



## Study of Pearson Product Moment Correlation for Level of Education of Mothers and Children Performance

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**Abstract:** *In this paper we study about the impact of education of mothers on sharing behavior among children. In this research paper the approach taken by mothers in raising a child has been long considered a major influence on the child's later development. Child rearing attitudes are a complex set of sharing behaviors influenced by a wide range of factors including cultural and religious background, mother's personality, gender, academic level, marital satisfaction (Belsky and Fearon, 2004) and child temperament etc. The relationship between these factors and child rearing examined by any previous studies are rare (Kendler et al., 1997).*

**Keywords:** Child Rearing Attitude, Mothers Behaviour, Educational Achievements.

### 1. Introduction

In some states, there existed joint family system which gave a healthy atmosphere for children's development. From seven offspring joint family system, there start to take-up a family of three or four members. Such kind of family system was new during that period and parents did not have much training and support system for child rearing. The size of the family is becoming smaller and smaller to the extent of being reduced to one child couple and in some case childless families (Iyer, 2004). In joint families, there existed a sharing mentality and happiness and stress were shared.

Therefore, they had the mental ability to face problems. They saw their parents solving problems by discussing with other family members. But at present parents are staring at problems. They lack proper problem discussion with other family members and problem solving situations in their families. The children have no such role models.

Now-a-days the development of children is not value based. People are giving more importance to money and fame. Students select careers according to the scope for job. Today's children have opportunity for education but it is only job-oriented education, it only instructs them to become best in their career.

In western countries, this trend started in 1920s as part of industrialization and there it reached its peak now, with lots of crime by children indulging in criminal activities including murder, their teacher or classmates in class room. The Ministry of UK and US have started to introduce new parent education programs to help the parents for the holistic development of children.

In India, the juvenile crimes are increasing. But even now the importance of child rearing is not recognized as a need and not much child rearing education programs have been started.

So this study will explore the current rearing patterns of the mothers and by identifying the problems the researcher can suggest better ways to start such programs.

Although the family structure exists throughout the world, research indicates that child rearing attitudes is different in urban families. However, the current empirical literature on child rearing in urban families lacks framework, which incorporates the relationship of marital satisfaction and family environment on child rearing.

Indian society is in a face of transition, there is likely to be a conflict between the traditional and modern values. The defects in our child-rearing system are the root cause of most of our society's most pressing social problems. Majority of the sharing behavioural problems in childhood have relation with child rearing practices of family (Biglan and Taylor, 2000).

If the mothers can provide the best child rearing attitudes that will improve the children's sharing behavior performance, reduce the proportion of children and adolescents aggression and social rejection and in that way decrease the incidence of crime, school drop-out, smoking, other substance use, and high risk sexual behavior. Then developing an effective analysis

of present child-rearing system and its suggestions could be of very high priority.

## 2. Method:

Descriptive survey study in education is concerned with examination of an educational problem by using standardized method of sampling for careful observation. Hence, an attempt has been made to describe what exists at present in the form of conditions, practices, processes, trends, effects, attitudes, values, customs and tradition, mores, norms and beliefs as well. At times, descriptive survey is the only means through which opinions and suggestions for improvement of educational practices and instructions and other data can be obtained. It is useful in the development of data gathering instruments and tools like checklists, schedules, questionnaires and rating skills. It also provides the background ideas and data from which many more refined or controlled studies of casual relations are made.

Descriptive survey studies are more or less concerned with the studies or investigations of the phenomenon that are very typical in nature in normal conditions. It helps to investigate conditions or relationship that have been existing in particular state or level, practices that have been prevailing, ways and means, beliefs, points of views or attitudes, norms, customs etc. of leading life have been holding process that have been maintaining influences that have been realizing and the trends that have been developing by man in a particular period of life in a particular social settings.

### *Parenting Stress Index*

Mothers' attitudes of themselves as mothers and their attitudes of their child will be measured by the mother and child domains of Loyd and Abidin's (1985) Parenting Stress Index (PSI Factors II and I respectively). This instrument is a 101-item self report questionnaire that, when both factors are taken together, measures mother attitudes of the quality of the relationship that they have with their child.

Although initially used as a screening device to identify at risk parents, it also provides a means for measuring mother's perceived quality of their relationship with their child. The items of the Child domain include mothers' perceptions of their child's adaptability, acceptability, demandingness, mood, distractibility, and reinforcement of mother. High scores in this domain are associated with children who display qualities which make it difficult for mother to fulfill her role.

The children domain which contains different items includes mothers' three academic level of matriculation, graduation level and post-graduate level. The overall sense of children who earn high mother domain scores is their feeling of being protecting, indulgent, disciplinarian & rejecting to the task of mother-child relationship.

### *Maryland Parent Attitude Survey (MPAS)*

Mother attitude will be measured by the Maryland Parent Attitude (MPA) Survey which is a research instrument designed to measure mother's attitudes about child rearing with social desirability controlled (Pumroy, 1966; Tolor, 1967). The MPA survey consists of 95 items, requiring a forced choice response to a pair of statements. This non-impulsive test is scored by adding the number of items chosen for each of four categories. These categories or scales are: disciplinarian, rejecting, indulgent, and protective parent attitude types. Split-half and test-retest reliabilities for the four scales were measured and ranged from .62 - .84 which is considered average for instruments of this nature (Tolor, 1967). Even though these scales were not independent, inter-correlations were computed.

A negative relationship was found between the disciplinarian and indulgent scales and the protective and rejecting scales (Tolor, 1967). Even though these scales were not independent, inter-correlations were computed. A negative relationship was found between the disciplinarian and indulgent scales and the protective and rejecting scales (Tolor, 1967). Reliability analyses were computed by this author for all four scales and the results (Cronbach's Alpha) are as follows: (a) Disciplinarian scale .75, (b) Indulgent scale .64, (c) Protective scale .68, and (d) Rejection scale .73. The validity of this instrument has been somewhat difficult to establish. It is considered to be the best measure available with social desirability controlled (Tolor, 1967).

## 3. Level of Education of Parents:

The hypothesis stated that level of education of mothers has positive influence on children's sharing behavior performance in primary schools in Samastipur District. To test this hypothesis, the researcher asked the respondents (children) to rate the level of education of their mothers accordingly, conceptualized as: father, mother and Guardian, using a Likert scale where one represented "none" (no education); two representing "Matric-level"; three representing "Graduate-level" and four representing "Post-graduate level". Descriptive statistics on respondents' rating on the same is given in table 1.

**Table – 1: Descriptive statistics on level of education of parents**

Level of Education	Frequency	Mean	Standard
Father	276	2.67	.829
Mother	276	2.21	.767
Gardian	276	2.50	.833

Means in Table 1 suggest that education level of parents were between Matric to Post-graduate levels (means about 2.5). Table 6.10 further illustrates that children rated the education levels of their fathers to be highest followed by those of their Guardian, trailed by those of their mothers. To get an overall picture of how children's rated the level of their parents' education, all items in Table 1 were aggregated into one index (Parented) with descriptive statistics as shown in table 2.

**Table – 2: Descriptive statistics on parents' level of education index**

Mean	Median	Range	Standard Deviation
2.46	2.33	3.00	.61

To test whether level of parents' education has influence on pupils' performance; the two numerical indices (Parented and Performance) were correlated using Pearson's correlation co-efficient as illustrated in table 3.

**Table – 3: Pearson Product Moment Correlation for level of education of mothers and children performance**

Performance	Pearson correlation	Children performance	Mothers education
Performance	Pearson correlation	1	.349**
	Sig. (2-tailed)		.000
	Frequency	276	276
Mothers education	Pearson correlation	.349**	1
	Sig. (2-tailed)	.000	
	Frequency	276	276

According to table 6.12, the Pearson correlation index obtained is  $r = .349$ . Being positive it suggested positive correlation, that is, that children's performance rose with parents' education. Its significance or p-value = .000 which was less than  $\alpha = 0.01$  implies that pupils' performance was significantly positively influenced by parents' level of education at the one percent level of significance.

All the head teachers of primary schools of Samastipur Town and some 80 parents were interviewed on how low level of education on parents affected pupils' performance. Schools reported that the majority of the parents of children in their schools are primary school leavers who are not very concerned about the performance of their children in schools. They reported that these parents send their children late to schools at the age of five to eight years instead of six. Such parents do not follow up their children in schools to check on their performance and they do not adequately provide enough support for the teaching and learning of their children. In fact, all head teachers remarked that many parents of children in their schools have resorted to excessive drinking of alcohol instead of focusing on education of their children.

One head teacher reported that majority of the parents of children's in Samastipur Town are not concerned about the education of their children, especially the education of the male children. She revealed that most of the parents encourage their children to be engaged in income generating activities and early marriages that has resulted into a number of dropouts from schools. She expressed concern about the children who listen to their mothers and stay at home to help them with domestic work.

One of the head teachers also commented that lack of education of these parents is not only seen in the way they handle their children's performance in schools but it has also resulted into poor relationship among parents and teachers because parents are not concerned even about the discipline of their children; instead they blame the teachers who try to discipline children in schools. Almost all the head teachers reported that generally performance and discipline have become problems in all the primary schools in Samastipur Town. They proposed for serious sensitization of parents if performance in these schools is to improve. Nominal group discussion results confirmed the quantitative and interview results that majority of parents in Samastipur attained Matric level (50 percent), 26 percent attained Graduate level, 18 percent attained Post-graduate level and those who did not attend any level are 6 percent (own finding).

(a) Scores on MPA survey protecting or indulgent scales will be significantly correlated with negative perceptions of the children (i.e., the higher the MPA Survey score on either the protecting or indulgent scale, the higher the PSI child domain score).

(b) Scores on MPA survey disciplinarian or rejecting scales will be significantly correlated with positive perceptions of their children (i.e., the higher the MPA survey score on either the disciplinarian or rejecting scales of the MPA survey the lower the PSI child domain score).

**Table – 4: Correlations between MPA survey and PSI Child Sharing behavior Scores of mother**

Variables	Matric level	Graduate level	Post-graduate level
<b>MPA Variable</b>			
Protective mothers	-.03 p = .39 n = 102	-.05 p = .34 n = 61	.01 p = .49 n = 41
Indulgent mother	-.13 p = .10 n = 102	-.10 p = .21 n = 61	-.21 p = .10 n = 41
Disciplinarian mothers	.09 p = .20 n = 102	.08 p = .27 n = 61	.13 p = .20 n = 41
Rejecting mothers	-.01 p = .46 n = 99	-.12 p = .18 n = 59	.14 p = .20 n = 40

(c) Mothers' attitude scores will be significantly negatively correlated with their sharing behavior of themselves as mothers – the higher their child rearing attitudes, the lower their self-perceptions (i.e., the higher their MPA survey scale scores, the higher their score on the PSI mother domain).

#### 4. Conclusion

Pearson correlation coefficients were calculated for all four attitude scales of the MPA survey and the child domain of the PSI. The results are presented in table 3. Included in this table are correlation coefficients, probabilities, and the number of subjects included in each computation. It was predicted in the hypothesis that attitudes would be positively correlated with perceptions. Overall, none of the correlations was significant and we fail to reject the null hypothesis for hypotheses (a) and (b). As outlined in table 4, Pearson correlation coefficients were calculated for mothers' attitude with academic level together. Our hypothesis predicted that mother's perceptions of themselves as mothers, PSI mother domain scores, would be positively correlated with their child rearing attitudes, as measured by the four MPA survey scales. There were no significant correlations found for any attitude scale. We fail to reject the null hypothesis for (c).

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