

Does Mothers' Education Influence Children's Personality Factors and Academic Achievement?

Azra Parveen* & Muhammad Tayyab Alam**

Abstract

Effect of mother's educational level was studied on the personality factors and academic achievement of their children. Respondents were 724 students of 12th grade. A five factor personality inventory was used to determine the personality factors of students. For statistical analysis ANOVA was applied. The results showed a significant effect of mother's education on the academic achievement and some personality factors of students.

Introduction

If the parents are more educated, the more elevated is the socio-economic status and more satisfaction stems from it, along with concomitant privileges, facilities and behavioral stances (Khan, Anila & Pervez 1991), (Sudhir & Lalhirimi, 1989), state that parental education is an index of class status and personality characteristics in the shape of satisfactions and problems associated with, and children of less educated parents or totally uneducated parents have low emotional stability and they have high anxiety level.

Farhana Jehangir, Samra A. Tahir & Tahir Saeed (2000), investigated the contribution of parent's educational level upon the personality makeup of 695 male subjects, between 18-35 years, with intermediate level to masters level and professional qualification in various fields. They found that subjects with 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 educational attainment seems to have a heritable quality. There is considerable evidence pointing to the level of parental education as a strong predictor of children's success in the educational system (Battin-Pearson et al; 2000; Blok & Saris, 2000; Erickson & Jonson 1996; Ferguson & Woodward, 2000; Henz & Maas, 1995).

*Govt. Islamia College for Women, Faisalabad

**Foundation University, Islamabad

Ahmed (1991) found from his study that out of 56 subjects who had qualified the competitive examination for public sector jobs at the Provincial Public Commission, of the North West Frontier Province of Pakistan, 30 of the subjects had parents with Bachelor and above educational qualification.

Englund, Uckner, Whaley, and Egeland (2004), found that mothers with higher (vs. lower) educational attainment provided more support for their children in problem-solving situations at preschool level , had higher expectations of educational attainment for their children in first grade level , and were more involved in their children's school in first grade.They found that higher academic achievement in early school may contribute to a process that supports high academic achievement at later ages.

Method & Procedure

The subjects of the study were 724 (410 female and 314 male) students of 12th grade from different colleges of Rawalpindi, Attock, Jhelum, and Chakwal districts. In order to determine the personality of students a five factor personality inventory developed by Dr. Tom Buchanan (2001) was used. The test material and underlined philosophy of this inventory was derived from the International Personality Item Pool (Goldberg 1999). The current dominant model in theory and research on personality proposes that personality is best described in terms of a hierarchical model with five main domains(Goldberg 1990: Costa & Mc Crae 1992: Digman 1990), openness, emotional stability, conscientiousness, agreeableness and extroversion.

A Demographic Variable Information Performa was developed to collect information about student's name, institution name, mother's education, family income etc. The achievement score of students was collected from the result gazette of the Board of Intermediate and Secondary Education Rawalpindi.

To score mother's education, an eight point scale was used in which mother's education was valued as; uneducated zero, primary 1, middle 2, matric 3, intermediate 4, graduation 5, post graduation 6, professional degree 7, and Ph.D 8. However in present sample no student's mother had professional or Ph.D. degree.

Results

For statistical analysis ANOVA was applied on the collected data. The results are presented in tables 1-7.

Table 1 presents the summary of univariate analysis of variance for effect of mother's education on students' achievement. The value of $p < .05$ shows that mother's education significantly affects their children's achievement. The highest mean 363.78 is found for subjects whose mothers' have post graduate degree and the lowest mean 277.23 is for those students whose mothers are uneducated.

Table 1

Statistical analysis for effect of mother's education on student's achievement

Mother's Education	Mean	SD	df	F	Significance
Uneducated	277.23	62.92			
Primary	293.93	63.41			
Middle	290.16	55.40	6	17.66	.000
Matric	310.59	56.60			
Intermediate	330.09	52.62			
Graduation	343.11	55.16			
Post graduation	363.78	51.23			

Table 2 presents the summary of statistical analysis for effect of mother's education on students' personality. The value of $p < .05$ makes it clear that total personality of students is also effected by their mothers' education. Table 2 shows that the highest mean of personality score 153.78 is again for those students whose mothers have post graduate degree and the lowest mean 144.43 is for those students whose mothers are illiterate.

Table 2

Statistical analysis for effect of mother's education on student's total personality

Mother's Education	Mean	SD	df	F	Significance
Uneducated	144.43	18.67			
Primary	145.36	15.39			
Middle	146.37	16.85	6	2.46	.023
Matric	148.88	17.33			
Intermediate	150.88	16.91			
Graduation	147.87	15.31			
Post graduation	153.78	15.89			

Table 3 shows that mothers' education affects the openness factor of students' personality as the value of $p .028$ is less than $.05$. Table 3 shows that the highest mean score for openness factor (23.68) is for those students whose mothers possess graduate degree and the lowest mean score(21.30) is for those students whose mothers have middle level education.

Table 3

Statistical analysis for effect of mother's education on openness factor of student's personality

Mother's Education	Mean	SD	df	F	Significance
Uneducated	21.80	5.74			
Primary	22.50	4.65			
Middle	21.30	5.59	6	2.37	.028
Matric	22.25	5.39			
Intermediate	23.59	5.16			
Graduation	23.68	5.52			
Post graduation	21.35	6.02			

Table 4

Statistical analysis for effect of mother's education on emotional stability factor of student's personality

Mother's Education	Mean	SD	df	F	Significance
Uneducated	27.34	5.76			
Primary	26.24	5.55			
Middle	27.22	5.74	6	1.195	.307
Matric	27.29	6.57			
Intermediate	27.57	5.82			
Graduation	25.88	6.07			
Post graduation	29.00	6.65			

Table 4 presents the results of univariate analysis of variance for effect of mother's education on the emotional stability factor of their children's personality. Here the calculated value of $p > .05$, so it shows that mothers' education have no significant effect on the emotional stability factor of students personality.

Table 5

Statistical analysis for effect of mother's education on extroversion factor of student's personality

Mother's Education	Mean	SD	df	F	Significance
Uneducated	25.29	5.68			
Primary	26.68	6.04			
Middle	27.69	7.07	6	10.30	.000
Matric	27.63	6.46			
Intermediate	29.23	6.45			
Graduation	31.12	5.12			
Post graduation	33.07	6.75			

Table 5 presents the summary of univariate analysis of variance for effect of mother's education on extroversion factor of students' personality.. The value of $p < .05$ shows that mother's education significantly affects the extroversion factor of their children's personality. The highest mean 33.07 is found for subjects whose mothers' have post graduate degree and the lowest mean 25.29 is for those students whose mothers are uneducated.

Table 6 presents the results of univariate analysis of variance for effect of mother's education on the conscientiousness factor of their children's personality. Here the calculated value of $p > .05$, shows that mothers' education have no significant effect on the conscientiousness factor of students personality.

Table 6
Statistical analysis for effect of mother's education on conscientiousness factor of student's personality

Mother's Education	Mean	SD	df	F	Significance
Uneducated	35.99	8.06	6	1.42	.202
Primary	36.75	6.62			
Middle	36.81	6.69			
Matric	38.02	6.52			
Intermediate	36.87	6.53			
Graduation	36.07	6.97			
Post graduation	37.28	4.96			

Table 7 presents the summary of univariate analysis of variance for effect of mother's education on agreeableness factor of students' personality. The value of $p < .05$ shows that mother's education significantly affects the agreeableness factor of their children's personality.. The highest mean 29.63 is found for those subjects whose mothers are uneducated and the lowest mean 27.16 is for those students whose mothers have graduate level of education.

Table 7
Statistical analysis for effect of mother's education on agreeableness factor of student's personality

Mother's Education	Mean	SD	df	F	Significance
Uneducated	29.63	3.42	6	3.40	.003
Primary	28.83	3.37			
Middle	28.87	3.93			
Matric	29.46	3.56			
Intermediate	29.34	4.26			
Graduation	27.16	4.48			
Post graduation	28.92	3.54			

Discussion

The results of the present study reveal that the academic performance of those students whose mothers have higher educational qualification is better than those whose mothers are less educated or uneducated. It is also obvious that the students' achievement goes on increasing, with increase in their mothers' educational qualification. This result is in agreement with the results of the research conducted by Ahmed (1991) and Englund et al (2004). Their studies also found a positive cause and effect relationship between student's achievement and their mothers' educational qualification.

It is also clear from the present study that mothers' education has a significant effect on the total personality of students. Similarly mothers' education is found to positively influence the openness, and extroversion

factors of students' personalities,. No significant difference is found in the conscientiousness and emotional stability factors of highly educated and less educated mothers' children. These findings are partially consistent with the findings of Farhana, Samra and tahir (2000), but they are not in agreement with the results of Sudhir and Lalhirimi (1989), who found that children of less educated or uneducated parents have low emotional stability. However the present study shows a very unusual effect of mother's education on agreeableness factor of student's personality. It is clear from the results that the mean score of agreeableness factor of students' personality goes on decreasing with increase in their mothers' educational level.

Although some of the results of the present study are quite opposite to some of the previous researches, but it can be concluded that mother's education positively influence the academic achievement and personality of their children.

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