

Role of Socio-Economic Status and Parent-Child Relationship in Academic Achievement among High School Students

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Abstract

The present study was planned to examine the relationship between academic achievement with socio-economic status and parent- child relations among high school students. The sample of the study comprised of 104 high school students alongwith their mother between the age range of 13 and 15 years. Mothers were administered with Socio-Economic Status Scale (SESS) and Parent-Child Relationship Scale (PCR-Scale) whereas academic score of school students for last two years was compiled as academic achievement score. The data was analyzed by using Pearson's Product Moment method of correlation and regression analysis. The results showed that (i) academic achievement has significant positive correlation with social status ($r=.38$, $p<.01$), economic status ($r = .29$, $p<.01$) among high school students. (ii). academic achievement has significant correlation with four measures of parents child relationship among adolescents. The correlation between PCR_{ReAc} and academic achievement equals to .17 which is significant at .05 level. The measure PCR_{CrOp} has a correlation coefficient of -.29 with academic achievement, the correlation between PCR_{StMo} and academic achievement -.19, and the correlation between PCR_{FrRr} and academic achievement is .30 which are significant at .01 level. (ii) Stepwise regression analysis identified three predictors of academic achievement i.e. social status, parental acceptance and over protection by parent which jointly account for 30% of the variance ($R^2 = .296$) in academic achievement of school going students.

Key Word: Academic Achievement, Socio-economic Status, Parents-child relations.A

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