

Relationship of Parental Education with Parenting Patterns

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ABSTRACT The present study was undertaken to study the relationship of educational level of parents with parenting patterns used by them on their children. A sample of 300 families (300 fathers and 300 mothers) were randomly selected from Amritsar, Ludhiana, Patiala and Hoshiarpur cities of Punjab. 'Socio-Economic Status Scale' by Bhardwaj and 'Multi-Dimensional Parenting Scale' by Chauhan and Khokhar were used as quantitative measures. Results showed that parenting patterns used by parent vary with their level of education.

INTRODUCTION

Family is a basic and universal institution. The survival of society depends upon the continued existence and functioning of the family. Parenting happens to be one of the most important role of the family. Parenting has been defined as a single minded, unconditional desire to provide a loving, caring home. It is the parents who exert the major influence on the development of the child from birth to maturity. It is from the parents that the child initially experiences the meaning of love. The child observes first and then internalises the values imbibed by the parents. Their attitudes, behaviour and interaction all determine child's behavioural pattern and personality. Parents provide a framework within which the child may find roots, continuity and a sense of belonging. Parents set the stage for the development of many important personality characteristics and provide experiences both within and outside the home. Parenting behaviour is a complex network of many variables, which exert great influence on parenting patterns. Education level of parents is one of them. As the most important function of home is to provide educational guidance to the children. If mother and father both are educated, they can not only give proper guidance in the field of study but also help their child to grow as a complete person. Parents who are better educated tend to be more permissive in child training than those, whose education is limited (Henry, 1977).

Parents of higher educational levels give their children more freedom than those of lower educational levels. Better educated parents generally feel more relaxed and have acceptance attitude towards child and child's values. Hence

the present investigation was undertaken to study the relationship of parental educational level with parenting patterns used by them.

METHOD

Sample: The data for the present study was collected from three cultural zones of Punjab state i.e. Majha, Doaba and Malwa. Four cities namely Amritsar, Ludhiana, Patiala and Hoshiarpur were purposely selected from these three cultural zones. Urban families were again selected purposely from each city. Only those 300 families were retained which were from middle and upper middle socio-economic strata, were of Punjabi origin, where both husband and wife were alive and had at least one son and a daughter. The target sample included both husband and wife from each selected family making the total sample of 600 respondents (300 mothers and 300 fathers).

Procedures: "Socio-economic status scale" by Bhardwaj (2000) was used to assess the socio-economic status of respondents. "Multi-dimensional parenting scale" by Chauhan and Khokhar (1982) was used to measure parenting styles of parents. For statistical analysis arithmetic mean, standard deviation, 't' test and 'F' test methods were used.

RESULTS AND DISCUSSIONS

In table 1 the mean scores of various positive parenting dimensions across three levels of parental education are presented. It is clear from the table that parents with 'plus two' educational level invariably scored low mean values for all positive parenting dimensions than from parents with 'graduation' and 'post graduation'

Table 1: Comparative mean score ($\pm$ SD) of positive dimensions of parenting across different educational levels of parents

Parenting dimensions	Levels of education Plus two			Graduate			Postgraduate			Level of F significance	
	Mean	S.D.	CV	Mean	S.D.	CV	Mean	S.D.	CV		
Love	52.344	8.244	15.75	52.896	7.361	13.92	54.089	8.412	15.55	4.382	p<0.01
Encouragement	53.527	7.196	13.70	53.548	6.705	12.52	54.198	7.178	13.24	3.927	p<0.01
Acceptance	47.237	8.301	17.57	48.663	7.664	15.75	51.544	8.670	16.82	24.671	p<0.01
Progressivism	45.656	8.345	18.28	49.181	8.156	16.58	50.103	8.100	16.20	19.324	p<0.01
Democratism	48.548	8.993	18.52	51.130	9.110	17.82	51.789	9.196	17.76	8.515	p<0.01
Independency	44.161	8.191	18.55	46.994	7.180	15.28	46.966	8.206	17.47	10.357	p<0.01
Dominance	51.108	6.512	12.74	49.170	7.913	16.09	47.738	7.715	16.16	13.572	p<0.01
Total	341.581	34.483	10.10	351.583	29.778	8.47	356.338	32.276	9.06	14.637	p<0.01

Table 2: Comparative mean score ($\pm$ SD) of negative patterns of parenting across different educational levels of parents

Parenting dimensions	Levels of education Plus two			Graduate			Postgraduate			F Level of significance	
	Mean	S.D.	CV	Mean	S.D.	CV	Mean	S.D.	CV		
Hate	53.226	7.774	14.61	50.722	9.318	18.37	50.844	10.971	21.58	4.909	p<0.01
Rejection	56.366	9.254	16.42	53.815	9.137	16.98	54.030	9.919	18.36	5.312	p<0.01
Autocratism	50.419	9.053	17.96	49.057	9.066	18.48	49.219	10.435	21.20	1.435	NS
Discouragement	54.290	7.893	14.54	52.230	8.911	17.06	51.764	10.967	21.19	4.675	p<0.01
Submission	55.656	7.860	14.12	54.374	8.415	15.48	55.717	9.158	16.44	3.496	p<0.01
Conservatism	59.591	7.347	12.33	58.119	7.640	13.15	56.363	9.926	17.61	10.882	p<0.01
Dependency	51.237	8.196	16.00	48.885	8.946	18.30	48.025	11.075	23.06	7.244	p<0.01
Total	380.785	39.081	10.26	367.202	41.797	11.38	365.962	52.033	14.22	7.607	p<0.01

educational level. A comparison between graduate and post graduate parents showed that except for the 'Dominance' and 'Independency' dimensions of parenting, post-graduate parents scored higher mean values on all the other dimensions than graduate parents. The difference between the three educational levels were found to be significant for the positive dimensions of parenting. Where observations indicated that the positive parenting dimensions increase with increase in education of parents. Chanchalor and Sansanwal (1998) also found that higher level of parental education is in favour of love type raising of their children. Parents who are highly educated encourage their children to aspire for more challenging goals in life (Purang and Sharma, 2000). Parents of higher educational levels give their children more freedom than those of medium and low educational levels. The educational level of parents also affects their feeling of adequacy for the parental role. Better educated parents generally feel more relaxed and have acceptance attitude toward the child and child's values. Parents with higher education expect higher

achievements from their children looking to the present day problems.

Mean scores of various negative dimensions of parenting across three levels of parental education namely 'plus two', 'graduate' and 'post graduate' are presented in table 2. It could be observed that parents with 'plus two' education level invariably scored higher mean values for all negative parenting dimensions. The mean scores for various negative dimensions of parenting were lesser among 'graduate' and 'post-graduate' parents when compared with those for 'plus two' parents. Comparison of graduate parents with post-graduate parents revealed that former obtained higher mean scores than the later for various dimensions namely 'Discouragement', 'Conservatism' and 'Dependency', on the other hand mean scores for the 'post-graduate' parents were higher than those of 'graduate' parents for 'Hate', 'Rejection', 'Autocratism' and 'Submission'. The difference between the three educational levels were found to be significant for all negative parenting dimensions. These observations do

indicate that the mean scores of negative parenting dimensions tend to be higher in low level of education as compared to higher levels. No specific trend could be observed for 'graduate' parents. But one thing is clear that 'graduate' and 'post-graduate' levels of education make parents to score significantly lower than that of 'plus two' parents for all negative dimensions of parenting being considered here. Sirohi (1993) found that lowly educated parents do not know their parenting role properly and highly educated parents think that they know everything and their children cannot do any work without their help.

Thus above results clearly indicate that education plays a pivotal role in determining the parenting patterns used by parents.

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