

A SOCIOPSYCHOLOGICAL ANALYSIS OF PARENT-CHILD INTERACTION AND ACADEMIC PERFORMANCE AMONG SCHOOL-GOING CHILDREN IN DISTRICT JHANG

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<https://doi.org/>

Keywords parent, children, academic performance, school-going, district Jhang

Article History

Received on 20 June 2025

Accepted on 12 June 2025

Published on 17 June 2025

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Abstract

The study aimed to explore the dynamics of parenting in relation to parent-child relationship, communication, self-esteem, and academic achievement among female students in private schools of District Jhang, with a focus on the mother-daughter dyad. Grounded in four theoretical frameworks—Bio-ecological Theory, Family Systems Theory, Social Capital Theory, and Symbolic Interactionism—the research adopted a quantitative survey design using a structured questionnaire. A total of 150 female students aged 16–18 from 11th and 12th grades were selected through convenient sampling. Data analysis using Chi-square tests revealed significant differences in parent-child relationships and communication patterns. Notably, academic achievement and self-esteem levels were found to be significantly higher among students in private schools, indicating the positive influence of strong parent-child dynamics on student outcomes.

INTRODUCTION

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 offering them encouragement, 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 family's 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 regulate 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 among 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).

The significance of this research

Because of the numerous worldwide issues that families are currently facing, it is more necessary than ever to have quality family relationships. Positive parent-child interactions and open communication within the family are especially important. Investigating the degree of intimacy in parent-child relationships is crucial since it will support the family structure in society.

Since strong

parent-child communication is essential to children's wellbeing and academic success. There is a great need for healthy parent-child connections and open communication within families, and quality family relationships are becoming more and more crucial as a result of the numerous worldwide issues that families are currently confronting. The study of family relationships is vital and fascinating because, in our society, close parent-child relationships are critical to children's social and emotional survival. Despite the complexity and lack of clarity surrounding the relationship between the quality of parent-child relationships and children's wellbeing, this inquiry is still necessary. To improve the family unit in society, it is vital to investigate the degree of intimacy in parent-child relationships. Children's wellbeing and academic progress are positively correlated with parent-child communication (Kim, & Rohner, 2002).

Sociological Importance

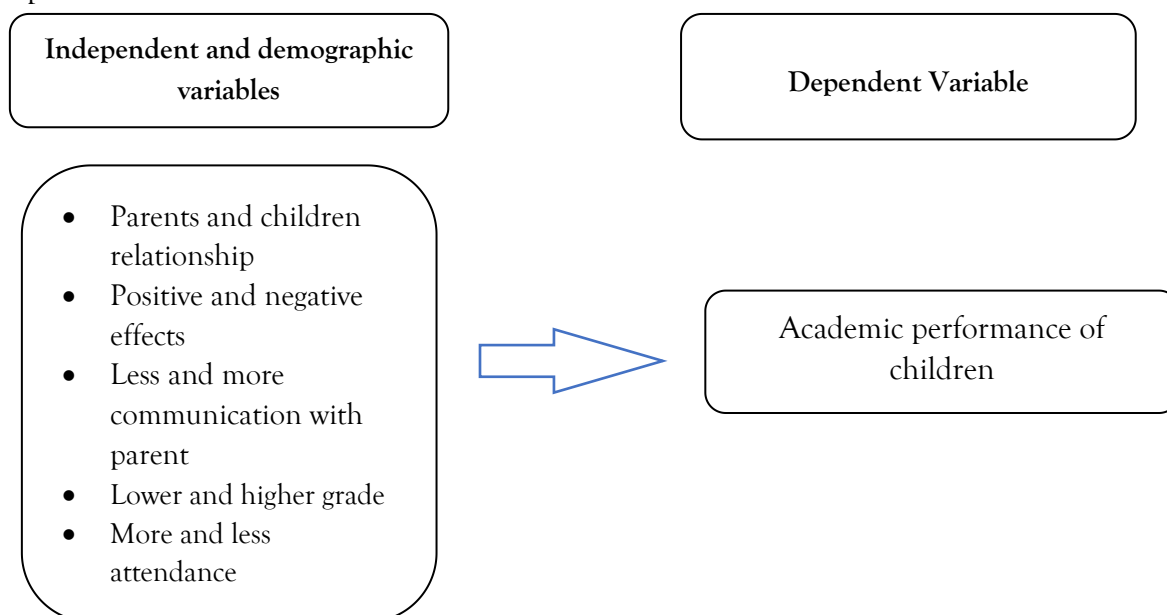
Because of the numerous worldwide issues that families are currently facing, it is more necessary than ever to have quality family relationships. Positive parent-child interactions and open communication within the family are especially important. Close parent-child interactions are vital for children's psychological and social survival in the society in which we all

live, so even though there are no clear-cut, straightforward links between the quality of parent-child relationships and the wellbeing of children, studying family relationships is vital and fascinating. Therefore, test scores, college graduation rates, and total years of education attained all rise in direct proportion to social

capital. It is ultimately possible to draw the conclusion that an adolescent's academic success may be influenced by the caliber of their social interactions and the support they receive from their parents (Ho, 2003).

Conceptual Framework

The study's conceptual frameworks provide an image of the relationship between independent and dependent variables.



Research Methodology

Research Design

This study employed a quantitative survey research design to investigate the relationship between parenting dynamics and academic achievement among female students. The design allowed for the structured collection and

statistical analysis of data related to parent-child relationships, communication patterns, self-esteem, and academic performance.

Population and Sample:

The target population comprised female students aged 16 to 18 years enrolled in 11th and 12th

grades at various private schools in District Jhang. A sample of 150 students was selected using the convenient sampling technique, due to the unequal distribution of student populations across private schools in the district.

Data Collection Tool:

Data was collected through a self-administered structured questionnaire, divided into four sections, each measuring:

1. Parent-child relationship
2. Parent-child communication
3. Self-esteem
4. Academic achievement

Each section contained close-ended questions with predefined response options, ensuring consistency and ease of analysis.

Theoretical Framework:

The research was guided by four interrelated theoretical perspectives:

Bio-ecological

Theory: Explored environmental influences on children through family and school systems.

Family Systems Theory: Examined communication patterns and parental roles in family relationships.

Social Capital Theory: Considered the parent-child relationship as a form of capital influencing academic outcomes.

Symbolic Interactionism: Explained the formation of self-esteem in adolescent girls through social interactions.

Data Analysis:

The collected data was analyzed using the Chi-square test to compare frequencies and determine statistical significance among variables across different private schools. The analysis focused on differences in parent-child relationships, communication patterns, levels of self-esteem, and academic achievement.

Results and discussion:

Frequency distribution of respondents about the grades in their previous class

Grades	Frequency	Percentage
Grade C Second/45-59%	40	26.6%
Grade B First/60-79%	80	53.4%
Grade A High first/ Grade A ⁺ 80% and more	20 10	13.4% 6.6%

Total	150	100%
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This table show that 26.6% of of this table reveals that grades of majority of the respondents got grade C, 53.4% got grade B, respondents was B.

13.4% got grade A and 6.6% got Grade A⁺.Data

Frequency distribution of respondents regarding to recent field of their studying

Field of study	Frequency	Percentage
Science	60	40%
Arts	80	53.4%
Computer	04	02.6%
Any other	06	04%
Total	150	100%

This table shows that 40 % of respondents department and 4% was from other departments. were from science department, 53.4% were from This table reveals that majority of the respondents Arts department, 2.6% were from Computer were from Arts department.

Frequency distribution of respondents with respect to their current academic year

Academic year	Frequency	Percentage
1 st	75	50%
2 nd	75	50%
Total	150	100%

This table shows that 75% of respondents were in 1st year, 75 % respondents were in 2nd year.

Frequency distribution of respondents in relating to Number of hours with spend their mother

Hours	Frequency	Percentage
One-Four	90	60%
Four-Nine	40	26.6%
Ten and more	20	13.4%
Total	150	100%

This table shows that 60 % respondents respondents were spending five to nine hours and were spend one to four hours' daily, 26.6% 13.4% were spending ten and more hours daily

more than 5 hours daily with their mothers. Data of this table demonstrates that majority of the

Frequency distribution of respondents concerning with mother guidance for their academic purpose

Responses	Frequency	Percentage
Always	30	20%
Rarely	80	53.4%
Never	40	26.6%
Total	150	100%

The table shows that 20 % of respondents always concern with mother to find information for academic purpose, 53.4% respondents respond rarely and 26.6% never concern with mother about finding information for academic purpose.

Summary of Results

The analysis of the responses from 150 female students revealed the following key findings:

- **Academic Performance:**
A majority of students (53.4%) reported achieving Grade B (60-79%), indicating average academic performance. About 26.6% obtained Grade C, while only a small portion achieved Grade A (13.4%) and A+ (6.6%).
- **Field of Study:**
Most students (53.4%) were enrolled in the Arts stream, followed by 40% in Science, 2.6% in Computer studies, and 4% in other fields.
- **Academic Year:**

respondents

were spending one to four hours daily with their mothers.

An equal distribution was observed between 1st-year and 2nd-year students, with each group comprising 50% of the sample.

Time Spent with Mother:

A large number of respondents (60%) reported spending 1 to 4 hours daily with their mothers. Only 13.4% spent 10 or more hours, and 26.6% reported 4-9 hours.

Mother's Academic Guidance:

When asked about seeking academic help from their mothers, 53.4% rarely consulted them, 26.6% never did, and only 20% always sought their mother's guidance.

Conclusion

The data suggests that while a moderate level of academic achievement (Grade B) is most common among respondents, very few reach high academic distinction. Most students come from Arts backgrounds and spend limited time with their mothers. Additionally, a majority of the students do not frequently seek academic guidance from their mothers. These results imply that parent-child interaction, particularly academic support from mothers, may be lacking, which could be influencing overall academic performance. Strengthening maternal involvement and communication could be an important factor in

enhancing students' academic outcomes, especially in the context of female students in private institutions of District Jhang.

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