



Child-Parents Relationship and its Effect on Child Learning: A Sociological Study in Dera Ghazi Khan City

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ARTICLE INFO

Article History:

Received: January 27, 2025

Revised: February 26, 2025

Accepted: March 02, 2025

Available: March 05, 2025

Online:

Keywords:

Child-Parents Relationships, Effects on child learning, Child-parents relationship effects on child learning

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ABSTRACT

Child-parent relationship is the first interpersonal interaction that can also effect on child learning and can also affect the strength of their social, mental, physical and emotional well-being. So the present study was designed to explore the child-parent relationship and its effect on child learning, with a focus on understanding the broader societal implications of a secure child-parent bond in Dera Ghazi Khan City. The main objectives of the present study are i) to assess the socioeconomic and demographic characteristics of respondents; ii) to explore association between child-parents relationship and its effect on child learning; iii) to analyze the importance of secure child-parents relationship in the society; iv) to draw out probable suggestion and its implications of child-parents relations and its effect on child learning. A sample of 300 female students of two age group, 12-15 and 16-20 years who are the 9th and 10th classes, respectively, were selected through a multistage sampling technique. At the 1st stage, 3 public girls' schools were selected randomly; at the 2nd stage, 100 students from each school (50 9th class + 50 10th class) were selected using a convenient sampling technique. The results showed that most of the respondents were the aged 16-20 were (52.3%); most of the respondents belong to joint families (47%). The most common income bracket is PKR 10,001-15,000 (26.7%). The highest %age of fathers have completed primary education (29%), followed by intermediate education (26.3%). Most mothers have (32.3%) have intermediate education. (32.7%) respondents have environmental factors significantly effect on their learning. (38.7%) respondents are strongly agreed that social factors effect on their learning. (37.3%) respondents are strongly agreed that socioeconomic factors effect on their learning. (34%) strongly agreed that healthy parental relationships positively impact better academic performance. A significant number (34.7%) strongly agreed in societal functioning. (35.7%) strongly agreed they feel secure with their parents; (36.7%) strongly agreed that they have a secure attachment to their parents without any hesitation. (37.7%) strongly agreed that their parents handled conflicts with empathy. Positive relationship among child-parents has better outcomes on academic performance vs active parental involvement in child learning. Research suggested that Parental awareness programs should be arranged for better learning effect of child.

Introduction

Education is a continuous process. Primary education performance is important for future educational opportunities. Parents strive for high quality education for their children, as better opportunities leads to improve academic performance. Parenting behavior and educational support for their children learning habits and impact on academic performance (Li and Qui, 2018). Education is a compulsory part of any kind of nation to determine the potentially of the progress of nation with the enforcement of compulsory education and expansion of schools lead to improve academic performance of child (Heckman, 2011). With the first days of child lives the education for life in a family commences. Which is usually affected by constant learning, it is consisting mainly of acquiring experience. Parents play the role of supporters as well as direct leaders of the implementation of the education of their children (Lakinska and Divna, 2006).

Parents play most significant role in shaping of child personality in their early infancy. When child contacts with his parents our home provides first step of interaction and communication among child and parents (Kumar, 2019). The child parent relationship is a unique combination of behavior, feelings and expectation. Children and parents form asocial unit and their relationships is socially sanctioned and traditional. It is important for parents to communicate and exchange thoughts with their children regularly. However, there is a risk of spoiling children with excessive love and material possessions (Rai and Rai, 2020).

The correlation between child-parent relationships and academic pressure is negative, as it is influenced by the peer relationship. However, the self-esteem of the child acts as a regulator in the relationship between child-parent and academic pressure. The findings of the study indicate that fostering a healthy child-parent relationship and peer relationship, along with enhancing children self-esteem, has a positive effect on elementary students ability to handle academic pressure (Liao *et al*, 2021).

The child parent relationship enrichment program had a positive impact on well being of children. It proved media literacy, strengthened the child-parent relationship and reduced internet problematic use in female adolescents. This training program can help address communication challenges between parents and female adolescents (Boor *et al*, 2021).

In our life child-parent relation are most important and complex relationship. Child-parent relationships is always maintained with the care of child due to good relations and communication. And the other side, if the child has not good relations of their parents such types of children face numerous difficulties in their life. Due to bad relation of their parents such type of child are not a good member of society. Such type of children involved in many violence activities. Due to bad relationships of their parents its directly effects on their learning and academic performance (Tanwar, 2022).

Family is an important family unit plays an important role in ones life. Kids parent connections are organically based and people improvement past adolescence and adolescence is affected by these parent youngsters relations. Pool of fulfillment with respect to parental connections prompts different issues connected with the mental and social well being of people. Children are expected to obey both of their parents because they are viewed as authoritative figures (Rafiq *et al*, 2022).

The relationship between child and parents during the of pandemic, changes in health and psychology have affected family life and communication between child and parent both positive and negative effect have been observed. Families have spent more times and shared more values. Positive aspects include being together, supporting each other and positive communication.

Negative aspects include conflicts, communication problems and boredom. Parents have focused on educational activities, playing games, watching videos and cooking. Overall, the pandemic had various effects on the relationship between child and parent and their family dynamics (Ongoren, 2022). The quality of the child-parent relationship has effect on mental well being. Having supportive and affectionate parents who allow appropriate autonomy promotes good psychological functioning. These findings emphasize the importance of parenting programs and initiatives that encourage caring relationships and avoid excessive psychological control between children and their parents (Staford *et al*, 2016).

Parent can express their expectations for their Children English education and encourage them to put in more effort to learn English by communicating openly and honestly with them. Guardians could find out about their children learning difficulties in time and give them much required help to improve children's commitment in center school English (Geng *et al*, 2022).

Parents have an important role in shaping children emotional well being, especially in early childhood. Their reactions to children emotions and how they express their own emotions are crucial for children's emotional development. The child-parent relationship also has an impact on the development of anxiety and depression in young children (Sicouri *et al*, 2023).

Objectives

1. To assess the socioeconomic and demographic characteristics of respondents.
2. To explore association between child-parents relationship and its effects on child learning.
3. To analyze the importance of secure child-parents relationship in the society.
4. To draw out probable suggestions and its implications of child-parent relations and its effect on child learning .

Materials and method

For this a sample of 300 respondents were selected through multistage sampling technique for data collection; At 1ST stage 3 Public Girls School were selected randomly; at 2nd stage 100 students from each school (50 9th class + 50 10th class) were selected through convenient sampling technique. The main objective of methodology is to explain various tools and techniques applied for data collection, analysis and interpretation of data related to research problems. Research was conducted in Dera Ghazi Khan City. To get information by used questionnaire an (interview schedule) was constructed in the light of study objectives and to check the accuracy of research tool pretesting were made on 25 respondents. Data was analyzed by statistical package for social science (SPSS) and univariate and bivariate analysis was made.

Results and Discussion

Socio-economic information of the respondents: Socio-economic characteristics of the respondents like age, family type, income, educational level of parents play a significant role for well being of child and build up a strong relationship among child-parents. The data relating to these aspects are presented and discussed as under:

Table 1: Frequency and Percentage Distribution of Respondents with respect to their socioeconomic and Demographic Characteristics

Age	Frequency	% age
12-15	143	47.7
16-20	157	52.3
Total	300	100.0
Family type of the respondents		
Nuclear	85	28.3
Joint	141	47.0
Extended	60	20.0
Separation	14	4.7
Total	300	100.0
Monthly income of father		
Up to 10,000	14	4.7
10,001-15,000	80	26.7
15,001-20,000	45	15.0
20,001-25,000	69	23.0
25,001-30,000	79	26.3
30,001 and above	13	4.3
Total	300	100.0
Educational level of father		
Illiterate	18	6.0
Primary	87	29.0
Middle	42	14.0
Matriculation	56	18.7
Intermediate	79	26.3
Graduation	12	4.0
Post-graduation and above	6	2.0
Total	300	100.0
Educational level of mother		
Illiterate	25	26.3
Primary	75	6.0
Middle	47	18.3
Matriculation	59	12.3
Intermediate	74	32.3
Graduation	18	4.7
Post- graduation and above	2	1.0
Total	300	100.0

Age of respondent: In determining the behavior of human being age is an significant factor. It presents the attitude of the person towards many economic and social aspects of life. Age factor is most important to effect human behavior. Above mentioned Table 1 the age distribution a slightly higher proportion of respondents in the 16-20 age group compared to those aged 16-20 (52.3%) and respondents aged 12-15 were (47.7%).

Family of respondent: Family is an institution it is necessary for them to create the conditions for children to be able to develop a positive relationship with their work which is intended to be a predisposition towards establishing a realistic approach to allow a better development for the character of a child. Above mentioned table 1 that the majority of the respondents (47.7%) belong to joint families. A significant portion (28.3%) of respondents are from nuclear families. (20.0%) respondents belong to extended families. (4.7%) belong to separated families.

Income: Income of the respondents is defined as the service performed (Popenoc, 1977). By the government of Pakistan the standard income level is 10,000 rupees per month it is also called as poverty line. Income of a person presents his or her life standard.

In table 1 presented the most common income range is between 10,001 and 15,000 PKR, reported by 26.7% by 80 respondents. Close behind, 26.3% reported by 79 respondents a monthly income between 25,001 and 30,000 PKR. 23.0% 69 respondents showed that an income range of 20,001 to 25,000 PKR, while 15.0% 45 respondents reported earning between 15,001 and 20,000 PKR. A smaller group 4.7% by 14 respondents reported a monthly income of up to 10,000 PKR, and the least common income bracket, 4.3% by 13 respondents exceeds 30,001 PKR.

Education of respondents: Education is a key to implementing behavioral, attitudinal and social changes (Jamison *et al*, 2006). In above mentioned table 1 the most common education level is primary school, reported by (29.0%) followed by intermediate education (26.3%). Matriculation was completed by (18.7%) while 14.0% completed middle school. A smaller portion reported that their fathers are illiterate. Graduation was achieved by 4.0% and 2.0% have fathers who completed post-graduation or higher. This distribution indicated that the majority of respondents father have attained basic or intermediate education, with a smaller proportion pursuing higher education.

Above mentioned table 1 presented the frequency and percentage distribution of respondents according to the highest level of education attained by their mothers. 6.0% have mothers who completed primary education, making it the most common level of education. This is closely followed by intermediate education, achieved by 32.3%. Matriculation was completed by 12.3% while 18.3% of mothers attained middle school education. 26.3% are reported as illiterate, indicating a lack of formal education. Graduation was achieved by 4.7% and only 1.0% have mothers who completed post graduation or higher. This distribution highlights that the majority of respondents mother have attained at least a primary or intermediate level of education, while a significant minority have not completed formal schooling.

Table 2: Frequency and Percentage Distribution of Respondents with respect to their association between child-parents relationship and its effect on child learning

Child-parents relation several factor effect on child learning		Frequency	% age
Environmental factor (Home, school and community)	Strongly Agree (SA)	96	32.0
	Agree (A)	98	32.7
	Neutral	30	10.0
	Disagree (D)	46	15.3
	Strongly Disagree (SD)	30	10.0
	Total	300	100.0
Individual factor (Health, learning style, emotional well-being and cognitive	Strongly Agree (SA)	93	31.0
	Agree (A)	92	30.7
	Neutral	26	8.7

development)	Disagree (D)	48	16.0
	Strongly Disagree (SD)	41	13.7
	Total	300	100.0
Social factor (Parental involvement, peer influence)	Strongly Agree (SA)	116	38.7
	Agree (A)	87	29.0
	Neutral	28	9.3
	Disagree (D)	42	14.0
	Strongly Disagree (SD)	27	9.0
	Total	300	100.0
Socioeconomic factor (Economic stability Access to resources)	Strongly Agree (SA)	112	37.3
	Agree (A)	83	27.7
	Neutral	31	10.3
	Disagree (D)	41	13.7
	Strongly Disagree (SD)	33	11.0
	Total	300	100.0
Cultural factor (Values, language and communication)	Strongly Agree (SA)	102	34.0
	Agree (A)	86	28.7
	Neutral	25	8.3
	Disagree (D)	45	15.0
	Strongly Disagree (SD)	42	14.0
	Total	300	100.0
Positive relations among child parents has better outcomes on academic performance of a child			
Academic performance of a child	Frequency	% age	
Strongly Agree (SA)	102	34.0	
Agree (A)	94	31.3	
Neutral	23	7.7	
Disagree (D)	46	15.3	
Strongly Disagree (SD)	35	11.7	
Total	300	100.0	
Parental autonomy support child self-efficacy and self-esteem			
Self-efficacy and self esteem	Frequency	%age	
Strongly Agree	99	33.0	
Agree	93	31.0	
Neutral	28	9.3	
Disagree	48	16.0	
Strongly Disagree	32	10.7	
Total	300	100.0	

Above mentioned Table 2 summarized the distribution of respondents regarding various factors that can affect child learning, categorized into environmental, individual, social, socioeconomic, and cultural factors.

Environmental Factors: This category encompasses home, school, and community influences. Among the 300 respondents, 32.0% Strongly Agree (SA) that these factors significantly impact child learning, and 32.7% Agree (A). A neutral stance is taken by 10.0%, while 15.3% Disagree (D), and 10.0% Strongly Disagree (SD), indicating some skepticism about the importance of the environment in child learning. The term 'home education' as a term refers to the influence of the family on the education of children in the home. As it has been demonstrated in a variety of family environments, children do acquire a wide range of experiences by taking part in diverse activities as well as being exposed to a wide range of influences and expectations from the people with whom they cohabit during the day (Ceka and Murati, 2016). In human society family is a compulsory part in our social circle. Its play a significant role for the development of their children. Because positive relationship among child parents is associated to positive learning outcomes in children (Clair, 2012).

School is very significant place for children to develop and grow . Parents play an important role effect on children development and achievement (Moe *et al*, 2021). At school a successful education for their children parents should get involved in supporting their children refer to their homework (Motilov and Naum, 2002).

Individual Factors: This includes health, learning style, emotional well-being, and cognitive development. Here, 31.0% Strongly Agree (SA) that these factors influence learning, and 30.7% Agree (A). A smaller group, 8.7%, is neutral, with 16.0% Disagree and 13.7% Strongly Disagree ,suggesting that individual characteristics are recognized as significant but with some dissenting opinions. Child-parents relationship is most important determinant of child personality and cognitive of child and its directly effect on emotional well-being of child (Orthner *et al.*, 2008).

Social Factors: In terms of parental involvement and peer influence, the majority opinion iis strong, with 38.7% Strongly Agree (SA)ing that these factors affect learning, and 29.0% Agree (A)ing. Neutral responses are provided by 9.3%, while 14.0% Disagree (D) and 9.0% Strongly Disagree (SD), reflecting a robust belief in the importance of social dynamics in educational outcomes. In the learning process of child peer can influence in learning outcomes. Peer encouragement and support in the process of learning can help children good study habits in the learning process thus participating to their academic outcomes (Lee and simpkins, 2021).

Socioeconomic Factors: Regarding economic stability and access to resources, 37.3% Strongly Agree (SA) that these factors impact learning, and 27.7% Agree (A). A neutral position is taken by 10.3%, while 13.7% Disagree (D) and 11.0% Strongly Disagree (SD), indicating a strong recognition of socioeconomic influences on learning. Socioeconomic stability plays an important role in the child development referred access to resources. Lack of socioeconomic status linked with high risk of academic underachievement. Disparities in access to resources education and healthcare that outcomes from differences in socioeconomic stability. It also elaborated the significance of intervention the effect of poverty on child development (Singh, 2023).

Cultural Factors: Lastly, regarding values, language, and communication, 34.0% Strongly Agree (SA) that these cultural elements affect child learning, and 28.7% Agree (A). Neutral responses make up 8.3%, while 15.0% Disagree (D) and 14.0% Strongly Disagree (SD), demonstrating a general consensus on the relevance of cultural influences but with some differences in opinion. Culture build up a child values, language, beliefs, communication and identity. The cultural practices effect on child development traditions, customs on a social and child cognitive development. Child learns from their parents culture. Parents culture has deeply effect on child personality and its culture values and cognitive abilities (Singh, 2023)

Above mentioned table 2 described the distribution of respondents regarding the belief that positive relationships between children and parents lead to better academic outcomes. Among the 300 respondents, a notable 34.0% (102 respondents) Strongly Agree (SA) with this statement, indicating a strong conviction that a healthy parental relationship positively impacts academic performance. Additionally, 31.3% (94 respondents) Agree (A), further supporting the notion of beneficial effects on education stemming from positive family dynamics. A smaller segment, 7.7% (23 respondents), remains neutral, suggesting uncertainty or ambivalence about the connection between parental relationships and academic success. In contrast, 15.3% (46 respondents) Disagree (D), reflecting some skepticism regarding the impact of parental relationships on academic outcomes, while 11.7% (35 respondents) Strongly Disagree (SD), indicating a minority who do not believe in the positive correlation. Overall, the data shows a significant majority of respondents affirming that positive parent-child relationships contribute to improved academic performance, while a smaller portion expresses doubt. Child-parents relationship is most significant supportive and positive. Due to this supportive relationship positive relations among child and parents has better outcomes on academic performance of a child (Ningamma and Betsur, 2023). Parents play a vital role in the child academic achievement. Parental involvement in their child education significantly affect their academic achievement (Ndim and Elama, 2013).

Above mentioned table 2 presented the distribution of respondents regarding the belief that parental autonomy support positively influence their self-efficacy and self-esteem. Among the 300 respondents, a significant 33.0% (99 respondents) Strongly Agree (SA) that support from their parents regarding autonomy contributes positively to their self-efficacy and self-esteem. Additionally, 31.0% (93 respondents) Agree (A) with this statement, further affirming the idea that parental support in fostering independence is beneficial for personal development. A smaller portion, 9.3% (28 respondents) , expresses a neutral opinion, suggesting uncertainty or ambivalence about the impact of parental autonomy support. Conversely, 16.0% (48 respondents) Disagree (D), indicating some belief that parental support does not significantly influence their self-efficacy and self-esteem, while 10.7% (32 respondents) Strongly Disagree (SD), reflecting a minority who do not perceive any positive effect from parental autonomy support. As reported in (Givertz and sergin, 2012) concluded that well balanced relationship among child parents will help child develop a strong self-esteem and self-concept. Parents are the role model of child self-concept and motivate their children. Self is necessary for social structure. In social experience self-develop source of interaction with others (Lee, 1990). Self is a social phenomenon it develops by socialization process (Harter, 2012).

Table. 3: Frequency and Percentage Distribution of Respondents according to importance of secure child-parent

Child-parents relationship most important for better functioning of our society	Frequency	% age
Strongly Agree (SA)	104	34.7
Agree (A)	86	28.7
Neutral	24	8.0
Disagree (D)	52	17.3
Strongly Disagree (SD)	34	11.3
Total	300	100.0
Child feel secure with their parents in specific situation		
	Frequency	% age

Strongly Agree (SA)	107	35.7
Agree (A)	88	29.3
Neutral	25	8.3
Disagree (D)	48	16.0
Strongly Disagree (SD)	32	10.7
Total	300	100.0
Child feel secure attachment with their parents without any fear		
Secure attachment	Frequency	% age
Strongly Agree (SA)	110	36.7
Agree (A)	88	29.3
Neutral	25	8.3
Disagree (D)	43	14.3
Strongly Disagree (SD)	34	11.3
Total	300	100.0

Above mentioned Table 3 presented the distribution of respondents regarding the belief that child-parent relationships are crucial for the better functioning of society. Among the 300 respondents, a significant 34.7% (104 respondents) Strongly Agree (SA) that positive relationships between children and parents play an essential role in societal functioning. Additionally, 28.7% (86 respondents) Agree (A) with this assertion, reinforcing the idea that healthy familial bonds contribute to the overall well-being of society. A smaller portion, 8.0% (24 respondents), expresses a neutral opinion, suggesting uncertainty or ambivalence about the importance of these relationships. Conversely, 17.3% (52 respondents) Disagree (D), indicating that they do not believe that child-parent relationships significantly impact societal functioning, while 11.3% (34 respondents) Strongly Disagree (SD), reflecting a minority who perceive little to no connection between family dynamics and societal health. Overall, the data suggests that a majority of respondents acknowledge the importance of strong child-parent relationships as foundational to the effective functioning of society, though there are differing opinions on its significance.

In table 3 described the distribution of respondents regarding their feelings of security with their parents in specific situations. Among the 300 respondents, a substantial 35.7% (107 respondents) Strongly Agree (SA) that they feel secure with their parents, indicating a strong sense of trust and safety in their relationship. Additionally, 29.3% (88 respondents) Agree (A) with this sentiment, further reinforcing the idea that many respondents feel a secure bond with their parents. A smaller segment, 8.3% (25 respondents), expresses a neutral stance, suggesting ambivalence or uncertainty about their feelings of security. Conversely, 16.0% (48 respondents) Disagree (D), indicating that they do not feel secure with their parents in certain situations, while 10.7% (32 respondents) Strongly Disagree (SD), reflecting a minority who perceive a lack of security in their relationship with their parents. Overall, the data indicates that a majority of respondents feel secure with their parents.

Above mentioned table 3 illustrated the distribution of respondents regarding their feelings of secure attachment with their parents without any fear. Among the 300 respondents, a significant 36.7% (110 respondents) Strongly Agree (SA) that they have a secure attachment to their parents, indicating a high level of comfort and trust in their relationship. Additionally, 29.3% (88 respondents) Agree (A) with this sentiment, further emphasizing the positive nature of their

attachment. A smaller portion, 8.3% (25 respondents), expresses a neutral opinion, suggesting ambivalence or uncertainty about their attachment security. On the other hand, 14.3% (43 respondents) Disagree (D), indicating that they do not feel a secure attachment without fear, while 11.3% (34 respondents) Strongly Disagree (SD), reflecting a minority who perceive a lack of security in their relationship with their parents. Overall, the data suggests that a majority of respondents feel securely attached to their parents without fear, although a notable minority does not share this perspective.

Table 4: Frequency and percentage distribution of the respondents conflict arises among child-parents your parents tries to solve it empathetically

Tries to solve conflict	Frequency	% age
Strongly Agree (SA)	113	37.7
Agree (A)	91	30.3
Neutral	25	8.3
Disagree (D)	44	14.7
Strongly Disagree (SD)	27	9.0
Total	300	100.0
When you are in trouble you can easily inform your parents		
Easily inform your parent	Frequency	% age
Strongly Agree (SA)	100	33.3
Agree (A)	94	31.3
Neutral	26	8.7
Disagree (D)	44	14.7
Strongly Disagree (SD)	36	12.0
Total	300	100.0
Someone hurts your feelings, you can easily discuss with their parents due to any hesitation		
Discuss with parent	Frequency	% age
Strongly Agree (SA)	99	33.0
Agree (A)	99	33.0
Neutral	26	8.7
Disagree (D)	47	15.7
Strongly Disagree (SD)	29	9.7
Total	300	100.0

Above mentioned table 4 presented the distribution of respondents regarding whether their parents attempt to resolve conflicts empathetically when conflict arise. Among the 300 respondents, a notable 37.7% (113 respondents) Strongly Agree (SA) that their parents handle conflicts with empathy, indicating a significant recognition of compassionate conflict resolution within their family dynamics. Additionally, 30.3% (91 respondents) Agree (A) with this sentiment, reinforcing the belief that empathetic approaches are prevalent in their interactions with parents. A smaller segment, 8.3% (25 respondents), expresses a neutral stance, suggesting ambivalence or uncertainty about their parents' conflict resolution style. Conversely, 14.7% (44 respondents) Disagree (D), indicating that they do not perceive their parents as empathetic during conflicts, while 9.0% (27

respondents) Strongly Disagree (SD), reflecting a minority who feel that their parents do not attempt to solve conflicts empathetically. Overall, the data suggests that a majority of respondents appreciate their parents' empathetic approach to conflict resolution, although there is a notable portion that does not share this view. It is common to witness rapid changes in parents' and children's biological and psychological characteristics during the adolescent phase. These changes affect their relationship to each other in a number of ways. Adolescents and their parents have to reorganize their responsibilities and move towards an approach where both sides are equally responsible for the other. During adolescence, conflict between parents and children increases, and the intensity and frequency of conflicts increases with them. However, there can also be a tendency to see conflicts between parents and children as means for negotiating changes in relationships as well. During conflict situations, short-term interactions between the parent and the adolescent can become important for the development of communication between the parent and the adolescent. Research suggests that parents and adolescents with greater emotional variability are more likely to adapt effectively and reorganize their relationships to accommodate adolescents' developmental needs under conflict situations (Branje, 2018). If a child is allowed to deal with conflicts in a mature manner, he is likely to benefit from the way conflicts are resolved and may replicate such a style of behavior in the future to others as he will become accustomed to it (Maina and Kitainge, 2018).

In table 4 illustrated the distribution of respondents regarding their comfort level in informing their parents when they are in trouble. Among the 300 respondents, 33.3% (100 respondents) Strongly Agree (SA) that they can easily communicate with their parents in times of trouble, indicating a strong sense of trust and openness in their relationship. Additionally, 31.3% (94 respondents) Agree (A) with this statement, further emphasizing the positive nature of communication between parents and children. A smaller portion, 8.7% (26 respondents), expresses a neutral stance, suggesting uncertainty or ambivalence about their ability to share difficulties with their parents. Conversely, 14.7% (44 respondents) Disagree (D), indicating that they do not feel comfortable informing their parents when they are in trouble, while 12.0% (36 respondents) Strongly Disagree (SD), reflecting a minority who perceive significant barriers to communication. Overall, the data suggested that a majority of respondents feel they can easily reach out to their parents in difficult situations, although there is a notable minority that does not share this perspective. Parents communicate with their children a positive family environment and positive communication among child parents are essential elements in the development of a child and secure relationship. Positive family environment is the main and basic symbol of secure environment. Such type of environment for children individual feel secure and safe herself within the parents and their family environment (Samfira, 2022).

Above mentioned table 4 shown the distribution of respondents regarding their ability to discuss feelings of hurt with their parents without hesitation. Among the 300 respondents, 33.0% (99 respondents) Strongly Agree (SA) that they can easily communicate with their parents when someone hurts their feelings, indicating a strong sense of comfort and openness in their relationship. An equal % age of 33.0% (99 respondents) also Agree (A) with this sentiment, reinforcing the idea that many respondents feel secure enough to discuss emotional issues with their parents. A smaller portion, 8.7% (26 respondents), expresses a neutral stance, suggesting uncertainty or ambivalence about their ability to share their feelings. Conversely, 15.7% (47 respondents) Disagree (D), indicating that they do not feel comfortable discussing their feelings with their parents, while 9.7% (29 respondents) Strongly Disagree (SD), reflecting a minority who experience hesitation in such discussions. Overall, the data suggests that a significant majority of

respondents feel they can openly discuss their emotional experiences with their parents, although a notable minority does not share this perspective.

Table 5: Association between strong relationship among child-parents and positive effect on child learning

Strong relationship among child-parents	Positive effect on child learning					
	St Agree	Agree	Neutral	Disagree	Strongly disagree	Total
Strongly agree	33	41	10	16	7	107
Agree	23	20	11	16	13	83
Neutral	6	16	0	0	5	27
Disagree	24	7	4	6	5	46
Strongly disagree	8	16	0	7	6	37
Total	94	100	25	45	36	300

$$\chi^2 = 41.125, (p = 0.01), \gamma = 0.018, (p = 0.772)$$

Strong relationship among child-parents Vs Positive effect on child learning

Hypothesis: More will be the strong relationship among child-parents, more will be positive effect on child learning: Table 5 indicated that the relationship between parental support and child's self-efficacy was examined, revealing a significant association. Of the 300 respondents, those who strongly agreed that they felt parental support (33 out of 107) also strongly agreed that it positively impacted their self-efficacy. Chi-square tests indicate a significant result ($p = 0.001$), showing a relationship between the two variables. However, measures like Gamma (.018) and Pearson's R (.021) suggest a weak correlation between the levels of agreement. Child-parents relationship was strong and its positively effect on child learning and its relate to educational achievement of children (Turley *et al.*, 2010). Both the child parents has strong and deep relationship due to family system, parental occupation were important indicator of child academic outcomes (Verner, 2006). Interaction among child -parents in positive way in this condition their parenting modeling style positive and strongly effect on child learning e.g well being and academic achievement of child (Bibi *et al.*, 2013). In order to maintain a positive relationship, parents must take responsibility and cooperate together (Feinberg, 2023).

Table. 6 Association between the negative relationship among child-parents and and negative effect on child learning

Negative relationship among child-parents	Negative effect on child learning					
	St Agree	Agree	Neutral	Disagree	Strongly disagree	Total
Strongly agree	33	33	11	13	14	104
Agree	24	30	10	16	8	88
Neutral	10	6	3	7	4	30
Disagree	13	8	7	4	11	45
Strongly disagree	9	15	3	4	4	37
Total	89	92	34	44	41	300

$$\chi^2 = 16.785, (p = 0.400), \gamma = .049, (p = 0.438)$$

Negative relationship among child-parents Vs Negative effect on child learning

More will be the negative relationship among child-parents, more will be negative effect on child learning: Table 6 indicates that when analyzing whether parental involvement affects the child's motivation, a majority of respondents who strongly agreed on parental involvement (33 out of 104) also strongly agreed on feeling motivated. However, the chi-square test results ($p = .400$) were not significant, indicating no strong evidence that these two factors are statistically related. Symmetric measures such as Gamma (.049) and Pearson's R (.042) showed very low correlation values, reinforcing the lack of a strong association. According to attachment theory good child-parent relationships plays a fundamental role in the adaptation and development of an individual whereas a bad child-parents relationships could have a negative impact on their development (Fisher, 1974). Negative relationships among child and parents can results in difficulties in adjusting to teenagers, as well as negatively affecting their development (Zou *et al.*, 2010).

Table 7: Association between positive relationship among child-parents has better outcomes on academic performance and active parental involvement on child learning

Better outcomes on academic performance	Active parental involvement on child learning					
	St Agree	Agree	Neutral	Disagree	Strongly disagree	Total
Strongly agree	51	22	10	8	11	102
Agree	33	13	4	37	7	94
Neutral	10	6	0	7	0	23
Disagree	9	24	5	3	5	46
Strongly disagree	16	10	2	5	2	35
Total	119	75	21	60	25	300

$$\chi^2 = 66.655, (p = 0.000), \gamma = .066, (p = 0.289)$$

Positive relationship among child-parents has better outcomes on academic performance of child Vs Active parental involvement on child learning

More will be positive relationship among child-parents has better outcomes on academic performance, more will be the active parental involvement on child learning: Table 7 explained that in this analysis, the connection between parental emotional support and child's academic performance was significant ($p < 0.001$). Respondents who strongly agreed on receiving emotional support from parents also exhibited stronger academic outcomes, with 51 out of 102 respondents in this category. The chi-square test and Gamma value (.066) indicate a positive, though weak, association between emotional support and academic achievement. The parents involvement is a significance relationship with children academic achievement. It also concluded that child aspiration and attitude is associated the parental involvement and child academic achievement (Otani, 2017). Relationship among child-parents is positively correlated with academic achievement of the student (Singh, 2023).

Conclusion

The data reveals that positive parental relationships are play a significant role can effect on child learning in various factors such as environmental factor, individual, social, socioeconomic and cultural factors. Parents play a role model in shaping of child personality, child learning style emotional wellbeing of child and cognitive development of child. Parental involvement in child homework and academic task significantly effect on child learning outcomes. both academic achievement and personal development. Positive child-parents relationships contribute to academic

performance. Strong relationship is very important among child-parents to the effective functioning of society. Child trust with their parents on this base they feel secure with their parents in any kind of situation without any fear. Open communication is also important in this relationship. Respondents who report strong connections with their parents tend to perform better academically, feel more secure emotionally and develop higher levels of self-esteem and confidence. Parental warmth, encouragement and active involvement in their children education and extracurricular activities create a nurturing environment that fosters both intellectual and personal growth.

The result suggests that fostering open communication , empathetic conflict resolution and emotional warmth within the family can significantly enhance a child academic performance and emotional resilience. This research affirms that positive supportive relationships between parents and children are not only for individual success but for the collective well-being of communities and society at larger level.

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