

Parental Relationship and School Performance of Children

*Yasmin N¹, Moniruzzaman M², Pervin R³, Karim MR⁴, Ahamed F⁵, Hamid S⁶, Yasmin F⁷, Hossain AKM⁸, Tasnim NE⁹, Rahman MA¹⁰, Akter MR¹¹, Ahmed NF¹²

Parental relationship with children is the most natural, unique and enduring bond in the world gifted by God. As child's first education begins at home, so the quality of parental relationship with children may have an impact on child's life as well as school performance. The objective of this study was to find out the association between parental relationship and school performance of children. This was a cross sectional study where class six to ten children aged between 11-17 years was participants. Seven secondary schools were selected in Rajshahi city of Bangladesh for data collection. The self-administered questionnaire was used to find out the quality of parental relationship by using the Inventory of Parent and Peer Attachment (IPPA) scale. To assess school performance face to face interview was conducted to the corresponding class teachers as well as exam result and attendance were also taken from official records. The study period was one year from January 2019 to December 2019. Out of total 385 children, 53.5% were girls and 46.5% were boys. The mean age of the children was 13.63±1.289 years. Good quality of relationship with mother was 96.1% and poor-quality relationship was 3.9%. As well as good quality of relationship with father was 93.5% and poor-quality relationship was 6.5%. This study founded boys seemed to establish better relationships with mother compared to girls. Findings also revealed a positive significant association between children's relationship with their mothers and school performance. There was no significant relationship present between all socio-demographic characteristics and parental relationship except gender and occupation of father. This study found statistically significant relationship between parental relationship and school performance of children. Therefore, awareness among parents about parental relationship should be considered as a part of betterment of school performance.

[Mymensingh Med J 2024 Oct; 33 (4): 1184-1193]

Key words: Parental relationship, School performance, IPPA scale

Introduction

Parental relationship with children is without a doubt the most important aspect of any child's social and cognitive development. A strong parent-child relationship is vital for children's higher school achievement rates. It is also associated with higher attendance rates, lower delinquency and dropout rates, and increased high school completion rates. Affective relationship between parent and adolescent has been shown to influence adolescent's well-being further into adulthood¹. Good parent-child relationship is correlated with the children's over all well-being, confidence, self-esteem and coping abilities. Now a day's parental relationship is being hampered from many directions. Parents are under of economic burden resulting in prolonging work hours, and often doing multiple jobs. In our country 24-hour a day culture has created a job market that never goes to rest, and many parents working more than usual five work day per week. This leaves big gaps in childcare situation. Cultural development is another influencing factor which is affected by explosion of mass media and mass communication, particularly internet style that has significantly impacted the family relationship as well as parental relationship.

1. *Dr Nilufar Yasmin, Assistant Surgeon, Upazila Health Complex, Paba, Rajshahi, Bangladesh
2. Dr Mohammad Moniruzzaman, Senior Consultant (Medicine), OSD, DGHS, Attachment: Rajshahi Medical College Hospital, Rajshahi, Bangladesh
3. Dr Rokshana Pervin, Medical Officer(OPD), Rajshahi Medical College Hospital, Rajshahi, Bangladesh
4. Dr Mohammad Reazul Karim, Associate Professor of Gastroenterology, Mymensingh Medical College, Mymensingh, Bangladesh
5. Dr Foysal Ahamed, Associate Professor, Department of Medicine, Mymensingh Medical College, Mymensingh, Bangladesh
6. Dr Shaheda Hamid, Associate Professor, Department of Maternal and Child Health, NIPSOM, Dhaka
7. Dr Fauzia Yasmin, Junior Consultant (Anaesthesiology), Upazila Health Complex, Jhenaigati, Sherpur, Bangladesh
8. Dr AKM Jahangir Hossain, Junior Consultant (Paediatrics), Upazila Health Complex, Nalitabari, Sherpur, Bangladesh
9. Dr Nasim-E-Tasnim, Associate Professor (Surgery), Dhaka Medical College, Dhaka, Bangladesh
10. Dr Mohammad Azizur Rahman, Associate Professor of Physical Medicine and Rehabilitation, MMC, Mymensingh, Bangladesh
11. Dr Mir Rabaya Akter, Associate Professor of Endocrinology and Metabolism, President Abdul Hamid Medical College, Kishoregonj, Bangladesh
12. Dr Nur Faysal Ahmed, Assistant Professor of Medicine, Mugda Medical College, Dhaka, Bangladesh

*for correspondence

In our country almost working parents are increasing gradually. So, parents have not enough time for their children. For this reason this situation has great impact to their children as they grow without parents caring. So, child parent's relationship gets worse day by day. Parent-child relationship is a part of parental involvement process and consists of a combination of behaviors, feelings and expectations that are unique to a particular parent and particular child². Mothers, no doubt, are in the unique position of influencing their children's growth in all areas of development, beginning with the bonding and attachments³. Different factors can attribute to the type of relationship a person will have with their parents⁴. Gender-specific relationship should also be considered. Middle-aged parents often give their adult children more support than they receive from them⁴. Whole Childhood period face various types of challenges i.e., physical, Social, and mental changes that are triggered by puberty during their transition to adulthood. Their developmental outcome depends on their ability to adjust and adapt to their problems. Multiple factors are deemed to influence children's outcome either socially or emotionally⁵. Many factors influence the educational outcome of children. Factors such as family income, parent's education, size of family, teacher's regularity, interest created by the teachers in the subject and interest of the children in the co-curricular activities were found to play a major role in determining academic attainment of children⁶. Academic performance of a student underlies several abilities, e.g., memory, previously acquired knowledge, motivation, interests, temperaments or emotions, to name a few⁷. That means, school performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. The children's performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development⁸. Education plays the key role for the development of any country. Given this view the incumbent government has been giving top most importance for the expansion of education to achieve the education Millennium Development Goals (MDGS). Significant improvement was observed

in efficiency parameters. In 2018, the completion rate was 62.38% (59.71% in 2015), 63.99% for boys (66.28% in 2015), 59.81% for girls (54.08% in 2015). The drop-out rate reduced to 37.62% in 2018 from 40.29% in 2015. The coefficient confirms improvement in the performance of secondary education during the past decade. The cohort drop-out rate was 41% in 2000, reduced to 20.08% in 2016. The completion rate was 62.38% for both gender, 63.99% for boy and 59.81% for girls'. Among total irregular student, 9.38% boys and 9.95% girls' due to family displacement, 10.68% boys and 10.95% girls' due to loss of learning materials, 8.75% boys and 9% girls' due to non-payment of school fees, 17.70% boys and 17.90% girls' due to help in house work for their parents^{9,10}. Children spend approximately 1500 hour in school per year. So, schools have an important influence on child's health. School going children are very crucial for a nation. School going children (5 years to 16 years) constitute 30.0% of the total population. Social circle and friendships have a positive effect upon the academic outcomes. It also causes social satisfaction and happiness in one's student life¹¹. Secondary school children perceive their parents differently on different dimensions of parent-child relationship on the basis of gender, type of school and academic achievement. It seems that not only academic achievement but other socio-contextual variables also play an important role in shaping the relationship between parents and children². There is a significant relationship between the academic achievement and parent-child relationship of high school students¹². Academic performance of children are effected by a number of factors such as intelligence, achievement motivation, study habits, home environment, school environment, interest and resources and many others. The most significant influence on adolescent is his or her relationship with parents. In our society, academic performance is considered as a key to judge one's total potentialities and capacities. Unfortunately, disillusionment and disinterest in the subject do not nurture healthy attitudes to work and study. Thus, many children fail to apply themselves to their studies, and good study habits become elusive¹³. In previous studies, researchers explored factors that foster individuals' academic achievement. Parent-child relationship quality is consistently associated with academic outcomes

among young children and adolescents¹⁴. Moreover, parent-child relationships also influence self-efficacy development and self-efficacy is associated with school outcomes¹⁵. Overall, the offspring's academic performance was significantly associated with both parent-child relationships and self-efficacy. Study findings also suggest that European American college students' self-efficacy levels are less dependent on parent-child relationship quality than Asian Americans college students. For Asian Americans college students it may be considered important for educators to facilitate communication and family support so students may continue to use family as a resource for self-efficacy levels¹⁶. Of the many different relationships formed over the course of the life span, the relationship between parent and child is among the most important¹⁷. Those who grow up in a family in which the mother chooses to work have a modest adverse effect on education attainment due to loss of childcare time; though have some other positive effects also. The children of a one-parent family are negatively related to the level of schooling attained. Children are who lack parental acceptance behavioral supervision and psychological autonomy start out at a disadvantage by lacking vital skill¹⁸. When life at home is satisfactory, then life at school becomes much better helping child being a responsible Citizen.

Methods

This cross-sectional study was done with the objective to find out the quality of parental relationship and to find out the association between parental relationship and school performance of children. The study was conducted in seven purposively selected secondary schools in Rajshahi City of Bangladesh. 385 school children and their class teachers were interviewed and the children were so animated that there were no missing data in this study. The study period was of one year from January 2019 to December 2019 among school children of class six to class ten (from 11 years to 17 years) and their class teachers. Interview of the school children was conducted at the class room of these schools and interview of corresponding class teacher conducted in teacher staff room and last term exam result and attendance were also taken from official records such as mark sheet and attendance sheet.

Inclusion criteria: i) School children of class six to ten, ii) Children who gave informed assent for this study were included and iii) Both male and female school children and had interest to participate in this study.

Exclusion criteria: i) Children whose parents are dead, ii) Adopted child, iii) Severely ill children, iv) Children who were not agreed to be participated, v) Mentally unstable child and vi) Children who were not available on the day of data collection.

The schools were selected purposively and then convenient sampling technique was used for this study. Face to face interview was taken to the children of the secondary school who fulfilled the selection criteria. To assess the school performance of the selected school children last term exam result and attendance were also taken from official records such as mark sheet and attendance sheet. A semi-structured questionnaire was developed by the researcher with the help of the supervisor in English and then translated in Bangla. The questionnaire was pretested on 10.0% school children. The questionnaire was then finalized after making necessary modifications based on the findings of the pre-testing. The Inventory of Parent and Peer Attachment (IPPA) developed by Armsden and Greenberg (1989) was used to measure children's relationship with their parents. This scale measured various qualities of children relationship with parents (mother, father) and peers. Three dimensions are assessed: degree of mutual trust; quality of communication; and extent of anger and alienation. Total score of the perceived quality of relationship ranged from 25 to 125. Higher scores reflected higher quality of parental relationship among children. Poor quality of relationship counts from score 25-74 and good quality relationship from score 75-125.

Permission was sought from the principals of each of the selected schools to recruit school children for the study. An informed assent form was signed by the children whom were cordially agreed to participate in the research work. The self-administered questionnaires were distributed to the children as a group in their classrooms during a pre-arranged time. Every effort was made to ensure that the children had privacy when completing the questionnaire. After that, face-to-face interview was done to collect the other information by semi-structured questionnaire.

Original Contribution

Each questionnaire was checked for completeness and consistency after data collection. Data were checked and edited manually and verified repeatedly before tabulation. Data were coded, entered, sometimes recoded and analyzed using the SPSS; version-25.0 (statistical package of social science). Data analysis was done by Chi-square test. Correlation test was also used for data analysis. In the tables, proportion was presented for categorical variables and mean±SD were presented for continuous variables. Value of a p<0.05 was considered statistically significant. The findings of the study were presented by frequency, percent, mean, standard deviation, chi-square test table, correlation-table, graphs and charts and interpreted with statistical information.

was 96.1% and poor quality relationship was 3.9%. As well as good quality of relationship with father was 93.5% and poor quality relationship was 6.5%. Present study also founded boys seemed to establish better relationships with mother compared to girls. The present study showed that 92.2% of total school children had more than 80.0% school attendance, 97.4% of total school children maintained class discipline, 72.2% of total children were efficient for extra-curricular activities, 82.6% of total children could learn new things quickly, 85.7% of total children completed class tasks in due time, 98.2% of total children maintained peer relationship, 95.6% of total children arrived in school at due time, 99.0% of total children maintained cleanliness and 70.1% of total children obtained good marks as more than 70.0%.

Results

The mean age of the children was 13.63±1.289 years. Good quality of relationship with mother

Table I: Association between quality of relationship with father and complete class task in timely manner of school children

Quality of relationship with father	Complete class task in timely manner		Total n (%)	df	Chi square test (χ^2)	p value
	No	Yes				
	n (%)	n (%)				
Poor quality relationship	09 (36.0)	16 (64.0)	25 (100.0)	1	8.486	0.004
Good quality relationship	46 (12.8)	314 (87.2)	360 (100.0)			
Total	55 (14.3)	330 (85.7)	385 (100.0)			

Table II: Association between quality of relationship with father and class discipline of school children

Quality of relationship with father	Class discipline of school children		Total n (%)	df	Chi square test (χ^2)	p value
	No	Yes				
	n (%)	n (%)				
Poor quality relationship	03 (12.0)	22 (88.0)	25 (100.0)	1	5.791	0.016
Good quality relationship	07 (01.9)	375 (98.1)	360 (100.0)			
Total	10 (02.6)	375 (97.4)	385 (100.0)			

Table III: Association between quality of relationship with father and peer relationship of school children

Quality of relationship with father	Peer relationship of school children		Total n (%)	df	Chi square test (χ^2)	p value
	No	Yes				
	n (%)	n (%)				
Poor quality relationship	02 (08.0)	23 (92.0)	25 (100.0)	1	5.724	0.017
Good quality relationship	05 (01.4)	355 (98.6)	360 (100.0)			
Total	07 (98.6)	378 (98.2)	385(100.0)			

Original Contribution

Table IV: Association between quality of relationship with mother and attendance of school children

Quality of relationship with mother	Attendance of school children		Total n (%)	df	Chi square test (χ^2)	p value
	Poor attendance	Good attendance				
	n (%)	n (%)				
Poor quality relationship	04 (26.7)	11 (73.3)	15 (100.0)	1	5.247	0.022
Good quality relationship	26 (7.0)	344 (93.0)	370 (100.0)			
Total	30 (7.8)	355 (92.2)	385 (100.0)			

Table V: Association between quality of relationship with mother and cleanliness of school children

Quality of relationship with mother	Cleanliness of school children		Total n (%)	Fisher's Exact Test	p value
	No	Yes			
	n (%)	n (%)			
Poor quality relationship	02 (13.3)	13 (86.7)	15 (100.0)	12.190	0.008
Good quality relationship	02 (00.5)	368 (99.5)	370 (100.0)		
Total	04 (01.0)	381 (99.0)	385 (100.0)		

Table VI: Association between quality of relationship with mother and complete class task in timely manner of school children

Quality of relationship with mother	Complete class task in timely manner		Total n (%)	df	Chi square test (χ^2)	p value
	No	Yes				
	n (%)	n (%)				
Poor quality relationship	07 (46.7)	08 (53.3)	15 (100.0)	1	10.755	0.001
Good quality relationship	48 (13.0)	322 (87.0)	370 (100.0)			
Total	55 (14.3)	330 (85.7)	385 (100.0)			

Table VII: Association between quality of relationship with mother and class discipline of school children

Quality of relationship with mother	Class discipline of school children		Total n (%)	df	Chi square test (χ^2)	p value
	No	Yes				
	n (%)	n (%)				
Poor quality relationship	02 (13.3)	13 (86.7)	15 (100.0)	1	7.111	0.008
Good quality relationship	08 (02.2)	362 (86.7)	370 (100.0)			
Total	10 (02.6)	375 (97.4)	385 (100.0)			

Table VIII: Association between quality of relationship with mother and last term exam result of school children

Quality of relationship with mother	Last term exam result of school children			Total n (%)	Fisher's exact test	p value
	Poor	Average	Good			
	n (%)	n (%)	n (%)			
Poor quality relationship	04 (26.7)	00 (00.0)	11 (73.3)	15 (100.0)	10.776	0.003
Good quality relationship	22 (05.9)	89 (24.1)	259(70.0)	370 (100.0)		
Total	26 (06.8)	89 (23.1)	270(70.1)	385 (100.0)		

Table IX: Association between gender and quality of relationship with mother of the children

Gender	Quality of relationship with mother		Total	df	Chi square test (χ^2)	p value
	Poor quality relationship	Good quality relationship				
	n (%)	n (%)				
Boy	2 (1.1)	177 (98.9)	179 (100.0)			
Girl	13 (6.3)	193 (93.7)	206 (100.0)	1	5.582	0.018
Total	15 (3.9)	370 (96.1)	385 (100.0)			

Table X: Association between occupational status of the father and quality of relationship with father of school children

Occupational status of father	Quality of relationship with father		Total	df	Chi square test (χ^2)	p value
	Poor quality relationship	Good quality relationship				
	n (%)	n (%)				
Service holder	15 (06.5)	216 (93.5)	231 (100.0)			
Business	04 (03.3)	117 (96.7)	121 (100.0)	1	9.450	0.009
Retired and others	06 (18.2)	27 (81.8)	033 (100.0)			
Total	15 (06.5)	370 (93.5)	385 (100.0)			

Table XI: Association between socio-demographic factors and last term exam result of school children

Socio-demographic factors		Last term exam result of school children			Total	df	Chi square test (χ^2)	p value
		Poor	Average	Good				
		n (%)	n (%)	n (%)				
Type of family	Nuclear family	19 (5.9)	69 (21.3)	236 (72.8)	324 (100.0)	1	7.466	0.024
	Joint family	07 (11.5)	20 (32.8)	34 (55.7)	61 (100.0)			
	Total	26 (06.8)	89 (23.1)	270 (70.1)	385 (100.0)			
Type of school	Govt. school	10 (04.3)	40 (17.0)	185 (78.7)	235 (100.0)	2	21.619	0.001
	Non Govt. school	16 (10.7)	49 (32.7)	85 (56.7)	150 (100.0)			
	Total	26 (6.8)	89 (23.1)	270 (70.1)	385 (100.0)			
Age of children	Younger age (11-13) years	06 (03.1)	25 (13.1)	160 (83.8)	191 (100.0)	4	34.750	0.001
	Middle age (14-15) years	16 (10.0)	51 (31.9)	93 (58.1)	160 (100.0)			
	Older age (16-17) years	04 (11.8)	13 (38.2)	17 (50.0)	34 (100.0)			
	Total	26 (06.8)	89 (23.1)	270 (70.1)	385 (100.0)			
Monthly family income	Poor income family	12 (08.7)	51 (37.0)	75 (54.3)	138 (100.0)	4	27.807	0.001
	Moderate income family	08 (07.6)	15 (14.3)	82 (78.1)	105 (100.0)			
	Rich income family	06 (04.2)	23 (16.2)	113 (79.6)	142 (100.0)			
	Total	26 (06.8)	89 (23.1)	270 (70.1)	385 (100.0)			
Occupational status of father	Service holder	10 (4.3)	38 (16.5)	183 (79.2)	231 (100.0)	4	25.340	0.001
	Business	14 (11.6)	42 (34.7)	65 (53.7)	121 (100.0)			
	Retire and others	02 (06.1)	09 (27.3)	22 (66.7)	33 (100.0)			
	Total	26 (06.8)	89 (23.1)	277 (70.1)	385 (100.0)			

Table XII: Association between socio-demographic factors and last term exam result of school children

Socio-demographic factor		Last term exam result of school children			Total	df	Tests	p value
		Poor	Average	Good				
		n (%)	n (%)	n (%)				
Educational status of father	Under-graduation	16(10.7)	58(38.7)	76(50.7)	150(100.0)	2	Chi square test (χ^2) = 44.551	0.001
	Graduation & above	10(4.3)	31(13.2)	194(82.6)	235(100.0)			
	Total	26(6.8)	89(23.1)	270(70.1)	385(100.0)			
Gender of children	Boy	11(6.1)	46(25.7)	122(68.2)	179(100.0)	2	Chi square test (χ^2) = 1.333	0.513
	Girl	15(7.3)	43(20.9)	148(71.8)	206(100.0)			
	Total	26(6.8)	89(23.1)	270(70.1)	385(100.0)			
Age of mother	Young mother	11(9.6)	36(31.3)	68(59.1%)	115(100.0)	2	Chi square test (χ^2) = 9.504	0.009
	Aged mother	15(5.6)	53(19.6)	202(74.8)	270(100.0)			
	Total	26(6.8)	89(23.1)	270(70.1)	385(100.0)			
Age of father	Young father	04(26.7)	5(33.3)	6(40.0)	15(100.0)		Fisher's exact test = 9.530	0.006
	Aged father	22(05.9)	84(22.7)	264(71.4)	370(100.0)			
	Total	26(06.8)	89(23.1)	270(70.1)	385(100.0)			
Educational status of mother	Under-graduation	22(09.3)	73(30.8)	142(59.9)	237(100.0)	2	Chi square test (χ^2) = 30.763	0.001
	Graduation & above	04(02.7)	16(10.8)	128(86.5)	148(100.0)			
	Total	26(06.8)	89(23.1)	270(70.1)	385(100.0)			

Table XIII: Association between life style and health related factors and last term exam result of school children

Life style and health related factors		Last term exam result of school children			Total	df	Chi square test (χ^2)	p value
		Poor	Average	Good				
		n (%)	n (%)	n (%)				
Internet or face book using time	<2 hours	20(5.8)	76(22.0)	250(72.3)	346(100.0)	2	8.945	0.011
	≥2 hours	6(15.4)	13(33.3)	20(51.3)	39(100.0)			
	Total	26(06.8)	89(23.1)	270(70.1)	385(100.0)			
Physical illness	No	13(07.3)	42(23.7)	122(68.9)	177(100.0)	2	0.290	0.865
	Yes	13(06.3)	47(22.6)	148(71.2)	208(100.0)			
	Total	13(07.3)	42(23.7)	122(68.9)	177(100.0)			
Sleeping time	≤5 hours	02(07.1)	4(14.3)	22(78.6)	28(100.0)	4	6.106	0.191
	6-8 hours	20(06.2)	74(22.8)	231(71.1)	325(100.0)			
	≥9 hours	04(12.5)	11(34.4)	17(53.1)	32(100.0)			
	Total	26(06.8)	89(23.1)	270(70.1)	385(100.0)			
Study time	<4hours	21(08.4)	62(24.7)	168(66.9)	251(100.0)	2	4.614	0.100
	≥4 hours	05(03.7)	27(20.1)	102(76.0)	134(100.0)			
	Total	26(6.8)	89(23.1)	270(70.1)	385(100.0)			

Discussion

The findings of the study indicated a statistically significant association between parental relationship and school performance of children. In this study school performance was assessed by using semi structured questionnaire and the association between parental relationship and school performance was assessed by performing significance test. Findings of the present study showed, good and poor quality relationship with mother among the children was 96.1% and 3.9% respectively. The mean (USD) of mother

relationship quality was 106.9±12.68. Good quality and poor quality relationship with father were found 93.5% and 6.5% simultaneously among all children and mean (USD) was 102.23±15.41. In a study in Pakistan, founded that students attitude towards attendance in class is shows that 74.0% of the students maintain their attendance from 91.0% to 100.0% and 23.0% from 81.0% to 90.0%¹⁹. Findings of the present study showed, the relationship between gender and quality of relationship with mother was significantly associated (p=0.018). The quality of

relationship between mother and boys is better than the girls. Occupation of father and relationship quality with father which was significantly associated ($p=0.009$). The association between quality of relationship with father and mother was found significant ($p=0.001$). Sex showed inverse correlation with relationship with mother ($r = -0.15, p<0.01$) and father ($r = -0.16, p<0.01$). This indicates that female respondents had better relationship with their parents. Furthermore, respondents with good quality relationship with one parent would be more likely to have a good relationship with the other parent ($r = 0.84, p<0.01$)⁶. In this study it has been found significant association between quality of relationship with parents and school performance. Chi square (χ^2) and Fisher's exact test was done between all selected nine variable of school performance and quality relationship with father, findings were as follows, school performance variable named as (cleanliness, class task, class discipline, peer relationship) were significantly associated with relationship quality with father, ($p=0.022, p=0.004, p=0.016, p=0.017$), where p value <0.05 . Others five variable (attendance, arrival time, learning capability, extracurricular activities and last term exam result) were not significantly associated. In this study it has been found significant association between relationship quality with mother and school performance variables. Chi square (χ^2) and Fisher's exact test was done, findings were as follows, school performance variable named as (class attendance, arrival time, cleanliness, class task, class discipline, peer relationship, last term exam result) were significantly associated with relationship quality with mother, ($p=0.022, p=0.001, p=0.008, p=0.001, p=0.008, p=0.003$), where p value <0.05 . Others three variables (learning capability, peer relationship, extracurricular activities) were not significantly associated. The association between relationship quality with mother and father and school performance of children was found statistically significant. In a similar type study in Malaysia founded age, sex, parents' age and relationship with mother were significantly correlated with academic achievement. Age ($r= -0.33, p<0.01$) and sex ($r = -0.28, p<0.01$) were inversely related with respondents' academic achievement. Also founded younger and female adolescents scored higher on their academics as compared to the others. Furthermore, adolescents

with good relationship with their mothers ($r=0.16, p<0.01$) were found to have higher academic achievement⁶. Findings of the present study showed that, significant relationship present between family type, school type, age, monthly family income, occupational status of father, educational status of father and mother, mother's age of the children and last term exam result of school children which was tested by chi-square, where p values were as follows ($p=0.024, p=0.001, p=0.001, p=0.001, p=0.001, p=0.001, p=0.001, p=0.009$), where p value <0.05 .

So relationship between these above all socio-demographic factors and last term exam result of school children were found statically significant %. Father's age was also found significant with exam result of children, where value was, $p=0.006 <0.05$. Complete task in due time was found associated with studying time ($p=0.019$). In this study it has been found significant relationship between internet or face book using time and last term exam result which was tested by Chi-square (χ^2) test, $p=0.011 <0.05$. The relationship between living status of children and learning capability of children was found significant, tested by Chi square (χ^2) test, $p=0.040, <0.05$. All other health and life style related variable such as physical illness, sleeping time, study time and home work involvement were not significantly associated with exam result. In this study it has been found, age and sleeping had a negative correlation with last term exam result, it was significant at 0.01 level ($r=-0.299, p=0.001$), ($r=-0.104, p=0.042$). That means children who were slept less hour had better exam result and younger age group had better exam result than older group. Internet/face book using time was negatively correlated with exam result and relationship quality with mother, it was significant at 0.01 level ($r=-0.173, p=0.001$), ($r=-0.160, p=0.002$). That means those children who were used less internet had a better exam result and also had better relationship with mother. Monthly family income was positively correlated with exam result and relationship quality with mother, ($r=-0.264, p=0.001$), ($r=-0.124, p=0.015$). That means children of rich family had a better exam result than poor family. Exam result of children was positively correlated with relationship quality with father and mother, ($r=-0.103, p=0.044$), ($r=-0.204, p=0.001$). Relationship quality with father and mother was positively correlated, ($r=-0.622, p=0.001$). That

means children with good quality of relationship with father also had a good relation with mother. Further research is needed to explore any prediction relating to parental relationship and school performance.

Conclusion

The present study aimed to explore the quality of parent's relationship with their children and its association with school performance. The result indicates that children with good quality relationships with their parents have better school performance compared to children with poor quality relationship. It is also found that boys have a better relationship with their mothers than their opposite counterparts. Based on this conclusion, parents are highly encouraged to build and nurture supportive and friendly relationship with their children as children receiving consistent and constant support and warmth from their families are more likely to succeed in life.

References

1. Biller HB, Lopez KJ. The father and the school-aged child. In: ME Lamb (Ed). The role of the father in child development. 1997. p.143-61.
2. Toor KK. Parent-child relationship and student's academic achievement: a study of secondary school students. MIER Journal of Educational Studies, Trends and Practices. 2018;8(1):38-56.
3. Sharma M. Effect of gender and academic achievement on mother child relationship. International Journal of Social Science and Interdisciplinary Research. 2012;1(10):40-51.
4. Ramsey M, Gitimu-Waithaka A, Gitimu PN. Influence of Age and Parental Marital Status on Parent-Child Relationships: College Students Perspective. International Journal of Humanities and Social Science. 2016;6(1):23-32.
5. Baharudin R, Zulkefly NS. Relationships with father and mother, self- esteem and academic achievement amongst college students. American Journal of Scientific Research. 2009;6:86-94.
6. Ogunsola OK, Osuolale KA, Ojo AO. Parental and related factors affecting students' academic achievement in Oyo State, Nigeria. International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering. 2014;8(9):3129-36.
7. Deary IJ, Whiteman MC, Starr JM, Whalley LJ, Fox HC. The impact of childhood intelligence on later life: following up the Scottish mental surveys of 1932 and 1947. Journal of Personality and Social Psychology. 2004;86(1):130-47.
8. Ali N, Jusoff K, Ali S, Mokhtar N, Salamat ASA. The factors influencing students' performance at UniversitiTeknologi MARA Kedah, Malaysia. Management Science and Engineering. 2009;3(4):81-90.
9. BANBEIS, 2016. Bangladesh Educational Statistics Executive Summary and Survey Findings. Bangladesh. Available at: <http://data.banbeis.gov.bd>.
10. BANBEIS, 2018. Bangladesh Educational Statistics. Secondary School Education. Chapter-3. Bangladesh. Available at: <http://data.banbeis.gov.bd>
11. Kudari JM. Survey on the Factors Influences the Students' Academic Performance. International journal of Emerging Research in Management and Technology. 2016;5(6):30-6.
12. Sudhakar K, Nellaiyapen N. Relationship between academic achievement and parent-child relationship of high school students- A study. International Journal of Multidisciplinary Research and Modern Education. 2016;2(1):339-45.
13. Chowdhury S, Mitra M. Parenting Style and Altruistic Behavior of Adolescents Life. Journal of Research in Humanities and Social Science. 2015;3(6):20-4.
14. Ginsburg GS, Bronstein P. Family factors related to children's intrinsic/extrinsic motivational orientation and academic performance. Child Development. 1993;64(5):1461-74.
15. Grolnick WS, Ryan RM. Parent styles associated with children's self- regulation and competence in school. Journal of Educational Psychology. 1989;81(2):143-54.
16. Yuan S, Weiser DA, Fischer JL. Self-efficacy, parent-child relationships, and academic performance: A comparison of European American and Asian American college students. Social Psychology of Education. 2016;19(2):261-80.
17. Steinberg L. We know some things: Parent-adolescent relationships in retrospect and

Original Contribution

- prospect. *Journal of Research on Adolescence*. 2001;11(1):1-19.
18. Schmuck J. Parental Influence on Adolescents Academic Performance. *The Journal of Undergraduate Research*. 2011;9(1):77-84.
19. Hijaz ST, Naqvi SR. Factors affecting students' performance: A case of private colleges in Bangladesh. *Journal of Sociology*. 2006;3(1):44-5.