

# Parent-Child Relationship of B.Ed. Students During Lockdown

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**Abstract**—Teachers plays main role in every student's life. So, producing a quality teacher during the two years of B.Ed. programme is essential for our society. In this perspective, during lockdown teachers pursued their B.Ed. programme through online mode. Their studies are really inter-related to their relationship with their parents. If either positive or negative, it will affect their studies in anyway. To find out the parent-child relationship of B.Ed. Students, the study was conducted. To study the parent-child relationship of B.Ed. students for total sample. 200 students from the selected four B.Ed. colleges in Thoothukudi district were chosen using stratified random sampling technique. A Likert scale was used. The findings revealed that there are more positive effects have been experienced, while the negative aspects were assessed as conflicts, communication problems and boredom. The current findings indicate that during lockdown both positive aspects and negative aspects have occurred in parent-child relationships.

**Index Terms**—Parent-child relationship, B.Ed. Students, Lockdown, Teachers, Gender, Area of residence, Marital status, Working member of the family, Family annual income.

## I. INTRODUCTION

Education is a process of expediting learning, acquiring knowledge, value and virtue. It contributes to the development of better people around the globe. It is a more long-lasting way for people to acquire knowledge, abilities, and morals. The distinction between education and learning is very thin. They learn from everything they come across, from birth to death. On the contrary, they get educated at a certain point in their life with imparted knowledge. Our learning evolves with personal experience, which bears no rules, whereas schools or universities impart

education based on particular standards. The standards are clear and measurable goals based on skills and knowledge that children must obtain. These skills prepare the children for the future, work and life. According to Mahatma Gandhi, Education means an all-round drawing of the best in child man in body, mind and spirit. The education system in India is complex, with each state having its own official state education board/university governing body along with other local authorities responsible for regulating schools. India has made strides in improving literacy rates and expanding access to primary and secondary education across top cities and towns in the country.

## II. NEED AND SIGNIFICANCE OF THE STUDY

Family is the most essential part of the society. The health of the society is determined by the wealth of the family structure. If the mental health of the family destroyed, then the family structure will be destroyed. If the family structure is destroyed, then the society's structure will also be destroyed. Then the peace of the whole world will be spoiled. So, family is the basic unit of the entire world. Anything that affects the family will in turn affect the world's unity and integrity. This happened during the lockdown period of corona, where all youngsters and elders suffered from physical health, mental health, emotional health all over the world. This led to the total collapse of the regular education system. In this lockdown period, not only students, parents were also affected. This study seemed to be essential to the investigator for providing the awareness of parent-child relationships of B.Ed. Students during lockdown.

### III. OBJECTIVES OF THE STUDY

#### a) General Objectives

1. To study the parent-child relationship of B.Ed. students.
2. To find out whether any significant difference of parent-child relationship exists between B.Ed. students with respect to the background variables.

#### b) Specific Objectives

1. To find out if there exists any significant difference in the parent-child relationship of B.Ed. students with respect to gender.
2. To find out if there exists any significant difference in the parent-child relationship of B.Ed. students with respect to area of residence.
3. To find out if there exists any significant difference in the parent-child relationship of B.Ed. students with respect to marital status.
4. To find out if there exists any significant difference in the parent-child relationship of B.Ed. students with respect to working member of the family.
5. To find out if there exists any significant association in the parent-child relationship of B.Ed. students with respect to family annual income.

### IV. HYPOTHESES OF THE STUDY

1. There is no significant difference in the parent-child relationship of B.Ed. students with respect to gender.
2. There is no significant difference in the parent-child relationship of B.Ed. students with respect to area of interest.
3. There is no significant difference in the parent-child relationship of B.Ed. students with respect to marital status.
4. There is no significant difference in the parent-child relationship of B.Ed. students with respect to working member of family.
5. There is no significant association in the parent-child relationship of B.Ed. students with respect to family annual income.

### V. METHODOLOGY

The research design is normative survey method and the sampling technique used for the study was random sampling technique.

#### 5.1. Population of the Study

Population means the total number of individuals regarding which inferences made in a sample study. A population is the large collection of individuals or objects that is the main focus of a scientific query. It is also a well-defined collection of individuals known to have similar characteristics. For the present study B.Ed. college students were the population chosen for the study.

#### 5.2. Sample of the Study

A sample, as used in research, is a collection of individuals, things, or products selected for assessment from a wider population. To guarantee that the results from the research sample can be applied to the entire community, the sample should be representative of the population. Using a stratified random sample technique, 200 students from the four B.Ed. colleges in the Thoothukudi District were recruited for the current study.

#### 5.3. Tool used for the Study

The following instruments were employed in the current study,

1. Personal Data Sheet.
2. Parent-Child Relationship Scale – Prepared and Validated by the Researcher and the Research Guide. (2023)

#### 5.4. Analysis and Interpretation of the Study

The t-test, F-test Analysis of Variance (ANOVA) and  $\chi^2$  test was used to analyze the data gathered for this investigation.

### VI. TESTING OF HYPOTHESES

#### Hypotheses – 1

There is no significant difference in the parent-child relationship of B.Ed. students with respect to gender.

Table 1 This table shows the significance difference of parent-child relationship of B.Ed. students with respect to gender.

Gender	N	Mean	S. D	Calculated 't' value	'p'- value	Remarks at 5% level
Male	28	52.47	7.149	2.250	0.026	S
Female	162	55.38	7.176			

As shown in Table 1, it is inferred that the calculated 't' value (2.250) is greater than the table (1.96) at a 0.05 level of significance, then the null hypothesis is rejected at 5% level of significance. Hence, it concluded that there is significant difference in the parent-child relationship of B.Ed. students with respect to gender. While comparing the mean score,

female (55.38) B.Ed. students have better parent-child relationship than male (52.47) B.Ed. students.

Hypotheses – 2

There is no significant difference in the parent-child relationship of B.Ed. students with respect to gender area of residence.

Table 2 This table shows the significance difference of parent-child relationship of B.Ed. students with respect to area of residence.

Area of Residence	N	Mean	S. D	Calculated 't' value	'p'- value	Remarks at 5% level
Rural	93	56.53	6.183	3.229	0.001	S
Urban	107	53.34	7.782			

As shown in Table 2, it is inferred that the calculated 't' value (3.229) is greater than the table (1.96) at a 0.05 level of significance, then the null hypothesis is rejected at 5% level of significance. Hence, it concluded that there is significant difference in the parent-child relationship of B.Ed. students with respect to area of residence. While comparing the mean score, rural (55.53) B.Ed. students have better

parent-child relationship than urban (53.34) B.Ed. students.

Hypotheses – 3

There is no significant difference in the parent-child relationship of B.Ed. students with respect to marital status.

Table 3 This table shows the significance difference of parent-child relationship of B.Ed. students with respect to marital status.

Marital Status	N	Mean	S. D	Calculated 't' value	'p' value	Remarks at 5% level
Married	35	58.085	12.481	3.653	0.001	S
Unmarried	165	119.18	54.139			

As shown in Table 3, it is inferred that the calculated 't' value (3.653) is greater than 0.05 level of significance, then the null hypothesis is rejected at 5% level of significance. Hence, it concluded that there is significant difference in the parent-child relationship of B.Ed. students with respect to marital status. While comparing the mean score, unmarried (119.18) B.Ed.

students have better parent-child relationship than married (58.085) B.Ed. students.

Hypotheses – 4

There is no significant difference in the parent-child relationship of B.Ed. students with respect to working member of the family.

Table 4 This table shows the significance difference of parent-child relationship of B.Ed. students with respect to working member of the family.

Working Member of the Family	Sum of Squares	Mean Square Variance	Calculated 'F' Value	'p' Value	Remarks at 5% Level
Between group	20.338	10.169	0.191	0.826	NS
Within group	10419.150	53.159			

As shown in Table 4, it is inferred that the calculated 'f' value (0.191) is less than 0.05 level of significance. At the 5% significance level, the null hypothesis is therefore accepted. Hence, it concluded that there is significant difference in the parent-child relationship of B.Ed. students with respect to working member of the family. While comparing the mean score (55.73) of B.Ed. students whose mother is working have better

parent-child relationship than that of (54.801) B.Ed. students whose father is working and (54.53) that of B.Ed. students, whose father and mother are working.

Hypotheses – 5

There is no significant association in the parent-child relationship of B.Ed. students with respect to family annual income.

Table 5 This table shows the significance difference of parent-child relationship of B.Ed. students with respect to family annual income.

Category	Variables		Family Annual Income			$\chi^2$ Value	'p' Value	Remarks at 5% Level
			Low	Moderate	High			
Family Annual Income	Below 20,000	Count	2	20	1	2.378	0.667	NS
		Expected	3.3	17.0	2.6			
	20,000 - 50,000	Count	9	43	7			
		Expected	8.6	43.7	6.8			
	Above 50,000	Count	18	85	15			
		Expected	17.1	87.3	13.6			

As shown in Table 5, it is inferred that the calculated  $\chi^2$  value (2.378) is less than 5% level of significance (0.05). At the 5% significance level, the null hypothesis is therefore accepted. Hence, it concluded that there is no significant association in the parent-child relationship of B.Ed. students with respect to family annual income.

- Need for support systems: Schools must provide better guidance, emotional support and resources to help parents balance their roles effectively.
- Children should be encouraged to communicate with their friends and family members via telephone or internet. State institutions can help families with basic needs like food, clothes, health, safety and finances. It is more important to remove inequalities in children.

VII. EDUCATIONAL IMPLICATIONS

During lockdown, B.Ed. students (as parents) faced intensified parent-child relationships due to home-schooling, leading to increased stress, potential conflict and altered academic expectations. While some reported positive bonding, others experienced lower self-efficacy. Educational implications include the need for increased emotional support, flexible teaching strategies and training in home-based pedagogy to manage academic demands without damaging relationships.

- Increased Academic Demands: Parents who viewed home learning positively tended to set higher academic expectations for their children.
- Stress and Conflict: The combination of care giving, working and home-schooling often caused, “a vicious cycle of stress and household chaos”.
- Lowered Self-Efficacy: Many parents, despite their background, felt inadequate as educators, leading to increased family conflict.

VIII. CONCLUSION

Parent-child relationship of B.Ed. students during lockdown affected in both positive and negative aspects. In a positive way, they spend more time with each other. Their understanding gradually increased over a period. In a negative way, too much of attention also leads to conflicts, communication problems, misunderstandings and boredom. But, in some family’s parents utilized these pandemic periods in a useful way by training their B.Ed. students in cooking, stitching, drawing and other extra-curricular activities. This study highlights that between parents and their respective B.Ed. Students, there need to be an honest conversation, mutual respect, understanding, emotional awareness to maintaining healthy relationships during lockdown period.

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