between parents and children (Arafat et al., 2020)

Effective Communication Techniques for Parents:

Parents can further support their children in developing emotional stability and strong relationships that will aid in their survival in the future by working on their communication skills and providing better care. Remarkably, youngsters typically assert that they communicate with their mothers more effectively than with their fathers when it comes to family communication. Particularly for female teenagers, these interpersonal parent-child communication abilities work as a protective factor. Accordingly, it may be said that children within the family are more likely to accumulate social capital if their parents communicate with them more often and take the time and make the effort to engage in a variety of activities. Good communication within the family encourages dialogue between parents and kids, who help kids, feel more emotionally stable. It has been explained that parents who show their kids that they are liked and admired will probably help them become more confident adults. Making communication a top priority was suggested. Effective interpersonal communication abilities are characterized by careful speaking, thoughtful listening, and maintaining eye contact. Parents need to use the technique of asking questions that are open-ended. In order

to assist their children in developing the emotional stability and interpersonal bonds they will need for survival in the future, parents can benefit from strengthening their connection with their juveniles through better Parental support as well as interaction. It's crucial to remember that during family interaction, kids generally assert that they speak with their mothers more effectively than with their fathers (LUO, 2010).

Children's Self-Esteem:

The self is fundamentally a social structure that emerges from social experiences and interpersonal interactions. The social construction of the self is shaped by the socialization process and parental experiences. Self-esteem has historically been used to describe a comprehensive assessment of one. An individual's sense of One's sense of self-worth and how "good" or "bad" they feel about themselves are known as their self-esteem. Self-esteem is a person's assessment of themselves, and it influences moral behavior and conformity. It has become clear that self-esteem is significantly impacted by the quality of familial relationships. The strength of the bond between parents and children seems to be correlated with the child's sense of self. Adolescents' evaluations of their parents' communication and support, which impact children's compliance, ethical actions, and educational tendencies, have a beneficial impact on their self-esteem (Lee, 2009).

Children's Academic Achievements:

Parents who express their commitment to their children's education by emphasizing the value of education and offering to mentor them in their academic pursuits are especially susceptible to see improvements in their children's educational competency. The academic achievement of children is positively and consistently correlated with this kind of parental participation. As a result, it's thought that parental influence has a big impact on kids' academic success. From the explanation above, it is clear that parent-child communication and relationships are related to children's development and academic achievement in schools. When social capital was originally established, researchers noted that it was a significant predictor of children's academic success. The structure of the relationships between or among the actors, in his opinion, contains social capital. His primary area of interest was the contribution that families make to their college students' academic success. Consequently, higher test scores, college graduation rates, and total years of education were all generally associated with social capital. The Pakistani educational system comprises two primary streams: the public sector and the private sector. For students enrolling in public schools, education is essentially free. In

contrast, individuals or private organizations own and support all educational institutions in the private sector.

These educational establishments bear this designation because formal and private organizations developed their infrastructure, both financially and educationally. Students are required to pay a fair tuition fee in order to cover the costs of the schools. As a result, compared to public schools, private institutions students are especially susceptible to attain higher educational objectives. Even at private institutions, many kids may not be acquiring the fundamental skills. Signing up for Pakistan's private institute's enrollment is growing daily. The children's variable is the fourth in this study. The social capital theory scenario explains and illustrates that. Social capital is very crucial for family relationships and plays a major role in children's academic success. Because parent-child relationships affect children's results in all cultures and social levels, there has been a lot of research on them. A key component of effective parenting, where love and respect are shown by honest communication, has been recognized as the relationship between a parent and their child. Positive communication styles are seen as essential components that preserve family relationships and foster the development of children. By communicating better with their kids, parents may teach them how to cultivate relationships that are polite and loving. For kids, these kinds of conversations are crucial because they can improve their academic performance. Consequently, it is imperative to carry out and duplicate these kinds of studies, which would be very helpful for the welfare of Pakistani children (McNaughton, 2000).

Problem Description:

The purpose of this study is to evaluate and contrast the academic performance, self-esteem, and parent-child relationships of female students attending public and private institutes. The mother-daughter dyad is the primary focus of current research, which tackles parent-child relationships and communication. Assuming that one of the most crucial aspects of parenting is creating a positive bond between a mother and her daughter, to properly build resilience through communication, it needs strength. Researchers found that, in comparison to sons, parent-child communication was more expressive and open with daughters. It was also noted that mother-daughter interactions were discovered to be stronger than those between a father as well as a daughter. A thorough theoretical framework and synthesis of a large body of pertinent literature were used to extract all research variables and indicators, which were then chosen for measurement (Morrison & Zetlin 1988).

Relationship between Mother and Daughter:

The various characteristics and indicators that are the subject of current research include togetherness, sharing religious humor, helping and supporting one another, kinship cooperation, affection and warmth, kinship discipline, kinship trust, satisfaction and pride, and cohesiveness and flexibility. The research's second main variable was parent-child communication. The following variables and indicators are used to measure several dimensions of communication: expressiveness, verbal and nonverbal communication, intimacy and understanding, constructive response during a conversation, communication boundaries, problem-solving, and self-disclosure. The third crucial variable is that which the Rosenberg scale is used to measure. Studies have often demonstrated a link between a child's self-esteem and greater parent-child communication. It is significant to note that every variable related to academic achievement, self-esteem, and parent-child communication is measured and analyzed within the context of private and public institutional systems. This makes the current research distinct and can help close research gaps. This study has the potential to be very instructive and significant as a source of data for legislators seeking to raise student academic achievement. Information about parenting styles in Islamic nations like Pakistan is currently scarce in the literature. There is a wealth of data connecting the quality of parent-child relationships with academic and cognitive outcomes (Noller & Callan 1990).

Hypotheses of the Study

H1: There will be a positive correlation between academic achievement and parental involvement in their children's education, meaning that better academic outcomes will be linked to higher parental involvement levels.

Research Methodology

This chapter explains the all approaches that used to archive the research goals. Research Methodology is the study of how research is carried out in a scientific manner. It is a way to solve the research problem in a logical manner by taking various steps. It helps to comprehend not only the results of scientific investigation, but also the process itself. (Patel & Patel, 2019). It is contain whole the important aspects of research, including research design, data collection methods, data analysis methods, and the overall framework within which the research is conducted. This chapter outlines the methodology that the researcher employed to carry out this investigation in an impartial and scientific manner. It serves as a summary or

foundation for all techniques used to measure research variables. It also details the methods the researcher used to conduct the measuring process.

The 150 individuals in the sample were selected from a pool of teenage female students attending various private and public schools in Jhang. There were 150 participants, 75 of whom were female students from public schools, and the remaining 75 came from private institutions. Due to increased public school enrollment restrictions and the limitations and sensitivity of security issues in private schools, participants were uneven between public and private schools. Accurate data was obtained from the interviewee using this kind of interview. During a structured interview, the interviewer asks each candidate a series of well-organized questions with the goal of gathering data that can be properly investigated. Data was gathered using self-structured interview questionnaires.

SPSS version 22 was used to enter and analyse all of the gathered data. Different univariate analyses, such as frequency (%), were utilized for qualitative data in the descriptive presentation of the data. One of the analysis methodologies is the chi-square test, which was deemed significant at a p-value of ≤ 0.05 . To find out if there is a significant link between two nominal (categorical) variables, the chi-square test is used to examine the relationship or any correlation of variables.

Results and Discussion

The most basic method of analyzing data is univariate analysis. Since "uni" is the Greek word for "one," your data only contains one variable. It is primarily concerned with describing, summarizing, and identifying patterns in data; it does not address causes or relationships (Antony et al., 2012).

Table: *Frequency distribution of respondents regarding to their Institutes*

Institution	Frequency	Percentage
Public	75	50.00%
Private	75	50.00%
Total	150	100.00%

The table shows the institutions of respondents. According to this table, 50 percent of respondents were from public institutions and 50 percent of respondents were from private institutions.

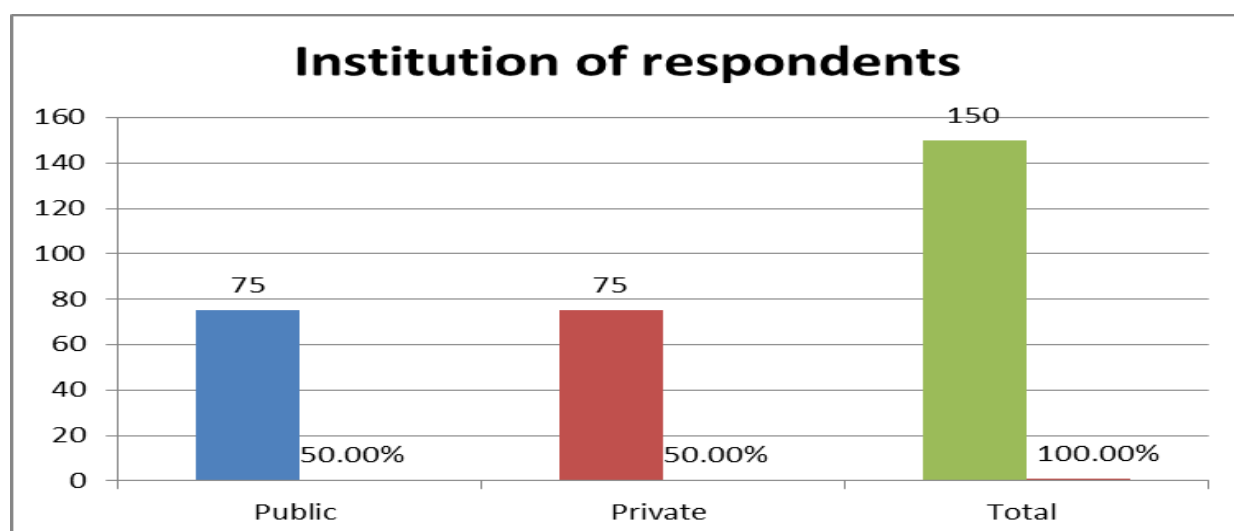


Figure: Graphical representation of the respondents regarding to their institution

Table: Percentage distribution of respondents regarding to their type of family

Family	Frequency	Percentage
Nuclear	50	33.3%
Joint	100	66.7%
Total	150	100%

Table demonstrates the types of family of the respondents. According to this table, most of the respondents (66.7%) were belonged to joint family while only 33.3% respondents were belonged to nuclear family. Academic performance has been found to be significantly impacted by family structure. Studies have indicated that a student's academic performance may be impacted by the kind of family they come from, such as single- or two-parent households. Important variables that affect academic performance include the ability to meet basic needs, mental health, financial resources, and the strength of parent-child bonds within the family unit (Jeynes, 2005).

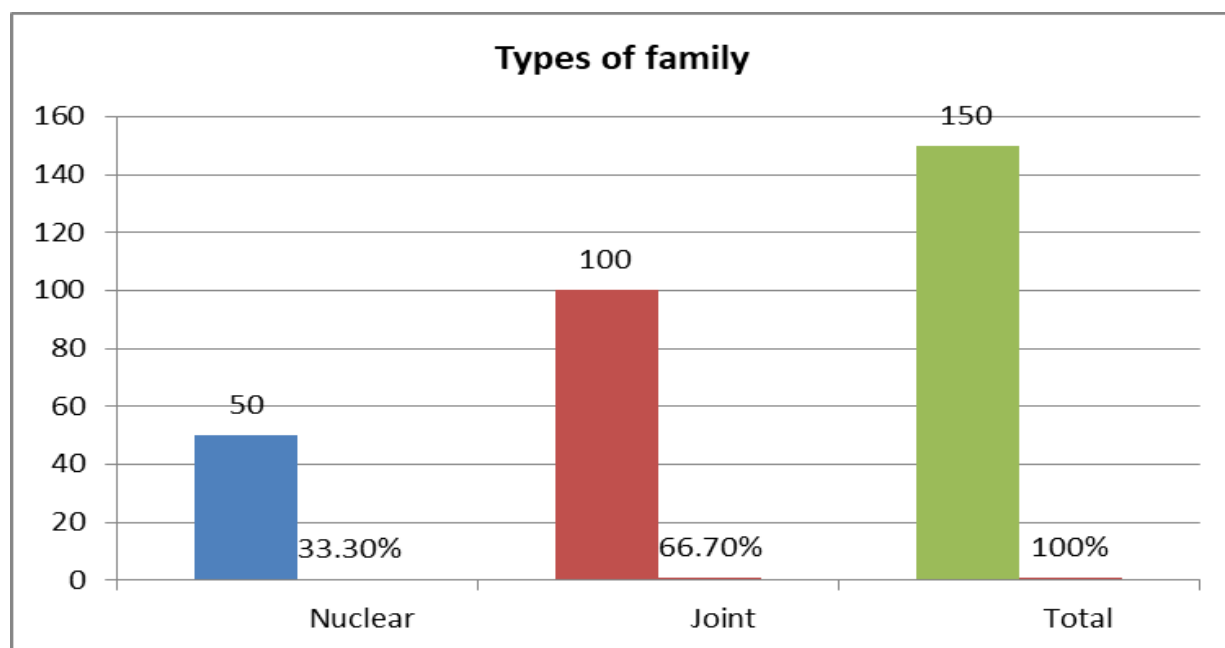


Figure: Graphical representation of the respondents regarding to their types of family

Table:: Frequency distribution of respondents regarding to the Nature of activities with mother at home impact student's academic performance.

Opinion	Frequency	Percentage
To great extent	115	76.6 %
To some extent	20	13.4 %
Not at all	15	10.0%
Total	150	100.0%

This Table elaborates the respondents regarding to the nature of activities with mother at home impact student's academic performance. According to this table, majority (76.6%) of respondents were agreed to great extent the nature of activities with mother at home impact student's academic performance, 13.40% respondents were agreed to some extent 10.00% respondents were agreed not at all the nature of activities with mother at home impact student's academic performance. Student academic performance is strongly impacted by the type of activities that mothers engage in at home. A key factor in improving academic results is parental involvement in their children's education, both at home and at school. Studies show that children do better academically when their parents take the time to assist with homework, talk with them about their progress in school, and lend encouragement. Furthermore, students' academic performance is positively impacted by the degree of parental involvement at home (Gonida & Cortina, 2014).

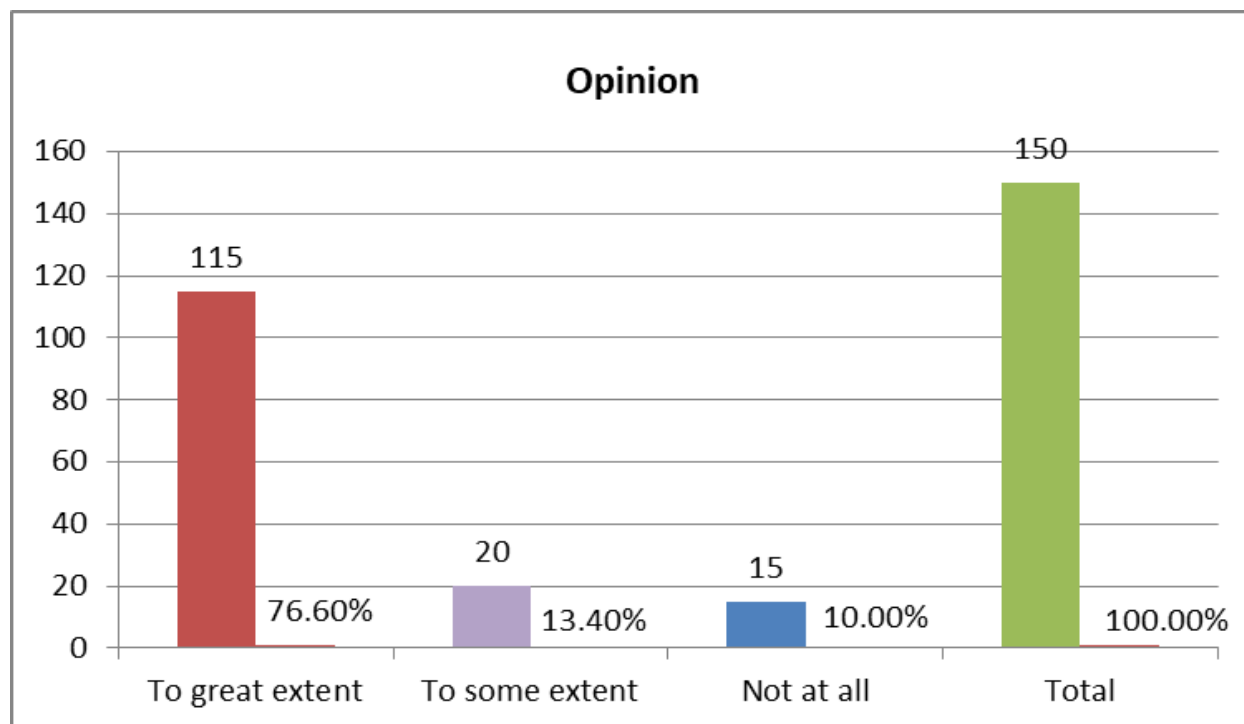


Figure: A graphical representation of the respondents' shows regarding to the nature of activities with mother at home impact student's academic performance.

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Opinion	Frequency	Percentage
To great extent	115	76.6 %
To some extent	20	13.4 %
Not at all	15	10.0%
Total	150	100.0%

This Table elaborates on the respondents regarding to the nature of activities with their mother at home impact on student's academic performance. According to this table, the majority (76.6%) of respondents agreed to a great extent the nature of activities with mother at home impact student's academic performance, 13.40% of respondents were agreed to some extent 10.00% respondents were agreed not at all the nature of activities with mother at home impact student's academic performance. Student academic performance is strongly impacted by the type of activities that mothers engage in at home. A key factor in improving academic results is parental involvement in their children's education, both at home and at school.

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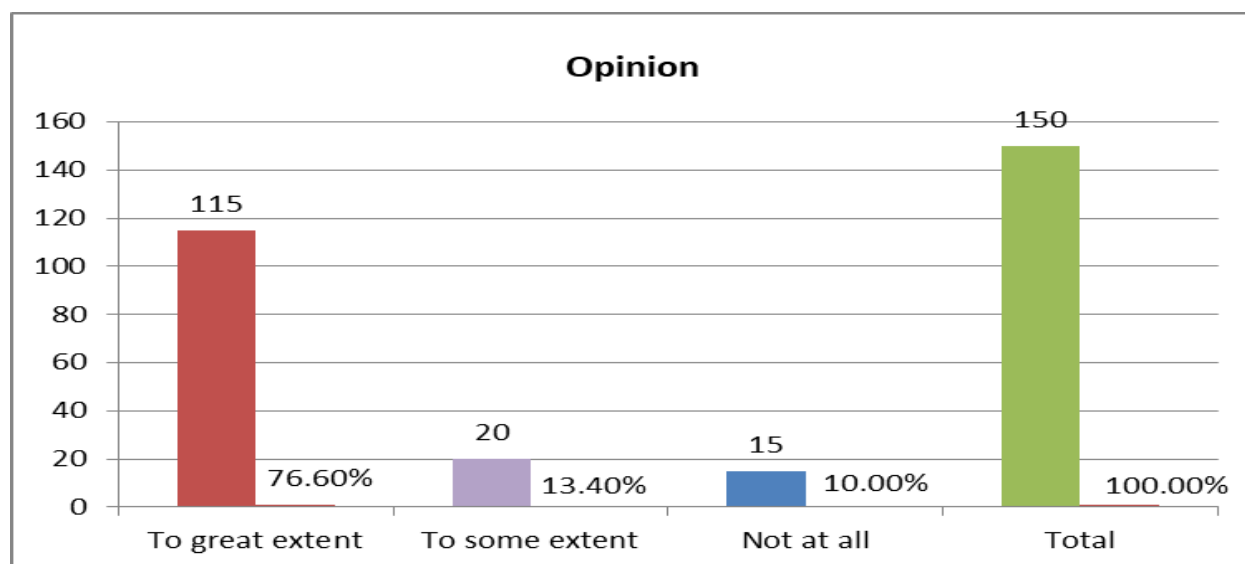


Figure: A graphical representation of the respondents' shows regarding to the nature of activities with mother at home impact student's academic performance.

Hypotheses Testing

In this session, different hypotheses are assumed to verify the impact of social capital on children's academic performance.

Table 4.30: Value of chi-square and Gamma Test

	Chi-square value	Gamma Value
HA	25.26**	0.63**
AA	37.85**	0.58**
CA	18.21**	0.45**
CP	32.52**	0.72**
C.ES	3.2 ^{NS}	0.12 ^{NS}

** indicates the relationship is highly significant.

^{NS} indicate the relationship is not significant.

Hypothesis 1: Higher academic achievement in children is linked to a supportive and positive parent child relationship.

There is a direct correlation between two factors: children's academic success and the strength of their parent-child bond. Without taking into account other factors, it seeks to determine whether having a supportive and positive relationship with parents is specifically linked to better academic performance. Chi-square and Gamma tests are applied to verify the link between Higher academic achievement in children and positive parent-child relationship. The value of Chi-Square is 25.26, which is highly significant at an alpha value of 1 percent. This relationship shows that higher academic achievements in children are makes very supportive and positive parent and child relationship. Gamma test is also applied to verify the relationship that emerged using the chi-square test. The value of the gamma test is 0.63, which is also significant at alpha value 1 percent. The positive sign of the Gamma value indicates that there is a direct correlation between two factors: children's academic success and the strength of their parent-child bond. So it can be concluded that the hypothesis "Higher academic achievement in children is linked to a supportive and positive parent-child relationship" is accepted. The other studies also found a similar relationship between higher academic achievements is mostly supportive for parent-child positive relationships (Ahmad, 2014)

Conclusion

This study's primary goal was to determine the parenting dynamics in the context of parent-child interactions and communication among female students and their families. Measuring each girl's self-esteem and her academic performance as a student was the second goal. The investigation's primary focus was on the many aspects of communication and parent-child relationships within the family system. Measuring children's academic progress and self-esteem was the second goal. Comparing every research variable related to private school systems was the main goal. In this study, parent-child relationships in a particular urban context are examined in an explanatory manner. Presuming that kids who grow up with a sense of attachment and belonging, derived from their parent's love, care, trust, and support, validate the importance of quality relationships for kids' overall well-being, particularly for girls. Improving the lives of women through survey research and data-driven information to enhance child-affecting programs and policies is the main objective of mother-daughter-child communication.

The current study's findings are consistent with Coleman's (1988) research and the theory of social capital, which holds that a child's social capital is related to their home environment and includes aspects such as warmth, belongingness, expressiveness, and parental discipline. It is thought that children who experience investment in their

relationships with their parents and through family financial resources—including income and occupation—will do better academically and develop personally. The conclusions drawn from the observed levels of self-esteem are that female students demonstrate a significant sense of self-worth, which is consistent with the theories of symbolic interactionism. The results clearly show that positive parent-child relationships and communication had a significant impact on female students, as evidenced by the higher levels of self-esteem that these students exhibited in both the private and public student groups.

These results also paint a positive and encouraging picture of academic achievement in the private sector, supporting the notion that various public and private school systems are equally effective. Private schools are seen as representations of superior instruction, severe discipline, a diligent work ethic, and a bright future. Private school systems indeed place a lot of pressure on their students to perform well academically to justify charging higher fees than public school systems through their administrative procedures and instructional strategies. It can be inferred that parents who foster positive relationships with their kids and encourage parental communication—albeit to differing degrees of success—are more likely to see improvements in their kids' competencies. Social scientists who are interested in learning why and how some children can accomplish their goals share an interest in the family.

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