

PARENTAL EDUCATION: A CONTRIBUTORY FACTOR TO PERSONALITY[#]

Farhana Jahngir,
Department of Psychology
University of Peshawar
Peshawar, Pakistan

Samra Tahir,
NWFP Public Service Commission
Peshawar, Pakistan

&

Tahir Saeed
Child Family Centre
West Cork, Republic of Ireland

The present study was undertaken to investigate the significance of parent's educational level upon the personality makeup of subjects. CPI (1987) and MMPI (1944) were administered upon the sample (N=695). The factorial design of the study was 2x4 with 2 categories of Low-high scoring subjects on CPI subscales and the neurotic triad of MMPI and 4 parental educational categories: B.A./B.Sc. and above; middle-intermediate, primary, and uneducated. The results showed a significant difference between the low and high scoring subjects on majority of subscales of CPI and the neurotic triad of MMPI for the four parents' educational categories.

The growing up process of humans is seen as a search of identity. Identity means self-realization within a particular social environment and period of life. Each individual possesses a unique inner most self which becomes evident during an interplay of an individual with surrounding world of culture and other influencing agents like family (parents, siblings, relatives), school (teachers, peer group, etc), vocational set up, society, etc.

The family is clearly and undoubtedly a most powerful socializing institution and because of its pre-eminence it probably has the greatest influence on a child's future life than any other agent. All schools of thought which study personality, agree that children imitate their parents behavior. A child's acquisition of social roles and his tendency to act out in later relationships are all associated with his interaction with his parents.

Family life, in other words, is a general morale pattern. On one hand, it may include satisfaction of parents with each other and with the home situation and on the other it may also involve inconsistency in disciplining, different standards of behavior, quarrels between parents.

[#] Correspondence concerning this article should be addressed to Farhana Jahngir, Department of Psychology, University of Peshawar, Pakistan.

However, both of these patterns have been found to be dependent upon parent's education. Thus, it becomes obvious that a child learns to adopt different roles from his family. It follows, then, that a low-morale home does not provide him with the necessary guidance from the very beginning. Whether boy or girl, child will find samples to imitate behavior from and to develop expectancies about family roles, which will carry strong unpleasant components. This, of course, is the basis for the pattern of neuroticism or ego weakness.

Various researches have supported the assertion that parent's education affects the overall personality makeup and resultant behaviors of children as grown ups in a society. One such research was conducted by Sudhir and Lalhirimi (1989), who examined relationships between sex, age, SES, parent's education level, and parental occupation on parent-child interaction and academic achievement in 88 boys and 112 girls from five secondary schools in Mizoram state of India. They found that (i) children of 16 years and less had high parent-child interaction, and (ii) parents of high professional group had high parent-child interaction. In a yet another research, Ahmad (1991) found that out of 56 subjects who had qualified the competitive examination for public sector jobs at the Provincial Public Service Commission, of the North West Frontier Province of Pakistan, 28% subjects had parents with Bachelors and above educational qualification. The total sample consisted of 108 participants.

Hence, it is the contention of the authors that parents have great significance upon the future role of the children as grownups, who develop a sense of identification with the parents at every step of their development, whether physical or psychological. Well-placed environment, with warm interrelationships between parents, children would develop confidence, sense of importance, and an ability to guide themselves and others to successful life styles. Hence, a successful life is to be seen in the context of one's parental influence which is directly related to parents' education level.

The hypothesis formulated for the present work is: Subjects with uneducated parents would exhibit low confidence and self-esteem, and more self-doubts in comparison to subjects with less educated and highly educated parents.

METHOD

Sample

The sample consisted of 695 male subjects belonging to different areas of the North West Frontier Province of Pakistan. Their age range

was between 18 to 35 years, with Intermediate to Masters and professional qualifications in various fields.

Instruments

California Psychological Inventory (CPI): Translated and adapted version of CPI (Ashfaq, 2000) was used. Out of 18, following 12 subscales were selected for the present study: Dominance (Do), Capacity for status (Cs), Sociability (Sy), Social presence (Sp), Self-acceptance (Sa), Well-being (Wb), Responsibility (Re), Self-control (Sc), Tolerance (To), Achievement-via-independence (Ai), Intellectual efficiency (Ie), and Flexibility (Fx).

Minnesota Multiphase Personality Inventory (MMPI): Translated and adapted version of MMPI (Mirza, 1977) was used in the present study. Out of 13 subscales, following 3 subscales: Hysteria (Hs), Depression (D), and Hypochondriasis (Hs) were included in the present study. These three subscales collectively formulate the Neurotic Triad.

Personal Information Questionnaire (PIQ) was also used to record age, name, education, place of residence, family monthly/annual income, and parental education.

Procedure

In the present study, 2x4 factorial design was used. The subjects were divided into low and high scorers on CPI and MMPI subscales according to the standard scores of T=50 for CPI and T=70 for MMPI.

After the classification of subjects into low-high scorers, they were arranged into four groups according to parent's educational categories (B.A./B.Sc. and above, middle intermediate, primary, and uneducated) as reported by them.

The 2x4 design for CPI means 2 categories of low-high scorers on 12 CPI subscales and 4 following educational categories of subject's parents: B.A./B.Sc. and above; middle-intermediate, primary, and uneducated while 2x4 design for MMPI represents: 2 categories of low-high scorers on 3 scales of MMPI and 4 following educational categories of parents' of subjects: B.A./B.Sc. and above, middle-intermediate, primary, and uneducated.

CPI and MMPI were administered to the subjects in group of 30. They were instructed as suggested by Gough (1957) and Hathaway and Mckinley (1967). The subjects were told to answer the statements as true/false on an answer sheet designed for the purpose. The subjects

filled the biodata questionnaire after completing the personality scales. The raw scores obtained were transferred into standard scores.

The researchers were thus able to divide the subjects into low-high scoring categories through the standard scores on two tests. Subsequently information on PIQ was used to classify subjects into four categories according to their parent's education level.

RESULTS

The results are presented in Tables 1 to 4. In order to find the highest and lowest percentage of subjects in a particular educational qualification class, percentages of subjects falling in the low-high score categories for the four educational categories of the parents of the subjects (B.A./B.Sc. and above; middle-intermediate, primary, and uneducated) were calculated.

2x4 chi-square analysis was computed between low-high scoring subjects upon the 12 CPI and 3 (Neurotic Triad) subscales of MMPI, for the parents' education level of the subjects.

The KR-20 indices of reliability were applied upon CPI and MMPI, which rendered both tests as internally consistent and highly applicable upon the present data.

Table 1 shows the percentages of subjects falling in the High-Low categories for the subjects' parents' education level. The percentages of subjects scoring high on the CPI subscales is more than the low-scores except for the subscales of self-acceptance (Sa) and responsibility (Re). Moreover, the highest scoring subjects belong to the category of B.A./B.Sc. and above, of the subjects' parents education level followed by middle-intermediate, primary, and uneducated where as, the percentages of the low scores is just the opposite of the above.

Table 2 indicates the percentage of subjects falling in the low-high score categories for the four categories of subjects' parents' education (B.A./B.Sc. and above, middle-intermediate, primary, and uneducated). The percentage of the subjects scoring low on the Neurotic Triad is greater than the high scoring subjects. Moreover, among the high scorers, the percentage of subjects with uneducated parents is greater than the subjects with parents having educational qualification as primary followed by middle intermediate and B.A./B.Sc. and above, respectively.

Table 1

Percentage of Subjects Falling in the High-Low Score Categories on CPI Scales for their Parents' Education (B.A./B.Sc. & above, Middle Intermediate, Primary, and Uneducated).

CPI Subscales	High Scores				Low Scores			
	B.A./B.Sc & Above	Middle/ Inter	Primary	Uneducated	B.A./B.Sc & Above	Middle/ Inter	Primary	Uneducated
Dominance (Do)	88.8	83.4	83.0	73.8	11.1	16.5	16.9	26.1
Capacity for Status (Cs)	71.6	66.5	66.4	56.0	28.3	33.4	35.5	43.9
Sociability (Sy)	81.1	73.6	79.6	64.4	18.8	26.3	20.3	35.5
Social Presence (Sp)	81.54	69.9	81.3	60.7	18.4	30.0	18.6	39.2
Self Acceptance (Sa)	35.5	42.5	52.5	52.3	64.4	57.4	47.4	47.6
Wellbeing (Wb)	85.4	74.3	71.1	66.3	14.5	25.6	28.8	33.6
Responsibility (Re)	40.1	46.9	35.5	48.9	59.8	53.0	64.4	51.1
Self control (Sc)	58.3	57.0	59.3	51.4	41.6	42.9	40.6	48.5
Tolerance (To)	63.0	59.4	52.5	46.7	36.9	40.5	47.4	53.2
Ach. Via-Independence (Ai)	70.8	66.8	69.4	59.8	29.1	33.1	30.5	40.2
Int. Effic. (Ie)	83.2	78.0	77.9	60.7	16.9	21.9	22.0	39.2
Flexibility (Fx)	78.1	73.9	71.1	70.0	21.9	26.1	28.8	29.9

Table 2

Percentage of Subjects Falling in the Low-High Score Categories for the Subjects' Parents' Education on the Neurotic Triad of MMPI.

CPI Sub scales	High Scores				Low Scores			
	I	II	III	IV	I	II	III	IV
Hy	92.5	86.8	86.8	84.9	7.4	13.1	13.1	15.0
D	74.0	67.5	71.1	63.9	25.2	32.4	28.8	36.0
Hs	89.7	88.4	87.5	84.7	10.2	11.4	12.5	15.2

Note: I. B.A/B.Sc & Above; II. Middle/Intermediate; III. Primary; IV. Uneducated

Table 3

KR-20 Indices of Reliability for the Subscales of CPI and the Neurotic Triad of MMPI (N= 685).

Scales	KR-20
<i>CPI Scales</i>	
Dominance (Do)	.93
Capacity for status (Cs)	.80
Sociability (Sy)	.94
Social Presence (Sp)	.90
Self-acceptance (Sa)	.91
Well-being (Wb)	.97
Responsibility (Re)	.91
Self-control (Sc)	.93
Tolerance (To)	.94
Achievement via independence (Ai)	.80
Intellectual efficiency (Ie)	.95
Flexibility (Fx)	.86
<i>MMPI Neurotic Triad</i>	
Hysteria (Hy)	.92
Depression (D)	.81
Hypochondriasis (Hs)	.83

$df=3$; * $p < .001$; ** $p < .05$

Table 3 represents the KR-20 indices of reliability for the subscales of CPI and the Neurotic Triad of MMPI. The obtained indices of reliability ranged from .80 to .97 with a median value of .89 for CPI and from .81 to .92 for MMPI. The KR-20 estimates in the present work highlighted the fact that the scales of CPI and MMPI are sensitive to measurement of behavior, interpersonal, and social settings.

Table 4

Chi-square between the Low-High Scorers on 12 CPI subscales for the Parents' Educational Level.

CPI Subscales	Chi-square X^2
Dominance (Do)	12.2*
Capacity for status (Cs)	8.1**
Sociability (Sy)	11.98*
Self-presence (Sp)	20.41*
Self-acceptance (Sa)	10.92*
Well-being (Wb)	18.13*
Reliability (Re)	4.90
Self-control (Sc)	1.66
Tolerance (To)	56.94*
Achievement via intelligence (Ai)	4.18
Intelligence effect (Ie)	34.18*
Flexibility (Fx)	3.07

*df=3; *p<.001; **p<.05*

Table 4 indicates a 2x4 chi-square analysis of the low-high scoring subjects on the 12 subscales of CPI for their parents education. The results show a highly significant difference between the low-high scores on the following CPI subscales: Do, Cs, Sy, Sp, Sa, Wb, To, and Ie for the four following categories of parents' education level B.A./B.Sc and above, Middle, Intermediate, Primary and Uneducated), whereas, the subjects (low-high) do not differ on Re, Sc, Ai, and Fx subscales.

Table 5

Chi-square between Low-High Scores on the Neurotic Triad (Hy-D-Hs) of MMPI for the Parents' Education Level

Neurotic Triad	Chi-square
Hysteria (Hy)	37.73*
Depression (D)	84.75*
Hypochondriasis (Hs)	25.52*

df= 3; **p*< .0001

Table 5 indicates a 2x4 chi-square analysis between the low-high scoring subjects for the subjects' parents' education level on the Neurotic Triad of MMPI. The results represents a highly significant difference between the low-high scoring subjects on the Neurotic Triad for the subjects' parent's education level.

DISCUSSION

Perusal of the results of the study reveal that the low-high scoring subjects with different educational categories of their parents' education level are significantly different on majority of the 12 CPI subscales and the Neurotic Triad of MMPI.

According to Megargee (1972) and Mckinley, Hathaway, and Meehl (1948), the scales significantly characterizing low-high scoring subjects on CPI and MMPI are meant to appraise ascendant strong, dominant, outgoing, sociable qualities among individuals with undisturbed sense of personal worth, secure and balanced self-concept from those individuals who shun involvement, avoid social visibility and possess underlying doubts and anxieties.

It is the contention of the authors that parents' education background reflects economic freedom (Khan, Anila, & Pervez, 1991), which allows an overall satisfaction (Marjoribanks, 1982). There exists a significant relationship between learning environment and parents' occupational status and education, which enables individuals to attach meaning to their activities in daily life. The economic satisfaction as a result of these factors is conducive to the promotion of personal worth, health, confidence, tolerance,

intellectual, and social awareness, and sense of achievement, with more sensible and problem free thought processes.

If the parents are more educated, the more elevated is the socioeconomic status and the more satisfaction stems from it, along with concomitant privileges, facilities, and behavioral stances (Khan, Anila & Pervez, 1991). The mechanism of identification to which psychologists frequently refer implies that the child will accept parents as models and follow their behavior. Therefore, in the present study it was expected to find subjects with highly educated parents to possess qualities of confidence, social tolerance, intellect, freedom from impulsivity, doubts, anxieties, and other related psychological problems, and thus, our first hypothesis is confirmed through the trends of the data: highly educated parents i.e., B.A./B.Sc. and above would be relatively more confident, self-reliant, free from anxieties, and other psychological problems in comparison to subjects with less educated and uneducated parents.

The authors opiniated that education inculcates rational thinking in forming opinions and relationships in social dealings and that education and class status are highly correlated (Stagner, 1961). The argument follows that parental education and occupational status are indices of class status and personality characteristics in the shape of satisfactions and problems associated with, and children of less educated parents or totally uneducated have low emotional stability and are more anxious and prone to a variety of problems (Drucker & Remmers, 1952; Sims, 1954; Sudhir & Lalhirimi, 1989). This concept endorses our second hypothesis, *viz*; subjects with uneducated parents would exhibit low confidence, low self-esteem and more self-doubts in comparison to subjects with less educated' and highly educated parents. So, we can hardly criticize anyone who is on the view that lack of financial resources results in denial of proper facilities and absence, thereof, affecting cognitive development and other faculties. Therefore, education, status, and economics exist in a cuboid relationship, interdependent upon each others growth.

The results of the present study further reveal that on the variable parental education the low-high scoring subjects are not differentiated on the subscales of responsibility, self control, achievement-via-independence, and flexibility (Table 3). This may be due to the fact that in our status conscious society, the subjects might have tried to answer in a socially approved way. Their similarity on these scales could also be explained in the light of our Pukhtoon culture and society, where males are encouraged to have an independent thinking and prefer situations involving decision-making. They are expected to be

authoritative and commanding and stern in their attitude and this trait of sternness is, in turn, the legacy of their long-standing independence, love for freedom and openness.

It is, therefore, concluded that parental education has an integral role in the personality development of the subjects, by virtue of their resultant status and child rearing in terms of the subjects' general moral patterns, self-esteem and worth, as is evident through the analysis of the data. For nobody can deny the dominant factor of socialization, with family extended or nuclear, it is the primary socializing element (Bano & Deeba, 2000).

REFERENCES

- Ahmad, M. (1991). *The NWFP Public Service commission Annual Report*. Peshawar: Government Printing Press.
- Ashfaq, S. (2000). *Contributory factors to selection of candidates by the NWFP Public Service Commission*. Unpublished doctoral dissertation. Peshawar: University of Peshawar.
- Bano, M., & Farah, D. (2000). Contributory factors in the personality development of criminals in North West Frontier Province of Pakistan. *Pakistan Journal of Psychological Research*, 15(1-2), 15-22.
- Drucker, A. J., & Remmers, H. H., (1952). Environmental determinants of basic difficulty problems *Journal of Abnormal and Social Psychology*, 47, 379-381.
- Gough, H. G. (1957). *Manual for California Psychological Inventory* (1st ed.) Palo Alto, California: Consulting Psychologists Press.
- Khan, S., Anila, & Pervez, S. (1991). Adaptation of Home Inventory (Infant version) for Pakistani Children. *Pakistan Journal of Psychological Research*, 6, 13-23.
- Majoribanks, K. (1982). Occupational Situs, Family learning environment and children's academic achievement *Alberta Journal of Educational Research*, 29, 110-112.
- McKinley, J. C., Hathaway, S. R., & Meehl, P. E., (1948). The MMPI: VI. The K Scale. *Journal of Consulting Psychology*, 12, 20-23.
- Megargee, E. I. (1972). *The California Psychological Inventory Handbook*. San Francisco, CA: Jossey-Bass.

- Mirza, L. (1977). *The Minnesota Multiphasic Personality Inventory, Manual Adapted for Pakistan*. Lahore: Psycho-Aids.
- Sims, V. M. (1954). Relations between the social class identification and personality adjustment of a group of high school and college students. *Journal of Social Psychology*, 40, 323-327.
- Stagner, R. (1961). *Psychology of personality* (3rd Ed.). London: McGraw-Hill.
- Sudhir, M. A., & Lalhirimi, S. (1989). Parent Child interaction and achievement among Secondary School students in Aizwi. *Psychological Abstract* 1991, 78 (1).
- Hathaway, R. S., & Mckinley, C. J. (1967). *Manual for Minnesota Multiphasic Personality Inventory*. (rev. ed.) New York: The Psychological Corporation.

Received: November 7, 2000.