



Study of Parent-Child Relationship in Relation to Self-Concept of Secondary School Students

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INTRODUCTION

Family is considered as the smallest social unit and the main element of each society. Family environment is the first and most important factor that influences the individual's growth (Bahrami, 2008). Family life is the first school for children to establish themselves. Adolescent is the next generation that will lead our country (Ooi, Choi & Rabeatul, 2015). Adolescence is a time of life when the child is on the threshold of adulthood. It is a period of intense and rapid development and is characterized by numerous developmental tasks including gaining new and more mature relationship with others, achieving emotional independence from parents and the cognitive and psychological resources to face the challenges of adult life (Hazen, Schlozman & Beresin, 2008). Adolescence as the period in human growth and development that occurs after childhood and before adulthood (WHO, 2013)). Adolescence is the age of doing new things and gathering new experiences. This is the age when the child is more anxious to develop new relationships between parents, peers, teachers, relatives and others. Adolescents are confused with new kinds of stress arising from new relationships with parents, friends, teachers (Krenke-Seiffge, Aunola, & Nurmi, 2009).

PARENT-CHILD RELATIONSHIP

The Parent-Child Relationship is that relationship which nourishes the physical, emotional and social development of the child. The relationship of every child and parent is special and unique but still there are some basic challenges that are faced by almost every parent and child in this bond. This special and sensitive relationship stimulates the child's personality, behaviour, preferences etc. The social, physical, mental and emotional health of the child is influenced by the strength of this relationship. Parenting is a job without any break or holiday and full of many challenges. Parent-Child Relationship is a link of attachment, emotions, loyalty, etc. between parents (Father and Mother) and their children. Such relationships may be of widely divergent character. (International Dictionary of Education, 1977).

SELF- CONCEPT

Self-concept is the perception that individuals have of their own worth. This includes a composite of their feelings, a generalized view of their social acceptance, and their personal feelings about themselves (Belmore & Cillessen, 2006). Self-concept is an element that has developed based on people environment and how they connect with the social life. Self-concept is related to cognitive dimension of individual and that is also represents the individual's action towards himself or herself (Ostgaard-Ybrandt & Armelius, 2004).

Self-concept of an individual is a result of long-term personality development, with a number of factors, people, situations and experiences involved in its formation. The central role, however, is played by people who are the individual's caregivers and who convey the surrounding world to him/her. By way of how they filter stimuli from the surrounding environment, interpret to the child his/her first experiences, small successes, failures, by their expectations and especially by their feedback they are involved, in a crucial way, in the formation of the child's self-image in early childhood (Óuricová & Slovakia, 2018).

Babore, et. al. (2016) analyzed characteristics of depressive symptoms in an Italian sample of early adolescents, and to explore their connections with self-esteem levels and perceived maternal and paternal emotional availability. Findings highlighted a slightly higher, though not statistically significant, level of depressive symptoms in girls than in boys. Stafford, et. al. (2016) examined parent-child relationship quality and positive mental well-being using Medical Research Council National Survey of Health and Development data. These results indicated that relationships with fathers and mothers which are supportive, affectionate and allow the child appropriate autonomy may promote good psychological functioning across life up to and including the seventh decade. Suri, et. al. (2016) investigated to find out the nature of parent-child relationship and self-esteem among school going girls and boys. The sample for the present study was based on purposive sampling technique. The findings of the study showed that parent child relationship and self-esteem of boys was better than that of girls. Mulyadi, Rahardjo and Basuki (2016) examined the influence of parent-child relationship, self-esteem, and academic self-efficacy to academic stress on homeschooling students. The result showed that parent-child relationship had no direct effect to academic stress or indirect effect through academic self-efficacy. On the other hand there was indirect effect from parent-child relationship to academic stress

through self-esteem. Wairimu, Macharia and Muiru (2016) investigated the relationship between parental involvement and the self-esteem among adolescents in secondary school students. This research found a relationship between the dependent and independent variables. Self-esteem among adolescents was found to be related to parental involvement. McAdams, et. al. (2017) studied the association between the parent-child relationship and self-worth. The results found that parent-child closeness and parental-expressed affection were both phenotypically associated with adolescent's self-worth. Rahman, Shahrin and Kamaruzaman (2017) conducted a study to find out the relationship between parenting style and adolescent self-concept. Pearson correlation analysis shows that there is negative correlation between permissive parenting style and respondent self-concept. The result also shows that there's no correlation between authoritarian parenting style and the respondent's self-concept. However, the result shows that there is significant correlation between authoritative parenting style and the respondent's self-concept. Duricová and Ladnová (2018) conducted a study to examine the relationship between individual components of parenting and pubescent self-concept. Research results allowed for stating that perceived parenting significantly correlates with pubescent self-concept. Harris and Orth (2019) studied the link between Self-Esteem and Social Relationship. Results showed that relationships and self-esteem reciprocally predict each other over time with similar effect sizes. Triana, Keliat and Sulistiowati (2019) conducted a study to determine the relationship between the protective factors of self-esteem, family relationships, and social support and adolescent mental health. The results show that the protective factors of self-esteem, family relationships, and social support have a positive and significant influence on adolescent mental health. Ongoren (2021) investigated parents' relationships with their children during the pandemic period. The research findings revealed that the positive aspects of the parent-child relationship during the pandemic were stated to be spending time together, sharing, doing activities, and communication, while the negative aspects were reported as social isolation, domestic conflicts, and mobile phone addiction. Lichner, Petriková and Žiaková (2021) examined the connection between self-concept self-care in relation to a adolescents' risk behavior. The significant result of the research is, that the development of a self-concept in teenagers is needed in all its dimensions for the retention of some balance in life and for the achievement of the appropriate goals in the life of an individual.

OBJECTIVES

1. To compare the perception of students towards parent child relationship w.r.t gender.
2. To study the perception of students towards parent child relationship w.r.t school board.
3. To compare the self-concept of secondary school students w.r.t gender.
4. To study the self-concept of secondary school students w.r.t school board.
5. To examine the relationship between parent child relationship and self-concept of students.

HYPOTHESES

In the light of above stated objectives following are the hypothesis:

- H1: There is no significant difference in perception of male and female secondary school students towards parent-child relationship
- H2: There is no significant difference in perception of P.S.E.B. and C.B.S.E. board secondary school students towards parent-child relationship
- H3: There is no significant difference in the self-concept of male and female secondary school students
- H4: There is no significant difference in the self-concept of P.S.E.B. and C.B.S.E board secondary school students
- H5: There is no significant relation between the Parent child relationship and self-concept of secondary school students

SAMPLE

A sample of 100 secondary school students was taken in this present study for collection of data. 50 students were taken from P.S.E.B. and 50 students from C.B.S.E board. Out of these 50 students 25 were males and 25 were females from each board.

RESEARCH DESIGN OF THE STUDY

Descriptive method was adopted for the present study. The present study was based on relationship between Parent-child relationship and Self-concept among secondary school students.

TOOLS USED IN THE STUDY

1. Parent-child relationship scale (Rao, 2011).
2. Self-concept Questionnaire (Saraswat, 1971).

HYPOTHESIS-1 "There is no significant difference in perception of male and female secondary school students towards parent-child relationship."

To test the first hypothesis the scores of 100 secondary school students of Amritsar district were taken. For verification of this hypothesis, their scores were converted into class intervals and frequencies were found. With the help of frequency chart, mean and standard deviation were calculated. Followed by which t-test was applied to examine the significance of difference between means of two samples.

Table 4.1: Showing Mean, SD and t-value of parent-child relationship of male and female secondary school students

| | Gender | N | Mean | Std. Deviation | t-value |
|---------------------------|--------|----|--------|----------------|---------|
| Parent-child relationship | Male | 50 | 573.80 | 88.321 | 2.34* |
| | Female | 50 | 537.04 | 67.753 | |

From table 4.1 mean score of male is 573.80 (S.D. = 88.321) and female is 537.04 (S.D. = 67.753) which is showing difference. Also, from the table 4.1 t-value is 2.34 which is greater than 1.96 at 0.05 level of confidence. Therefore, the hypothesis H1 i.e. "There is no significant difference in perception of male and female secondary school students towards parent-child relationship" is rejected for Parent-child relationship. Mean of male students are high as compared to female secondary school students. From the above results, we conclude that gender does affect Parent-child relationship.

HYPOTHESIS-2 "There is no significant difference in perception of P.S.E.B. and C.B.S.E. board secondary school students towards parent-child relationship."

To test the second hypothesis the scores of 100 secondary school students of Amritsar district were taken. For verification of this hypothesis, their scores were converted into class intervals and frequencies were found. With the help of frequency chart, mean and standard deviation were calculated. Followed by which t-test was applied to examine the significance of difference between mean of two samples.

Table 4.2: Showing Mean, SD and t-value of parent-child relationship of secondary school students belongs to P.S.E.B. and C.B.S.E. board

| | Board | N | Mean | Std. Deviation | t-value |
|---------------------------|----------|----|--------|----------------|---------|
| Parent-child relationship | C.B.S.E. | 50 | 558.02 | 90.42 | 0.32 |
| | P.S.E.B. | 50 | 552.82 | 69.93 | |

From table 4.2 mean score of P.S.E.B. students is 552.82 (S.D. = 69.93) and C.B.S.E. board students is 558.02 (S.D. = 90.42) which is nearly equal. It is clear that the P.S.E.B. and C.B.S.E. board secondary school students do not differ significantly on Parent-child relationship. Therefore, the hypothesis H2 i.e. "There is no significant difference in perception of P.S.E.B. and C.B.S.E. board secondary school students towards parent-child relationship" is accepted for parent-child relationship. From the above results, we conclude that Board does not affect the Parent-child relationship.

HYPOTHESIS-3 "There is no significant difference in the self-concept of male and female secondary school students."

To test the third hypothesis the scores of 100 secondary school students of Amritsar district were taken. For verification of this hypothesis, their scores were converted into class intervals and frequencies were found. With the help of frequency chart, mean and standard deviation were calculated. Followed by which t-test was applied to examine the significance of difference between mean of two samples.

Table 4.3: Showing Mean, SD and t-value of self-concept of male and female secondary school students

| Self-Concept | Gender | N | Mean | Std. Deviation | t-value |
|--------------|--------|----|--------|----------------|---------|
| | Male | 50 | 173.62 | 20.841 | 1.39 |
| | Female | 50 | 180.64 | 28.807 | |

From table 4.3 mean score of male is 173.62 (S.D. = 20.841) and female is 180.64 (S.D. = 28.807) which is nearly equal. It is clear that the male and female secondary school students do not differ significantly on Self-concept level. Therefore, the hypothesis H3 i.e. "There is no significant difference in the self-concept of male and female secondary school students" is accepted for Self-concept. From the above results, we conclude that gender does not affect the Self-concept.

HYPOTHESIS-4 "There is no significant difference in the self-concept of P.S.E.B. and C.B.S.E. board secondary school students."

To test the fourth hypothesis the scores of 100 secondary school students of Amritsar district were taken. For verification of this hypothesis, their scores were converted into class intervals and frequencies were found. With the help of frequency chart and mean and standard deviation were calculated. Followed by which t-test was applied to examine the significance of difference between mean of two samples.

Table 4.4: Showing Mean, SD and t-value of secondary school students belongs P.S.E.B and C.B.S.E. board

| Self-Concept | Board | N | Mean | Std. Deviation | t-value |
|--------------|----------|----|--------|----------------|---------|
| | C.B.S.E. | 50 | 176.88 | 25.690 | 0.09 |
| | P.S.E.B. | 50 | 177.38 | 25.084 | |

For table 4.4, mean score of C.B.S.E. students is 176.88 (S.D. = 25.690) and P.S.E.B. students is 177.38 (S.D. = 25.084) which is nearly equal. It is clear that the male and female secondary school students do not differ significantly on Self-concept level. Therefore, the hypothesis H4 i.e. "There is no significant difference in the self-concept of P.S.E.B. and C.B.S.E board secondary school students" is accepted. From the above results, we conclude that board does not affect the Self-concept.

HYPOTHESIS-5 "There is no significant relation between the Parent child relationship and self-concept of secondary school students."

To test the fourth hypothesis the scores of 100 secondary school students of Amritsar district were taken. For verification of this hypothesis, Pearson product moment coefficients of correlations was calculated to find out correlation between Parent-child relationship and Self- concept.

Table 4.5: Showing Pearson correlation and N

| | | Self-Concept |
|------------|---------------------|--------------|
| Perception | Pearson Correlation | .217" |
| | Sig. (2-tailed) | .030 |
| | N | 100 |

*. Correlation is significant at the 0.05 level (2-tailed).

Therefore, the hypothesis H3 i.e. "There is no significant relation between the Parent child relationship and self-concept of secondary school students" is rejected with ($r = 0.217$) between two variables which means there is correlation between Parent-child relationship and Self-concept. But it is clear from the table 4.5 the coefficient of correlation comes out to be 0.217, which indicates a weak positive correlation between Parent-child relationship and Self-concept.

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