

Comparative Study

Child-Rearing Practices and Academic Achievement of High and Low-Achieving Underprivileged Girls-A Comparative Study

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ABSTRACT

In the present study after understanding the nature, objectives, and purpose of the study the investigator applied the “Descriptive Survey” method. In the present study, the researcher found out the difference in the child-rearing practices adopted for high and low-achieving underprivileged girls, the difference in the academic achievement of urban and rural underprivileged girls, and the relationship between child-rearing practices and the academic achievement of underprivileged girls. The data was collected by administering the self-constructed questionnaire on child-rearing practices from the sample of 50 rural underprivileged girls and 50 urban underprivileged girls using the purposive sampling technique. The study used quantitative data, which was subjected to t-test analysis. The findings of the study showed that there exists no significant difference in the academic achievement of rural and urban underprivileged girls but a significant difference was found in the child-rearing practices adopted for low and high-underprivileged girls. The findings of the study also showed that there exists a significant relationship between child-rearing practices and academic achievement of low and high-underprivileged girls.

Keywords: *Child Rearing Practices, Academic Achievement, Low and high Underprivileged Girls*

Academic achievement is something that a student achieves at school, college or university - in class, in a laboratory, library, or fieldwork. Academic achievement in the case of a wider term is educational growth and plays an important role in the life of a child. High academic achievements in school build self-esteem and self-confidence which lead to better adjustment within the group. It is a unique prime responsibility of a school. Parents with a positive parenting style are very effective in supporting their children’s academic success. Children who are brought up in a positive family environment not only achieve academically but also display high moral values when compared to children from a dysfunctional families. Child-rearing factor affects the achievements of students.

Child-rearing practices of black mothers are associated with strong achievement levels in children like Blumenthal (1985) conducted a study on the effect of African- American mother’s child rearing practices on their children’s achievement irrespective of gender. It

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was found that cognitive development and subsequent school achievement in black children was highest when mothers were verbally interactive style of parenting with their children.

Good child practices make children more active, emotionally stable, and rule-bound. Sethi (1989) conducted a study on the effect of child rearing practices of educated and uneducated mothers on the personality and achievement of their boys and girls. It was concluded that the boys of educated mothers were found to be less emotionally stable in comparison to girls. The school achievement of the children of educated mothers was found to be better in comparison to the children of uneducated mothers. Therefore, as per the study Child-rearing practices and achievement were related. Jain (1991) found out that ten factors on child rearing were obtained through factor analysis. Parental responsiveness was the only factor that was positively and significantly related to academic achievement.

Significance of the Problem

In child-rearing practices, the basic needs of children are taken into consideration. Family's economic status also affects children. Parents with low income usually send their children to some job at an early age, and parents who are economically strong send their children for higher studies. An assumption is verified through this study that how child-rearing practices affect the achievement of students. Schools should have a look at child-rearing practices. Only then the child will learn better. School authorities should pay attention to child-rearing. Schools should guide parents about child-rearing practices. Students should be helped at each level in order to improve their achievement. Parents should discuss their strategy for training and disciplining their children and agree to work together as a team with school authorities. Reinforcing positive perceptions towards children will go a long way in helping them in their achievements. Girl's education yields some of the highest returns of all development, investment, yielding both private and social benefits that are highly useful to individuals, families and society at large. Therefore, considering the importance of child rearing practices and their probable relationship with academic achievement, the investigator has undertaken the present study on underprivileged girls. Here, underprivileged girls are those girls who especially belong to the SC category.

Objectives of the Study

- To find out the difference in the child-rearing practices adopted for high and low achieving under privileged girls.
- To study the difference in the academic achievement of urban and rural under privileged girls.
- To study the relationship between child-rearing practices and academic achievement of under privileged girls.

Hypotheses

- There exists no significant in the child rearing practices adopted for high and low achieving under privileged girls.
- There exists no significant difference in the academic achievement of urban and rural under privileged girls.
- There exists no significant relationship between child rearing practices and academic achievement of underprivileged girls.

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RESEARCH METHODOLOGY

In the current research, descriptive survey method was adopted.

Sampling

The sampling frame of this study comprised of rural and urban underprivileged girls. 100 girls of the Jalandhar district were taken as sample through purposive sampling technique. The sample is further divided into 50 rural underprivileged girls and 50 urban underprivileged girls. 50 rural underprivileged girls are further divided into 25 high achieving and 25 low achieving underprivileged girls. 50 urban underprivileged girls are also divided into 25 high achieving and 25 low-achieving underprivileged girls.

Tool Used

The researcher collected data with the help of self-constructed questionnaire. This questionnaire contains 24 questions.

RESULTS, DISCUSSION, INTERPRETATION

In order to assess the relationship between child-rearing practices and academic achievement of under privileged girls, collected data were scored and tabulated. The results have been presented in the under mentioned table.

Hypothesis 1: There exists no significant difference in the child-rearing practices adopted for high and low achieving underprivileged girls.

Table 1.1 Showing the Mean Scores, SD and t-value of High and Low Achieving Underprivileged Girls

Category	N	Mean	SD	SED	t-value	Remarks
High achieving under privileged girls	50	95.44	8.09	4.41	6.33	Significant**
Low achieving under privileged girls	50	68.09	12.45			

***Significant at 0.01 level*

Interpretation

It is evident from table 1.1 that the value for the mean for child rearing practices of high achieving under privileged girls turned out to be 95.44 whereas for low achieving under privileged girls it is 68.09. The value of SD for high achieving under privileged girls turned out to be 8.09 whereas for low achieving underprivileged girls it is 12.45. The value of standard error comes out to be 4.41 and calculated t-value came out to be 6.33. The table value of t at degree of freedom 98 is 1.98 and 2.63 at 0.05 and 0.01 level of significance respectively. The calculated t- value is greater than the table value at both level of significance. Thus, the hypothesis, there exists no significant difference in the child rearing practices adopted for high and low achieving underprivileged girls is not accepted at both the level of significance. Therefore, it shows that there is significant difference in the child rearing practices adopted for high and low achieving underprivileged girls.

The results are in line with study conducted by Vijayarani (1992) in which it was asserted that the rearing of the child is extremely related with academic performance of the child. Parents who are raised in the middle class or upper class of the society tend to teach their

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kids about social etiquette. They teach their kids to appreciate music, literature and more. They provide their kids with skills that they believe can help them in their future. They supervise that their kids get into the proper school, eat proper food and can have medical facility anytime and they also give reward to them, at the time of getting good marks in examination. So that type of parents takes proper care of their child. On the other hand, parents who are raised from the lower class, they are not able to fulfill their own desire. They do not help children to do their homework and are not able to bring the books according to their interest. They spend less time for the supervision of their children.

Hypothesis: 2 There exists no significant difference in the Academic Achievement of Urban and Rural Underprivileged Girls

Table 1.2 Showing the Mean Scores, SD and t-value of the Academic Achievement of Urban and Rural underprivileged Girls

Category	N	Mean	S.D	SED	t-value	Remarks
Urban underprivileged girls	50	80.02	20.76	3.48	0.82	Insignificant
Rural underprivileged girls	50	82.9	13.27			

Interpretation

It is evident from table 1.2 that the value for the mean of academic achievement of urban underprivileged girls with regard to academic achievement, turned out to be 80.02 whereas for rural under privileged girls it is 82.9. The value of standard deviation for academic achievement of urban underprivileged girls turned out to be 20.76 whereas for rural underprivileged girls it is 13.27. The value of standard error came out to be 3.48 and then t-value was calculated and was found out to be 0.82. The table value of t' at degree of freedom 98 is 1.98 and 2.63 at 0.05 and 0.01 level of significance respectively. The calculated t-value is less than the table value at both level of significance. Thus, the hypothesis that there exists no significant difference in the academic achievement of urban and rural underprivileged girls is accepted at both level of significance. Therefore, it shows that there is no significant difference in the academic achievement of urban and rural underprivileged girls.

The investigator is of the view that such results came out because if girls are given due opportunities and facilities, then they can show good results in their academic achievement irrespective of their residential background.

Hypothesis: 3 There exists no significant relationship between child rearing practices and academic achievement of underprivileged girls.

Table 1.3 Showing Co-efficient of Correlation Value of Child-rearing Practices and Academic Achievement of Underprivileged Girls

Variables	N	'r'	Remarks
Child Rearing Practices	100	0.79	High Positive Correlation
Academic Achievement	100		

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Interpretation

It is revealed from table 1.3 that the value of correlation turned out to be 0.79. The table value of 'r' at degree of freedom 198 is 0.138 and 0.181 at 0.05 and 0.01 level of significance respectively. The calculated r value is greater than the table value at both level of significance. Thus, the above hypothesis that there exists no significant relationship between child rearing practices and academic achievement of underprivileged girls is rejected at both level of significance. Because after interpreting it was found that there is a high positive correlation among child rearing practices and academic achievement of underprivileged girls.

The findings are in line with a study conducted by Sethi (1989) in which it was found that the rearing of a child is extremely related to the academic performance of the child. So, parents should always take care of their children. Especially underprivileged parents should have trust and confidence in their children's ability to succeed academically. Reinforcing positive perceptions toward the children will go a long way in helping them in their academic achievements. Therefore, these results indicate that parents should try to understand the importance of child-rearing practices and students should also be helped at each level in order to improve their academic performance.

CONCLUSION

On the basis of the analysis and interpretation of data, the following conclusions can be drawn.

- There exists a significant difference in the child rearing practices adopted for high and low achieving underprivileged girls.
- There exists no significant difference in the academic achievement of urban and rural underprivileged girls.
- There is a high positive correlation between child rearing practices and academic achievement of underprivileged girls. Parents with a positive parenting style are very effective in supporting their children's academic success. Children whose parents are described as warm, fair and always in control, tend to have a more positive outlook towards school.

Recommendations

Education should be provided to every girl in the nation because by educating a girl child, the productivity of the women can be improved and it strongly depends upon the rearing of the child by the parents. Child-rearing practices differ from one parent to another. Different child-rearing practices lead to different child upbringing. Parents should discuss their strategy for providing training for their children. It is important to take regular follow up of the child about their educational needs. Parents should make sure that their child attends school every day, keeps up with his/her homework, receives proper nutrients, and gets plenty of rest. Making sure that child gets a good education is an important part of child-rearing. The child needs a good education not only for academic learning but also to interact with peers and with authority figures. Raising a good child also means teaching them to showcase mutual respect between themselves and their teachers. It can be said that all parents should be very keen on educating their children. Parents should not make discrimination between boys and girls regarding educational facilities. And all parents should develop a positive attitude to educate their girl child.

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Conflict of Interest

The author(s) declared no conflict of interest.

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