

'ROLE OF PARENTS' EDUCATIONAL STATUS IN DEVELOPMENT OF EFFECTIVE PARENTING STYLES OF PARENTS'

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ABSTRACT: -Parenting style represents methods used by parents in the upbringing of their offspring. It plays a pivotal role in constructing and building personality, mental abilities, attitudes, and children's behavior. It is also very helpful in making children self-confident and improves their decision-making skills. Although, as it is known to all, the parents are first tutors or mentors of their children, it means the pattern of parenting must have some influence on the child. Furthermore, parents' educational status must influence parenting patterns because education improves and enhances parents' understanding, managing power, decision making, etc. So, the present study aimed to explore the relationship between parental education and parenting style. The present study was conducted in Indore city, and 500 children with their parents were treated as a sample. Purposive sampling techniques were used for sample selection. "Multidimensional Parenting Scales" by N.S. Chauhan and C.P. Khokhar were used to identify the parenting style of parents. Collected data was systematically tabulated, and inferences were drawn through the statistical analysis. The research reveals that there is a significant relationship between parental education and the parenting style of parents.

KEYWORDS: - Parents, Educational status, Parenting style, Early childhood, Parenting Dimensions.

INTRODUCTION: -

A parental style represents a typical psychological construct used by parents in children's education. There are many different theories, viewpoints, and degrees of time and effort that parents are prepared to put in the better approach to raising children.

Each human person is recognized to be a product of their heritage and surroundings, and his parents are the sources of both during the vital times of development and growth. Heredity provides the potential for development and parental reactions and offers opportunities and resources for updating and developing genetic potential. The primary determination of proper development or developmental aberrations lies in parental expertise, skills, and behavior. Adequate and effective child education is a highly complex endeavor. In Indian society, it is widely thought that children obey and should never dispute with their parents or superiors, nor should they ever disagree. Such a mindset impairs self-esteem, self-trust, and a sense of independence. All parents discipline their children for their unwanted and highly infringing behavior, save in the case of a few exceptions. They do it under the notion that punishment is the fault and guilt of children. This strategy has more detrimental impacts instead of correcting youngsters. Some parents protect and love them quite often because they believe that youngsters should not be annoyed. They do not understand that sometimes disappointments not only increase life's natural facts but also motivate.

Unstrained and naïve parents misuse their children and fail to see proper behavior and reaction patterns for their children. Parenthood of children and inefficient or unsuitable child-raising have long-term impacts on the development of youngsters. Like protective parents, give the child too much attention and protect him from life's wrong facts. When the child grows older, he is ill-equipped to address these realities, may have doubts about his capabilities or decisions, and may seek others to replace his once enjoyed security. Instead, one who is not protected from everyone

and is left to face life's problems alone is a neglected child. This child may grow up to be fearful of the world, feel deep distrust of people, and find it hard to develop personal relationships.

Parenting is about protecting children against the world's horrors, but not about it. More specifically, it means letting children, while they still experience the protection of their parental influence, hear or witness the terrible sides of the world. Parents' parenting style is also influenced by family income, birth order, occupational status, number of offspring, etc. So it may conclude that parenting style plays a vital role in determining a child's personality and performance in all fields.

OBJECTIVE: -

To find out the relationship between parental education and parenting style.

HYPOTHESIS: -

There will be no relationship between parental education and the parenting style of parents.

RESEARCH METHODOLOGY: -

The present study was conducted in Indore city. So, the sample was selected from the private school of Indore city due to easy accessibility and time constraints. Boys and girls between the age group of 6 to 12 years and their parents served as the present study sample. Purposive sampling techniques were used for sample selection. The total sample size for the present study was 500, selected from the private school of Indore. The investigator collected the data personally with the help of a Questionnaire for general information and assessed parents' parenting style, Multidimensional Parenting Scale by N.S. Chauhan and C.P.Khokhar were used. The investigator visited the respondents in schools and their homes as well. The collected data were tabulated, coded, edited, and analyzed to arrive at the result and conclusion. Proper statistical tools like the chi-square test, correlation, etc., were used.

RESULTS: -

In today's world, education is a prime need because it affects every aspect of life: marital adjustment or parenting of children. More educated parents are more likely to show warmth, love, affection and used efficient parenting skills for child-rearing. Information regarding the educational status of parents and used parenting style is shown in the following tables.

Table No. 1.1: Mother's Education and Negative Dimensions of Parenting

Educational Status	Negative Dimensions		Total	Chi-Square
	Deviant	Non-Deviant		
Below 12 th	52	33	85	66.02
12th to Graduation	194	26	220	
PG & Above	189	6	195	
Total	475	65	500	

Level of significance = 0.01 Degree of freedom = 2

Table no.1.1 shows the mother's educational status and the negative dimension of parenting; out of 85 respondents who had an academic level below 12th, 52 mothers were deviant, and 33 were non-deviant on the negative side of parenting. On the other hand, for mothers who had the educational status of 12th to graduation, out of 220 respondents, 194 mothers were deviant, and 26 mothers were nondeviant in the negative dimension of parenting. Finally, in the case of mothers who had the educational status of PG & above, 189 mothers were deviant, and only six were nondeviant.

To find out the relationship between the mother's educational status and the negative dimension of parenting, chi-square was calculated. The calculated value is more than the table value at the 0.01 significance level, with two freedom degrees. So, it may be concluded that there is a significant relationship b/w the educational status of the mother and the negative dimension of parenting style.

Table No. 1.2: Mother's Education & Positive Dimensions of Parenting

Educational Status	Positive Dimensions		Total	Chi-square
	Deviant	Non-Deviant		
Below 12 th	24	61	85	46.24
12th to Graduation	12	208	220	
PG & above	9	186	195	
Total	45	455	500	

Level of significance = 0.01 Degree of freedom = 2

It can be inferred from table no. 1.2 that 220 mothers fall under the category of educational status between 12th to graduate; out of 220 respondents, 208 mothers were nondeviant, and only 12 mothers were deviant in the positive dimension of parenting. The total number of respondents who belong to PG's educational status was 195; out of these, 186 respondents were nondeviant in the positive dimension. Only nine were deviant in the positive dimension of parenting. Respondents who came under the category of below 12th educational status were 85; out of these, 61 were nondeviant, and 24 mothers were deviant in the positive dimension of parenting. The computed value of chi-square is more than the table's value at 0.01 significance level with 2 degrees of freedom. So we may conclude that the mother's educational status and positive dimensions of parenting are also significantly associated.

Table No. 1.3 Father's Education & Negative Dimensions of Parenting

Educational Status	Negative Dimension		Total	Chi-Square
	Deviant	Non- Deviant		
Below 12 th	2	8	10	
12th to Graduation	110	15	125	

PG & Above	363	2	365	146.41
Total	475	25	500	

Level of significance = 0.01 Degree of freedom = 2

Based on the above table, it can be inferred that a maximum number of respondents, i.e., 365 belong to PG & above category of educational status; out of these, 363 fathers were deviant in negative dimensions, and only two fathers were nondeviant in the negative side of parenting. On the other hand, respondents who belong to the educational status of between 12th to graduation were 125; among them, 110 respondents were deviant in the negative dimension of parenting, and 15 respondents were nondeviant in negative dimensions of parenting. While, in the case of respondents who have the educational status of below 12th, eight fathers were nondeviant, and only two fathers were deviant in the negative dimension of parenting.

Chi-square was calculated to find out the relationship between the above two variables. The computed value was found to be much more than the table value at 0.01 level of significance with 2 degrees of freedom. So, both variables are significantly associated with each other.

Table No. 1.4: Father's Education & Positive Dimensions of Parenting

Educational Status	Positive Dimension		Total	Chi-square
	Deviant	Non- Deviant		
Below 12th	6	4	10	50.16
12th to Graduation	33	92	125	
PG & Above	26	339	365	
Total	65	435	500	

Level of significance = 0.01 Degree of freedom = 2

The above table shows that respondents who had the educational status of PG & above, out of a total number of these respondents, i.e., 365, 339 respondents were nondeviant and 26 were deviant in the positive dimension of parenting. While in the case of a respondent who belongs to the educational status of between 12th to graduation, 92 fathers were nondeviant, and 33 fathers were deviant in the positive dimension of parenting. Fathers who had the academic level below 12th were ten, and out of these, four fathers were nondeviant, and only six were deviant in the positive dimension of parenting.

The obtained chi-square value is more than the table value at the 0.01 level of significance, with 2 degrees of freedom. So, the positive dimension of parenting of father and educational status is significantly associated with each other.

All above given table chi-square values are more than the table values. So, it can be interpreted that there is a significant relationship between the negative dimension & positive dimension of parenting and the educational status of father and mother.

After analyzing the data of all the above-given tables, it is found that parental education and parenting style is associated with each other. It is so because parents who have better educational status can easily understand the requirements of their child. They know child behavior at different ages of life span. So they know how to solve their child's problems & try to understand him with positive ways of parenting first. Data shows nondeviancy in the negative dimension of parenting, and deviancy in the positive side of parenting of both mother and father is decreased with the educational status of parents.

Hence the hypothesis "There will be no relationship between parental education and parents' parenting style" is rejected.

CONCLUSION: -

Several conclusions can be made from this research regarding parental education and parenting styles. First, as we know, education enhances our abilities, skills, capabilities of managing situations, and improving our thinking. So, it means education makes human beings better, either they are parents or not. But, here, it can be concluded that better parents' educational status makes them better parents because education makes them able to understand their children's psychological, physical, mental, and social needs better. So, both the variables have a close and significant relationship with each other.

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