

Educational Rearing: A New Dimension of Child Rearing

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ABSTRACT

The purpose of present piece of research is to introduce a new dimension of rearing patterns: educational rearing patterns – rearing that specifically intends to increase the academic as well as occupational success of an individual. For this purpose Educational Rearing Patterns Questionnaire, ERPQ, (Singh and Tiwari, 2017) has been used. A sample of two hundred parents (male and female, N = 200) was selected from both rural and urban areas. Correlation and factor analysis were calculated. Results indicated that there is significant positive correlation among the aforementioned domains of ERPQ and have significant loading on the factor-1.

Keywords: Educational Rearing, Attentional Rearing, Motivational Rearing, Facilitative Rearing, and Discipline and Value Rearing, Rearing patterns.

The family and family members are primary agencies and agents (respectively) of basic education of children. Education means gaining knowledge about particular subject(s) through the process of systematic instructions especially at school or universities. Education is important for the growth of a developing nation like India and it plays an important role in one's life for success and growth. "The influence of teachers is actually reciprocal and to some extent depends on what the child brings to the classroom. The same teachers also form impressions based upon other information such as child's previous year's grades and test scores, and his or her family background and how the family is involved. Brains of the kids are like sponges for the first few years of their lives and they can imbibe in everything from their surroundings. Therefore, what children learn from their parents in the first couple of years of their lives will impact them for the rest of their lives. It is important that children learn how to be excited about learning from an early age. Parents are the ones who need to instill this excitement in their children" (Sclafani, 2004).

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Apt involvement of parents in children's education is of great importance because they benefit a great deal if school and home complement each other in their education and socialization (Rao, 1991). If parents involve fully in the process of education then there is increase in students' grades, rate of graduation, school attendance and motivation for academic orientation. Also, parents' participation make students have a better self esteem, lower rates of suspension, decrease in the use of drugs and alcohol, and have fewer instances of violent behaviour. It has also been confirmed that the more parents involve in schooling regularly at every level in advocacy, decision making and oversight roles as fund raisers and boosters as volunteers and non-professionals and teachers as home, the better is students' achievement. Further, it has been proved that families whose children are doing well in school have a daily family routine, monitor out of school activities of their children, model the value of learning, self discipline and hard work, express high realistic expectations of achievement, show interest in progress of children by helping or looking at their homework, discuss the value of good education and possible career options and they also stay in touch with their children, teachers and school staff (Hountenvilli and Conway, 2008), and similar results were found by Oundo, Poipoi and Were (2014).

Warnock (1978) stated that parents should actively support and enrich the educational processes. Good parenting can make important landmarks in the lives of children and can develop a decent and stable society. It has been found that inadequate parenting is related to problems including childhood illness and accidents, teenage pregnancy, substance misuse, juvenile crime, mental illness, truancy and school underachievement (Hoghughi& Speight, 1998). The research discussed here relates to schooling and socialization of children as whole. Earlier the parenting styles were delineated by Diana Baumrind with her research started in 1960s. Baumrind (1967) used parental interviews, naturalistic observation and other methods of research, and suggested four significant dimensions of parenting:

- Disciplinary strategies
- Warmth and nurturance
- Communication styles
- Expectations of maturity and control

On the basis of the aforesaid dimensions Baumrind delineated three Parenting Styles (1967):

1. **Authoritarian** - Authoritarian parenting, a kind of very strict parenting, wherein parents are demanding but not responsive. Authoritarian parents don't allow for more open dialogue between parent and child and expect from their wards to follow strictly set rules and expectations. They usually rely on punishment or teaching a lesson.
2. **Authoritative** - Authoritative parents keep high expectations from their children, but handle these expectations with understanding and support for their children which create the healthiest environment for a growing child. Further, this type of parenting fosters a productive and harmonious relationship between parent and child.
3. **Permissive** - This kind of parenting is also called as indulgent parenting. These parents are responsive to their kids but don't demand; are lenient while trying to avoid confrontation, are often very nurturing and loving. They set few rules that are

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inconsistent causing these children to grow up with little self-discipline and self-control.

- 4. Uninvolved** (Maccoby and Martin, 1983) - Show little responsiveness to their children's needs and do not create many rules for their children as a consequence children of uninvolved parents face more problems in life related to emotionality and academic performance.

Educational Rearing (Singh & Tiwari, 2017)

It has been observed that students perform better in academics whose parents give certain kind of special attention towards their children's education or who rear them differently - called as educational rearing or educational rearing patterns. Such a rearing involves focusing on and helping in education, promoting the new techniques of study and working out to enhance family and school/ college environment to maximize educational achievement.

The teaching faculty use the modern teaching technologies to overcome challenges education systems facing, now a days, in all aspects of life, for example social, economic & cultural, over-population, philosophy of education & the change in role of teacher, illiteracy, lack of the staff & the technological development & multimedia. In such a complex and dynamic system it is important to delineate the role parents to help their children to put their peak potentials to increase academic achievement.

The concept of educational rearing (Singh & Tiwari, 2017) focuses on the efforts made by the parents to escalate the educational achievement of children by contributing through four domains viz. paying attention to the demands, behaviours, habits and other problems related to education. Further, they need to motivate and facilitate their educational achievement process through different activities and also, they need to boost them with discipline and values which is waning now days. The four domains of educational rearing are termed as:

- 1) Attentional Rearing (AR)** - A sub area of educational rearing which focuses on how and to what extent parents need to pay attention to the child's educational activities. Paying attention by the parents to the interest and activities of their children. It also includes getting in touch with children's performance and trying to know the cause of better or poor academic performance, whatever it may be.
- 2) Motivational Rearing(MR)**- Motivational rearing refers to the parental activities (overt or covert) which inspires the child internally or externally towards education. Motivational rearing includes asking by parents to their children to make time schedule and give scheduled time to their studies, motivating them to study books other than their core syllabi that can expand their arena of knowledge and gain. Further, it includes motivating children to participate in co curricular activities that can lead to physical and mental wellbeing and thereby leading to overall growth.
- 3) Facilitative Rearing(FR)**- Facilitative rearing is related to the parental efforts to give psychological and financial support, and comfortable environment. This includes giving proper time for studies, managing important things and suitable

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environment for studies. Making efforts for improving academic performance of children by knowing and understanding their problems.

- 4) Discipline and Value Rearing (DR)** - An important part of educational rearing by which parents make efforts to instill in the children discipline, and social and moral norms. Discipline and values are very basic and important to life. Any life without discipline and values is void. So parents should inculcate discipline and values in children through rearing. This includes using appropriate language with and in front of children, maintaining discipline at home, keeping a check on their behaviour, being aware of their company they keep etc.

Objective:

- To study the inter-correlation among four domains of ERPQ viz., Attentional Rearing, Motivational Rearing, Facilitative Rearing, and Discipline and Value Rearing.

Hypothesis:

- There will be significant positive correlation among Attentional Rearing, Motivational Rearing, Facilitative Rearing, and Discipline and Value Rearing.

METHODOLOGY

Sample

A sample of 200 parents of students studying in 5th to 9th class was selected. The sample includes both mothers and fathers from rural as well as urban areas. The sampling technique used for data collection is purposive sampling.

Psychological Test Used

1. ***Educational Rearing Patterns Questionnaire***, ERPQ, (Singh and Tiwari, 2017) – ERPQ has been developed by Dr. Balbinder Singh* and Dr. Himalaya Tiwari*. The test assesses four dimensions of educational rearing viz. 1) Attentional Rearing, 2) Motivational Rearing, 3) Facilitative Rearing, and 4) Discipline and Value Rearing.

Reliability of the Test - The test was administered to sample of 300 hundred parents. The sample included both male and female parents from rural as well as from urban areas. Split - half reliability of the test (N=300) was found to be .82 and the test - retest reliability was also computed for N=150 which came to be .74.

Validity of the Test - To compute the validity of the test a sample of 150 parents was selected and the percentage of the last academic exam passed by their child were noted down. The sample included both male and female parents as well as children. Concurrent criterion - related validity of the test was established by calculating Pearson's r between ERPQ and Percentages (obtained in last exams) of the children of the parents on whom ERPQ was applied. For a sample of 150 parents (both male and female) and percentages of their children in the last exam(s) the correlation obtained is .77 which is significant at both the levels (.05 and .01) of significance.

Statistical Techniques Used

The statistical techniques used in the present research work are – descriptive (Mean, Standard Deviation, Skewness, and Kurtosis), and inferential statistics (Pearson Product Moment Correlation and Factor Analysis).

RESULTS AND DISCUSSION

Educational rearing is the way parents behave to promote academic achievement of their children. Further, it must be taken into account as a task by parents that should be accomplished by them to provide a secure and better future to their children and failure of which may lead to a dark future of their kids from educational as well as professional perspective. Although, the concept of rearing is more related with mother but in educational rearing both the parents have to play equally significant roles. Table 1. 1 shows descriptive statistics – Mean, standard deviation, skewness and kurtosis for the variables attentional rearing, motivational rearing, facilitative rearing and discipline and value rearing. The statistics is indicative of normal data of all the variables as skewness and kurtosis are in normal range.

Table 1.1 Showing Descriptive Statistics – Mean, Standard Deviation, Skewness and Kurtosis for the Variables Under Study (N = 200).

Statistics	AR	MR	FR	DR
<i>Mean</i>	10.03	10.07	8.5	7.25
<i>Standard Deviation</i>	2.667	2.2	1.762	2.186
<i>Skewness</i>	-0.739	-1.037	-.634	-0.443
<i>Kurtosis</i>	-0.427	1.184	0.353	-0.153

The aim of this small research work was to study the inter-correlation among sub variables of ERPQ, which has been discussed in the introduction, and to establish ERP (Educational Rearing Patterns) as a concept which is quite meaningful and of utmost significance for the academic achievement and future success of an individual. For this purpose the correlations were calculated using Pearson’s Product Moment (r). It is clear from the Table 1.2 that the domains of ERP have significant positive correlations with each other. Attentional rearing correlates positively and significantly with motivational rearing (r = .711, p<0.01), facilitative rearing (r = .508, p<0.01), and discipline and value rearing (r = .636, p<0.01). Further, motivational rearing has significant positive correlation with facilitative rearing (r = .467, p<0.01), and discipline and value rearing (r = .600, p<0.01), whereas and discipline and value rearing has significant positive correlation with facilitative rearing (r = .432, p<0.01) too.

Table 1.2 Showing Correlation Among Attentional, Motivational, Facilitative and Discipline and Value Rearing (N = 200).

	AR	MR	FR
AR			
MR	.711**		
FR	.508**	.467**	
DR	.636**	.600**	.432**

** Correlation is significant at the 0.01 level (2-tailed).

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Further, the data was run on SPSS for Factor Analysis. The Principle Component method has been used for factor extraction. The factor obtained has been presented in the Table 1.3 which reflects significant loadings of the four domains on the factor obtained (Factor-I). Factor – I can be named as Educational Rearing Patterns (ERP). Both correlation analysis and factor analysis proves the hypothesis that the four domains viz., Attentional Rearing, Motivational Rearing, Facilitative Rearing, and Discipline and Value Rearing, are inter-correlated and have a common latent factor which binds them together and that may be called as Educational Rearing Patterns (ERP).

Table 1.3 Showing Factor Analysis for the Variables Attentional, Motivational, Facilitative and Discipline and Value Rearing (N = 200).

Factor - I	
Variables	Loadings
AR	.883
MR	.858
FR	.711
DR	.818
<i>Eigen values</i>	<i>2.691</i>
<i>% of Variance</i>	<i>67.273</i>

CONCLUSION

From the above discussion it can be inferred that the four domains of educational rearing patterns i.e. attentional rearing, motivational rearing, facilitative rearing, and discipline and value rearing are correlated with each other and assess these different domains of educational rearing. The topic is new but important one because due to many reasons, for example – both parents are working, lack of knowledge about the use of latest technology, family culture, etc., parents not attending their children. This research and research done further using this psychological test can prove helpful in finding solutions for parent-child-education-career related problems.

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