

Relationship among Educational Rearing, Personality and Divergent Thinking of Parents

Richa Mehrotra¹, Dr. Balbinder Singh^{2*}

ABSTRACT

The purpose of the study is to explore the relationship between educational rearing, personality and divergent thinking of parents. This study examined the educational rearing of parents in the dimensions of attentional rearing, motivational rearing, facilitative rearing and discipline and value rearing, personality of parents in the dimensions of neuroticism, extraversion, openness to experience, agreeableness and conscientiousness and divergent thinking of parents in dimensions of originality, fluency, flexibility and elaboration. Data on a sample of 200 participants (50 families of urban area and 50 families of rural area) both male and female were collected through purposive sampling. Results indicated that for agreeableness, conscientiousness, originality, fluency and flexibility are high on educational rearing.

Keywords: *Educational Rearing, Personality, Divergent Thinking.*

Family is one of the basic and important structures that play an important role in the individual's life and in the society as well. The influence of family on child's cultural, social, emotional and moral aspect is important. Parents and caregivers render their children with love, acceptance, appreciation, motivation, and guidance. They develop their personalities, help them to identify their identities and they also assist them to mature physically, cognitively, emotionally and socially by giving them the most intimate environment for their nurturance and protection (Parents and Caregivers Are Essentials to Children's Healthy development, n.d.). As child rearing is a broad term that talks about the holistic development of a child, educational rearing focuses on an educational achievement of a child in which parents involve and give attention in their child's education. Educational achievement means the fulfillment of expected level of education, and to reach the pre-determined goals of educational organization. There is a significant relationship between the permissive parenting styles, authoritarian parenting styles and authoritative parenting styles with the students'

¹Student of M. A. Psychology in Banasthali Vidyapith, Rajasthan, India.

²Assistant Professor in the Department of Psychology, Banasthali Vidyapith, Rajasthan, India.

*Responding Author

Received: April 13, 2018; Revision Received: April 27, 2018; Accepted: June 15, 2018

Relationship among Educational Rearing, Personality and Divergent Thinking of Parents

average score of their study (Rahimpour et al., 2015). Parent involvement in a child's early education is typically found to be positively associated with a child's academic performance (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; &Stevenson & Baker, 1987). There is an important role of parental motivational practices in children's academic intrinsic motivation and their achievement (Dornyei & Ushioda, 2013). The discipline and control strategies embraced by parents are found to be an important factor which explains the role of family on the children's academic achievement (Sebastian, 1997).

The concept of educational rearing focuses on the efforts made by the parents to escalate the educational achievement of children by contributing through four domains-

- **Attention Rearing-** It focuses on how and to what extent parents are required to pay attention to the child's educational activities. This comprises of getting in touch with children's performance and trying to know the reason behind better or poor academic performance.
- **Motivational Rearing-** It refers to leading a child internally or externally towards education through overt or covert parental activities. It includes motivating children to be a part of co-curricular activities that can lead to physical and mental wellbeing and thereby leading to overall growth and development.
- **Facilitative Rearing-** It is related to the efforts done by parents to give psychological and financial support, comfortable environment, etc. This includes managing important things related to their child's study, giving them proper study time and providing them with a suitable environment for studies.
- **Discipline and Value Rearing-**This dimension focuses on the efforts done by parents to cultivate the discipline, social and moral norms through their rearing. It includes maintaining a proper timetable at home, using appropriate language with and in front of children, keeping a check on their behavior with others and being aware of their company they keep etc.

EDUCATIONAL REARING AND PERSONALITY OF PARENTS

Personality is an individual's unique and relatively stable patterns of behavior, thoughts and emotions (Nelson and Miller, 1995). Individuals have certain characteristics that relatively determine their behavior; these traits are trends in behavior or attitude that tend to be present regardless of the situation (Trait Perspectives on Personality, n. d.). The personality of parents affects development of the children. Child's development is likely to benefit from a parent who is psychologically fit and mature, low in neuroticism, high in extraversion and agreeableness, high in openness to experience and conscientiousness, as well as high in self-esteem and characterized by an internal locus of control (Belsky & Barends, 2002). Therefore for the healthy development of a child personality traits of parents play a key role. Parent's personality plays a significant role in providing the type of educational rearing style to their children. Maddahi & Samadzadeh, 2010 found that agreeableness, extroversion and openness has a positive relationship with authoritarian and permissive parenting style and has a negative relationship with authoritative parenting style and conscientiousness personality

trait has a positive relationship with authoritative and authoritarian parenting styles and a negative relationship with permissiveness parenting style.

EDUCATIONAL REARING AND DIVERGENT THINKING

Divergent thinking is a thought process which is used to generate creative ideas in people by exploring many possible solutions (Divergent Learning, n.d.). A divergent thinker seeks for a different type of solution to a problem which is different from others. J.P. Guilford was first proposed the concept of “divergent thinking” in the 1950s, divergent thinking is a process of generating multiple solutions to a problem (Anonymous, n.d.). It includes breaking down the topic into various components in order to understand about the different aspect of the topic. Divergent thinking has four components i.e., **a**) the ability to produce great number of ideas or problem solutions in a short period of time is known as *fluency*, **b**) the ability to simultaneously propose a variety of approaches to a specific problem are called as *flexibility*, **c**) the ability to produce new and original ideas are often known as *originality* and **d**) the ability to systematize and organize the details of an idea in a head and carry it out is known as *elaboration*.

Guilford proposed the term divergent thinking; but later on he associated divergent thinking with creativity (Anonymous, n.d.). Mehrinejad, Rajabimoghadam, & Tarsafi (2015) found that authoritative parenting style and creativity have significant positive relationship. While there is a negative relationship between authoritarian parenting style and creativity. No significant relationship was found between permissive style of parenting and creativity. So Authoritative parenting style can help increase the creativity of children. This shows that rearing styles and creativity have relationship. More creative parents teach their children in different and simplified ways so that they can understand well. As they find different solution to the problem and their children can learn the same by observing them. To boost curiosity in their children they ask questions, try to uplift their confidence, teach them how to communicate in an effective manner and involve in their education in such a way that their children excel in academics (e- Family News, 2014).

REVIEW OF LITERATURE

Educational Rearing And Personality Of Parents

Educational rearing is a new concept and therefore very few studies are done on this concept. But it has been found that child rearing is affected by the personality of parents because how they are going to rear, motivate and intervene in their children’s life will totally depend on the personality traits of themselves. Prinzie et al.(2009) found that higher levels of extraversion, agreeableness, conscientiousness, openness and lower levels of neuroticism were found to be related to more warmth and behavioral control, whereas higher levels of agreeableness and autonomy support lower levels of neuroticism are found to be highly correlated. Huver et al. (2010) found that supportiveness is associated with extraversion and agreeableness and less strict control was related to emotional stability. Authoritativeness child-rearing practices has been found to be associated with extraversion, agreeableness, and less

Relationship among Educational Rearing, Personality and Divergent Thinking of Parents

emotional stability, whereas, conscientiousness and openness did not relate to general parenting.

Educational Rearing And Divergent Thinking Of Parents

Creative parent's educational rearing styles are different from the others. They try to build up confidence in their children, they tell their children the different ways to solve the problems. They try to make their children's work interesting so that they can easily do their work in a simplified way. The parents who are creative encourage their child to put on a show, be crafty, plant seeds in imagination and usually challenge their children so that they work innovatively (Berry, 2017). Creative parents are seen to encourage their children to exercise; they include them in the conversation, keep the focus on fun and find the right team and program for their children according to their personality. They use to calm their children to not become frustrated and stressed to try variety of activities; they don't force their children to take their favorite sports and to limit their options to traditional choices (Baugh, 2017).

Abadet al. (2013) found that authoritative parenting style might help develop creativity and morality in preschoolers. There is a significant positive correlation of authoritative parenting style with moral development. Child rearing practices can also lead to creativity in their children. There is a significant positive relationship between authoritative parenting style and creativity, and a negative relationship between authoritarian parenting style and creativity (Mehrinejad, Rajabimoghadam & Tarsafi, 2015). They can make their child disciplined, they easily motivate their child and encourage them, they give all their attention to their children and they creatively provide with various facilities which their children required.

Hypotheses

- 1) There will be significant positive correlation between extraversion and facilitative rearing practices
- 2) There will be significant positive correlation between openness and educational rearing practices.
- 3) There will be significant positive correlation between attentional rearing pattern and conscientiousness.
- 4) There will be significant positive correlation between conscientiousness and discipline and value rearing practices.
- 5) There will be significant negative correlation between neuroticism and educational rearing practices.
- 6) There will be significant positive correlation between divergent thinking and educational rearing practices.
- 7) There will be significant relationship among educational rearing practices, personality (NEOAC) and divergent thinking

METHODOLOGY

Sample

A sample of 100 families, both mother and father through purposive sampling method has been taken from both urban and rural area whose children were studying in class Vth to IXth.

Psychological Tests

- 1) Educational Rearing Practices Questionnaire- Revised (ERPQ-R) (Singh and Tiwari, 2017)
- 2) Neo-Five Factor Inventory (NEO-FFI) (Costa and McCrae, 1989)
- 3) Alternative Uses Task (Guilford, 1967)

Statistical Techniques Used

The statistical technique used for educational rearing patterns, personality and divergent thinking is inferential statistics- correlation analysis and factor analysis.

RESULT AND DISCUSSION

CORRELATION ANALYSIS

HYPOTHESIS- I, II, III, IV, V and VI-

The most widely used measure of correlation, Pearson Product Moment (Pearson's r), has been used to assess the relationship between two variables. It has been used to calculate the inter-correlation amongst the different variables used in the present study viz, attentional rearing, motivational rearing, facilitative rearing, discipline and value rearing, neuroticism, extraversion, openness, agreeableness, conscientiousness, originality, fluency, flexibility and elaboration. Extraversion is insignificantly and negatively correlated with facilitative rearing ($r = -.133$, $p > 0.05$). Thus, hypotheses I is rejected. As openness to experience is significantly & positively correlated with all domains of educational rearing; attentional rearing ($r = .251$, $p < 0.01$), motivational rearing ($r = .268$, $p < 0.01$), facilitative rearing ($r = .244$, $p < 0.01$) and discipline and value rearing ($r = .176$, $p < 0.05$) and with grand total of educational rearing ($r = .295$, $p < 0.01$). Therefore hypotheses II is accepted. Hypothesis III is accepted, since flexibility is found to be significantly and positively correlated with all domains of educational rearing viz, attentional rearing ($r = .330$, $p < 0.01$), motivational rearing ($r = .209$, $p < 0.01$), facilitative rearing ($r = .281$, $p < 0.01$) and discipline and value rearing ($r = .136$, $p < 0.05$) and with grand total of educational rearing ($r = .297$, $p < 0.01$). Conscientiousness is found to be significantly and positively correlated with discipline and value rearing ($r = .145$, $p < 0.05$). Thus hypothesis IV is accepted. Neuroticism is insignificantly and negatively correlated with all domains of educational rearing except motivational rearing; attentional rearing ($r = -.098$, $p > 0.05$), motivational rearing ($r = .020$, $p > 0.05$), facilitative rearing ($r = -.052$, $p > 0.05$) and discipline and value rearing ($r = -.068$, $p > 0.05$) and with grand total of educational rearing too ($r = -.043$, $p > 0.05$). Thus hypotheses V is rejected. All domains of divergent thinking are significantly and positively correlated with educational rearing grand total; originality ($r = .138$, $p < 0.05$), fluency ($r = .184$, $p < 0.01$) and flexibility ($r = .297$, $p < 0.01$) except elaboration which is insignificantly and positively correlated ($r = .016$, $p > 0.05$). Thus, hypotheses VI is partially rejected. Technically, we can see that it is true in today's context as now children do not want to hear lectures (elaboration domain of divergent thinking) from their parents, though they just want to listen in brief.

Table 1: Correlation among AR, MR, FR, DR, N, E, O, A, C, ORI, FLU, FLEX and ELAB (N=200)

VARIABLES	AR	MR	FR	DR	GT	N	E	O	A	C	ORI	FLU	FLEX	ELAB
AR														
MR	.711**													
FR	.636**	.600**												
DR	.508**	.467**	.432**											
GT	.883**	.842**	.817**	.696**										
N	-.098	.020	-.052	-.068	-.043									
E	-.044	-.026	-.133	.052	-.054	-.056								
O	.251**	.268**	.244**	.176*	.295**	-.032	.102							
A	.071	.001	.107	-.018	.054	-	-.030	.127						
C	.239**	.172*	.151*	.145*	.226**	-.107	.348**	.353**	.246**					
ORI	.139*	.157*	.114	.092	.138*	-.037	-.068	.217**	-.088	.133				
FLU	.221**	.155*	.145*	.073	.184**	-.063	-.110	.104	-.001	.009	.286**			
FLEX	.330**	.209**	.281**	.136*	.297**	-.016	-	.130	-.006	.056	.292**	.917**		
ELAB	.021	.056	.010	-.016	.016	-.062	-.090	.055	.114	.013	.322**	.336**	.274**	

** Significant at p<0.01 level.
* Significant at p< 0.05 level.

FACTOR ANALYSIS

HYPOTHESIS- VII

In the present study the principal component method of factor analysis have been used to find the latent factors from the inter-correlation matrix and following Kaiser (1958), the extraction of factors was stopped when the value of the latent root (Eigen value) came out to be 1.00 . The factors, thus, obtained are un-rotated as it explains the desired variance and therefore we did not take the rotated factors. A factor loading of 0.30 or above has been considered to be significant. The table2 makes it crystal clear that the un-rotated factors account for 66.12 %.

Table 2: Showing Un-rotated Factor Loadings for Variables used in the Present Study.

VARIABLES	FACTOR I	FACTOR II	FACTOR III	FACTOR IV	Communality
AR	.864	-.175	-.076	-.043	0.784
MR	.812	-.191	-.134	.082	0.720
FR	.647	-.265	-.086	.082	0.503
DR	.785	-.205	-.152	-.160	0.706
GT	.949	-.250	-.135	-.008	0.981
N	-.101	-.024	-.416	.549	0.658
E	-.056	-.213	.560	.539	0.652
O	.408	-.045	.438	.204	0.401
A	.110	-.045	.518	-.642	0.694
C	.312	-.157	.716	.215	0.680
ORI	.179	.721	.152	.207	0.617
FLU	.425	.813	-.013	.053	0.844
FLEX	.520	.715	-.075	.037	0.788
ELAB	.154	.571	.163	-.142	0.396
EIGEN VALUE	4.137	2.334	1.586	1.200	9.257
% VARIANCE	29.550	16.674	11.330	8.572	66.121

FACTOR I

This factor, accounts for 29.5% of variance and has positive loadings on openness to experience and conscientiousness which explains that attentional rearing, motivational rearing, facilitative rearing, discipline and value rearing, grand total of educational rearing, openness to experience, conscientiousness, fluency and flexibility are significant on factor I loading. All domains of educational rearing have significant positive loadings on factor I. If there is a change in all these domains then there will be change in factor I loading or if any changes comes in factor I loading then there will be a change comes in these entire domain. Increase in openness to experience leads to increase in conscientiousness or vice versa. If there is a change comes in factor I then a change can be seen in openness to experience and conscientiousness. An increase in openness to experience and conscientiousness lead to increase in attentional rearing, motivational rearing, facilitative rearing and discipline and value rearing. An increase in fluency and flexibility leads to increase in educational rearing domains (attentional rearing, motivational rearing, facilitative rearing and discipline and value rearing). Thus, hypothesis VII found to more than partially accepted.

FACTOR II

This factor accounts for 16.6% of variance. All domains of divergent thinking; originality, fluency, flexibility and elaboration are significant on Factor II loading thus this factor can also be termed as divergent thinking factor.

FACTOR III

This factor accounts for 11.3% of variance. All domains of personality; neuroticism, extraversion, openness, agreeableness and conscientiousness are having significant loading on Factor III and thus this factor can be named as personality factor.

FACTOR IV

This factor accounts for 8.5% of variance. In this factor only neuroticism, extraversion and agreeableness are three variables which are significant at Factor IV loading and thus this factor can also be named as personality factor.

CONCLUSION

With the perusal of the results and discussions following conclusions can be drawn:

Overall educational rearing is significantly & positively correlated with openness to experience and conscientiousness, originality, fluency and flexibility. But insignificantly & positively correlated with agreeableness and elaboration and it is insignificantly & negatively correlated with neuroticism and extraversion. By using factor analysis it was found that, attentional rearing, motivational rearing, facilitative rearing, discipline and value rearing, openness to experience, conscientiousness, fluency and flexibility are significant on factor I loading rest all variables are significant on other factor loadings. Thus, it can be concluded that openness to experience, conscientiousness, originality, flexibility and fluency are found to be higher on educational rearing.

REFERENCES

- Abad, S. T. R., Taheri, A. M., Hossein, M., & Yakhdani, F. (2013). Investigating the Relationship of Parenting Styles with Creativity and Moral Development in Male Preschoolers in Yazd City. *European Journal of Experimental Biology*, 3, 605-608.
- "Anonymous." (n.d.). "J.P. Guilford". In *New World Encyclopedia*. Retrieved on: 6/04/2018 from: http://www.newworldencyclopedia.org/entry/J._P._Guilford
- Baron, R. A., (2008). *Psychology*. New Delhi, Pearson Publication.
- Baugh, J, (n.d.). (2018). *Parents: Get creative and Encourage your Children to be Physical*. Retrieved on 6/4/2018 from: <https://expertbeacon.com/parents-get-creative-and-encourage-your-children-be-physical#.Wskb2dRubIX>
- Belsky, J., & Barends, N. (2002). Personality and parenting. In M. H. Bornstein (Ed.), *Handbook of parenting: Being and Becoming a Parent* (pp. 415-438). Mahwah, NJ, US: Lawrence Erlbaum Associates Publishers.
- Borak, Z., Kawser, U., Haque, M., & Sharmin, A. A. (2016). Impact of parenting style on children's academic achievement. *Journal of Social Sciences & Humanities Research*, 2(2).
- "Divergent Thinking in Psychology: Definition & Examples." (n.d.). In *Study.com*. Retrieved on 6/04/2018 from: <https://study.com/academy/lesson/divergent-thinking-in-psychology-definition-examples-quiz.html>
- Dörnyei, Z., & Ushioda, E. (2013). *Teaching and Researching: Motivation*. Routledge.
- E- Family News.(2014). *Nurturing Creativity & Imagination For Child Development*. Retrieved on 6/4/2018 from: <https://www.brighthorizons.com/family-resources/e-family-news/2014-nurturing-creativity-and-imagination-for-child-development>
- Fearon, D. D., Copeland, D., & Saxon, T. F. (2013). The relationship between parenting styles and creativity in a sample of Jamaican children. *Creativity Research Journal*, 25(1), 119-128.
- Huver, R. M., Otten, R., de Vries, H., & Engels, R. C. (2010). Personality and parenting style in parents of adolescents. *Journal of Adolescence*, 33(3), 395-402.
- Maddahi, M. E., Javidi, N., Samadzadeh, M., & Amini, M. (2012). The study of relationship between parenting styles and personality dimensions in sample of college students. *Indian Journal of Science and Technology*, 5(9), 3332-3336.
- Mehrinejad, S. A., Rajabimoghadam, S., & Tarsafi, M. (2015). The relationship between parenting styles and creativity and the predictability of creativity by parenting styles. *Procedia-Social and Behavioral Sciences*, 205, 56-60.
- "Parents and Caregivers Are Essentials to Children's Healthy development".(n.d.). In *Apa.org*. Retrieved on 6/04/2018 from: <http://www.apa.org/pi/families/resources/parents-caregivers.aspx>
- Prinz, P., Stams, G. J. J., Deković, M., Reijntjes, A. H., & Belsky, J. (2009). The relations between parents' Big Five personality factors and parenting: A meta-analytic review. *Journal of Personality and Social Psychology*, 97(2), 351.
- Rahimpour, P., Direkvand-Moghadam, A., Direkvand-Moghadam, A., & Hashemian, A. (2015). Relationship between the parenting styles and students' educational

Relationship among Educational Rearing, Personality and Divergent Thinking of Parents

- performance among Iranian girl high school students, a cross-sectional study. *Journal of Clinical and Diagnostic Research: JCDR*, 9(12), JC05
- Salwiesz, M. C. (2015). *The Impact of Parent Involvement on the Education of Children: Unlocking the Role of Parent Involvement in Promoting Academic Achievement Among Racially Diverse Kindergarteners* (Doctoral dissertation, Case Western Reserve University).
- Schofield, T. J., Conger, R. D., Donnellan, M. B., Jochem, R., Widaman, K. F., & Conger, K. J. (2012). Parent personality and positive parenting as predictors of positive adolescent personality development over time. *Merrill-Palmer Quarterly (Wayne State University Press)*, 58(2), 255.
- Steinberg, L., Lamborn, S. D., Dornbusch, S. M., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, and encouragement to succeed. *Child Development*, 63(5), 1266-1281.
- “Trait Perspectives on Personality.” (n. d.). In *Courses. lumenlearning.com*. Retrieved on 19/03/2018 from:
<https://courses.lumenlearning.com/boundless-psychology/chapter/trait-perspectives-on-personality/>
- Zahedani, Z. Z., Rezaee, R., Yazdani, Z., Bagheri, S., & Nabeiei, P. (2016). The influence of parenting style on academic achievement and career path. *Journal of Advances in Medical Education & Professionalism*, 4(3), 130.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests: The author declared no conflict of interests.

How to cite this article: Mehrotra, R. & Singh, B.(2018). Relationship among Educational Rearing, Personality and Divergent Thinking of Parents. *International Journal of Indian Psychology*, Vol. 6, (2), DIP:18.01.041/20180602, DOI:10.25215/0602.041