



PARENTAL EDUCATION AND QUALITY OF LIFE AMONG HIGHER SECONDARY STUDENTS OF RURAL AND URBAN SEGMENT IN INDIA

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ABSTRACT

Background: World Health Organization (WHO) defines the quality of life as the perception of an individual of their position in life in the context of the value systems and culture in which they live and about their expectations, standards, goals, and concerns". This includes physical and mental health, employment, the environment, education, recreation and leisure time, social belonging, religious beliefs, safety, wealth, security, and freedom [1]. Various studies have shown the effect of parental education on quality of life [2, 3, and 4]. The importance of "parental education" and its effects on students' quality of life is not implemented, which remains a gap. So, in this comparative study, we examined the impact of parental education on the quality of life of secondary and senior secondary students in rural and urban India.

Aim, objective, methodology: The impact of parental education on quality of life of secondary and senior secondary students in rural and urban India. For this study, a well-structured Pre-tested was used and data is collected among secondary and senior secondary students of rural and urban Indian schools. Thereafter, the results were obtained by using Microsoft excel. Verbal and written consent was taken from participants involved in the study and another ethical clearance was taken from the ethical committee of the selected study area.

Results: The obtained results show parents' involvement is crucial for children's growth of children. And development.

KEYWORDS: Quality of life, Parental Education, Child, growth, development, mindful parenting.

INTRODUCTION

World Health Organization (WHO) defines the **quality of life as the perception of an individual of their position in life in the context of the value systems and culture in which they live and about their expectations, standards, goals, and concerns"**. Typical indicators of the quality of life include physical and mental health, employment, the environment, education, recreation and leisure time, social belonging, religious beliefs, safety, wealth, security, and freedom [1]. McCall defines the quality of life as a measure of wellbeing, up to which extent an individual has constraints for happiness [5]. So, higher quality of life requires much more than just basic needs. Parents with higher education levels invest in children for their better future possibilities [12]. Many types of research show the parental effect on the quality of life of children. Most often, it includes the influence of parental income and education on indicators such as child education and health [2, 3, 4]. In India, an Individual aged seven and above, who can both write and read with comprehension in any language, is treated as literate. An individual, who can only read but cannot write, is treated as illiterate [6]. It was seen that low income and low education can negatively affect the acting quality of life of children [7]. This comparative study assesses the impact of parental education on the quality of life of higher secondary students in rural and urban segments of India. This study aims at identifying the role of parent education in the development of the child in their various growth phases of life, also this study ensures that the possible outcome developed from the study may widely be used for mindful parenting.

REVIEW OF LITERATURE

Recent progress and the latest studies gave a deeper perspective of the problem at hand. A considerable literature has been reviewed highlighting a range of diverse aspects. It has been discovered in a study that there is a strong relationship between parental education level and child mental health [8]. A similar study was conducted in 7 different countries to find the impact of parents' education and financial security on the minds of children from ages 4 to 22 years. People from various backgrounds, ranging from those living in rural areas to those living in well-furnished houses in industrialized countries, were evaluated to further assess their children's talents by administering various mental and cognitive ability tests. It has been found that the impact of parental education on the quality of



the environment required for cognitive development lies behind the considerable effect of parental education on children's cognitive competency. However, behind this association may be hidden genetic effects, and environmental quality impacts may be concealed "extended phenotypic" effects, implying that environmental factors such as the number of books and the quality of the institution may reflect genetic influence [9]. There has only recently been an emphasis on teenagers' life satisfaction (LS) in the context of schooling, drawing light on the background of positive psychology. One similar study looked into the effect of parental education as a possible moderator of the relationship between academic achievement and LS in teenagers. Parent's educational attainment has been reported by a sample of German high school students as an indication of family socioeconomic status, and academic accomplishment operationalized by grade point average in five courses. Only mom's education served as a moderator of the association between academic achievement and students' LS, according to the findings. The link between academic achievement and LS has been discovered only in adolescents whose mothers had completed the same or higher level of education (at least high school diploma) [10]. In recent years, there has been a lot of study on the relationship between parental education and children's schooling. On average, children with better-educated parents have better-educated offspring. As a result, improved later-life outcomes including health, productivity, and wealth. [11]. Altogether the long-term effects of parenting in a particular way do affect the way a child thinks and grows with the type of parents s/he had and the way parents treated their child can predict how their future life is going to look like [12].

METHODOLOGY

1. **Aim:** To determine the impact of parental education on the quality of life of higher secondary students of rural and urban segments of India.
2. **Study area:** Majitha, Road, Amritsar and Sector 15-C, Chandigarh.
3. **Sample size:** randomly selected 110 individual from each study area, thus making it 220 samples.
4. **Study design:** Cross-sectional study.
5. **Methodology and tools of the study:** A well-structured and pre-tested questionnaire (Annexure 1) was used post the pilot testing to collect the data form the study area as mentioned above from the randomly selected group of the population including males and females belonging to the higher secondary age group.
6. **Results:** The obtained results were analysed by using Microsoft excel, were Some questions over quality of life of an individual were analysed based on Likert scale ("Likert scale" is a psychometric rating system scale, that is designed to measure people's opinions, attitudes, and perceptions in which responders specify their level of agreement or disagreement to a statement typically in five points: Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree.), rest of the questions were dichotomous in nature with single response system. Later on the analysed data was presented in the form of Tables and graphs.
7. **Ethical clearance:** Verbal as well written consent was taken from participants involved in the study along with the ethical clearance was taken from the ethical committee of the selected study area. (Annexure 2)
8. **Exclusion criterion:** The participants unwilling, medically unfit, having known psychological condition were excluded from the study.

OBSERVATIONS AND RESULTS

A. Behavior of the children while discussing their problems and needs with their parents.

Table 1: Children can discuss the problems with their parents

Children can discuss the problem with their parents	
Yes	86%
No	14%

Observation: From the obtained data it was observed that, 86 % of children are outward with their parents regarding personal and sensitive problems whereas 14% of children were found shy to discuss problems with their parents.

B. Self-rating of the quality of life of an individual, explains about their present situation, in terms of spending time with their parents, having good parents support, can openly discuss problems with their parents ,as shown below in the table.

Table 2: Rating the Quality of life (as per Likert scale where 1 means very low quality and 5means very good quality of life)

Rating the quality of life	Interpretation of rank	Male	Female
1	Very good	1%	2%
2	Good	7%	3%
3	Fair	9%	9%
4	Poor	25%	23%
5	Very poor	13%	7%



Observation: From the obtained results it was found that 13% males and 7% females reported very good quality of life, 25% males and 23% females reported good quality of life, 9% males and 9% females reported fair quality of life, 7% males and 3% females reported poor quality of life, 1%, and 2% females reported very poor quality of life.

C. The relationship of the child with their parents play a vital role in their growth and development and the below mentioned data table address the same.

Table 3: Relationship of Children with father and mother	Table 4: Relationship of Children with Mother																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Relationship with father</th> <th style="width: 35%;">Male</th> <th style="width: 35%;">Female</th> </tr> </thead> <tbody> <tr> <td>Good</td> <td style="text-align: center;">41%</td> <td style="text-align: center;">23%</td> </tr> <tr> <td>Average</td> <td style="text-align: center;">7%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>Bad</td> <td style="text-align: center;">8%</td> <td style="text-align: center;">6%</td> </tr> </tbody> </table> <p>Observation: 41% of males and 23% of females reported a good relationship with their parents whereas 8% of males and 6% of females reported bad relationships with their father. 7% males and 15% females reported average relationships with their parents.</p>	Relationship with father	Male	Female	Good	41%	23%	Average	7%	15%	Bad	8%	6%	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Relationship with father</th> <th style="width: 35%;">Male</th> <th style="width: 35%;">Female</th> </tr> </thead> <tbody> <tr> <td>Good</td> <td style="text-align: center;">33%</td> <td style="text-align: center;">24%</td> </tr> <tr> <td>Average</td> <td style="text-align: center;">17%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>Bad</td> <td style="text-align: center;">5%</td> <td style="text-align: center;">6%</td> </tr> </tbody> </table> <p>Observation: 33% males and 24% females reported good relations with their parents whereas 5% males and 6% of females reported bad relationships with their father. 17% males and 15% females reported average relationships with their parents.</p>	Relationship with father	Male	Female	Good	33%	24%	Average	17%	15%	Bad	5%	6%
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D. The parent and child bond may be understood in the different section of our country by simply understanding the like of child, to spend time with either of their parents.(as show below in this table)

Table 5: Children liking spending time with either of the parents

Children like spending time with either of their parents	
Urban	68%
Rural	75%

Observation: 68% of children belong to an urban area like spending time with either of parents where 75% of children belongs to a rural area like to spend time with either of their parents.

E. The other means of understanding the child quality, is by understanding the involvement of parent in various activities of the child, as shown in the data below:

Table 6: Interest of Parents in various activities of children

The interest of Parents in various activities of children	
Urban	57%
Rural	61%

Observation: In urban areas, 57% of parents take interest in various activities of their children like spending time whereas 61% in rural areas.

F. The parental education plays a major role in holistic development of the child , thus the below table represent the effect of the parental education on the quality of life of child

Table 7: Effect of parental education on quality of life of Children

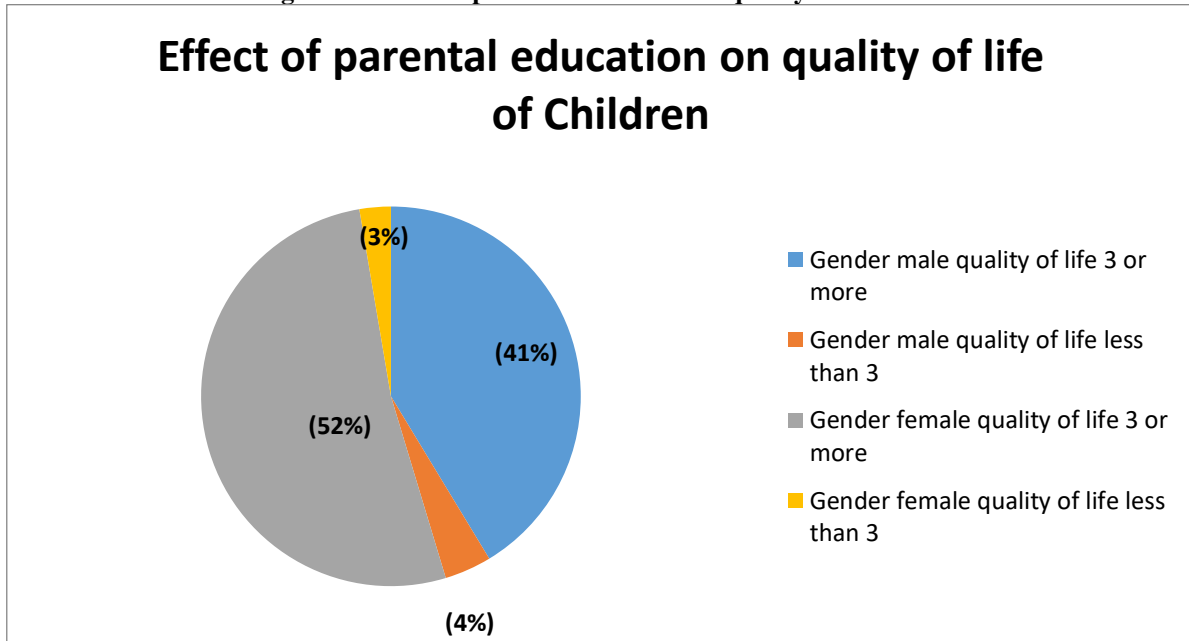
(As per the Likert Scale from a range of 1 to 5, were 1 to 2 is bad Quality and 3 to 5 is Good Quality)

Effect of parental education on quality of life of Children				
Parental education	Gender			
	Male quality of life		Female quality of life	
	3 or more	less than 3	3 or more	less than 3
Educated	62%	6%	78%	4%
Illiterate	27%	5%	14%	4%



Observation: 62% males and 78% female children of educated parents reported good quality of life whereas 6% males and 4% females reported bad quality of life. 27% males and 14% female children of illiterate parents reported good quality of life whereas 5% males and 4% females reported bad quality of life.

Figure 1: Effect of parental education on quality of children.



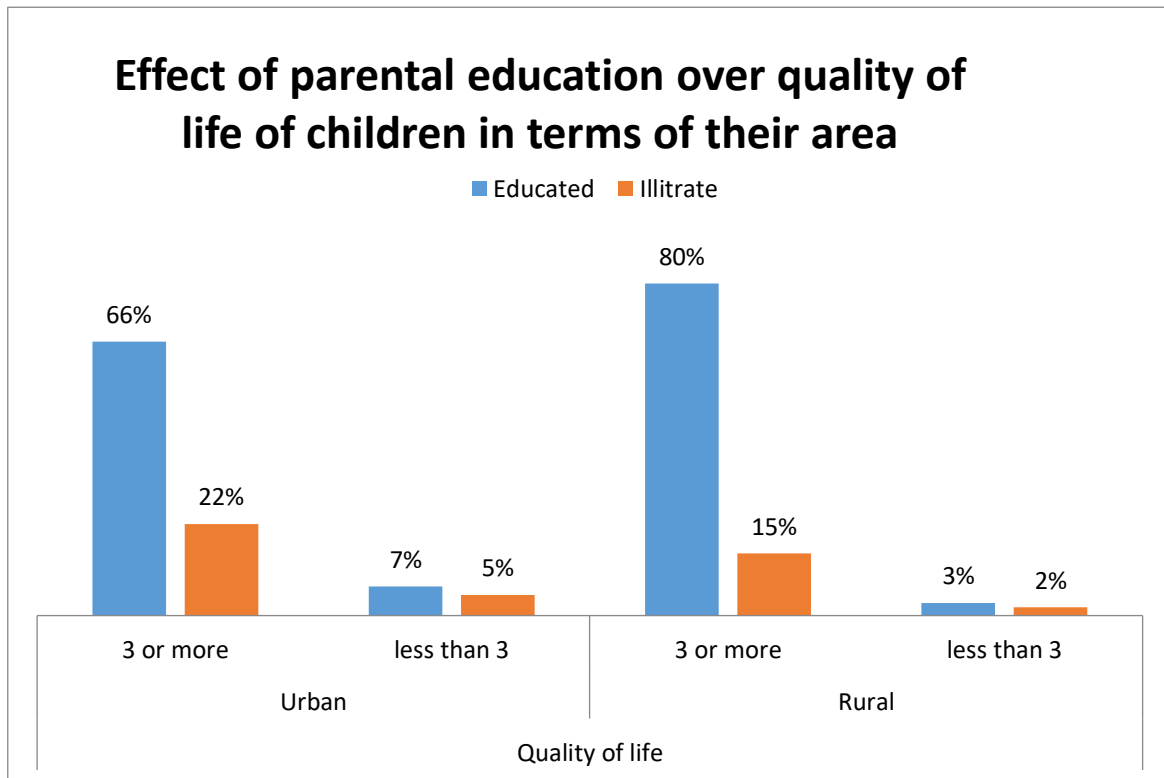
Observation: 41% male 52% females reported good quality of life with the educated parents, whereas 4% males and 3% females reported poor quality of life with educated parents.

Table 8: Effect of parental education over the quality of life of children in terms of their area (As per the Likert Scale from a range of 1 to 5, were the representation of scores are as follow: 1- very poor quality, 2- Poor Quality, 3- Fair quality, 4- Good Quality and 5- Excellent Quality.)

Effect of parental education over the quality of life of children in terms of their area				
Parental Education	Quality of life			
	Urban		Rural	
	3 or more	less than 3	3 or more	less than 3
Educated	66%	7%	80%	3%
Illiterate	22%	5%	15%	2%



Figure 2: Effect of parental education over the quality of life of children in terms of their area



Observation: In urban areas, 66% of educated parents' children reported good quality of life whereas, 7% reported bad quality of life; 22% of illiterate parent's children reported good quality of life whereas 5% reported bad quality of life. In a rural area, 80% of educated parents' children reported good quality of life whereas, 3% reported bad quality of life; 15% illiterate parents' children reported good quality of life whereas 2% reported bad quality of life.

CONCLUSION

Quality of life depends upon the art of living of any child, but it was also proven from our study that the parental education is one of the most impactful indicator that affects the life quality. The education of parents are not in just a mere terms of their personal growth, but rather their educated involvement in the life's of their child and guiding them a right pathway. Apart from the parent education the involvement of child in their routine work, their attachment with their parents and their non-hesitance, also impart a major role in their development and enhance their decision making skills.

Key recommendations

The study recommends the following:

1. The parents needs to understand the needs of child and give them freedom over their decisions.
2. There is a need of some training and skills development in terms of mindful parenting among parents of the rural as well as urban section of our society.
3. The education of the parents and child plays a major role in their own personal growth as well as maintaining the healthy and harmonious relationship with each other.
4. The undue financial as well as familial burdens over the children should be avoided and they should be made free to choose their career pathway.

DISCUSSION

World Health Organization (WHO) defines the quality of life as the perception of an individual of their position in life in the context of the value systems and culture in which they live and about their expectations, standards, goals, and concerns". Typical indicators of the quality of life include physical and mental health, employment, the environment, education, recreation and leisure time, social belonging, religious beliefs, safety, wealth, security, and freedom [1]. So, higher quality of life requires much more than just basic needs. Many types of research show the parental effect on the quality of life of children. It has been discovered in a study that there is a strong relationship between parental education level and child mental health [8]. In recent years, there has been a lot of study on the relationship between parental education and children's schooling. On average, children with better-educated parents have better-educated offspring. A relationship between parental education and children's schooling has enormous policy consequences.



Increasing education today would result in increased schooling for the next generation and, as a result, improved later-life outcomes including health, productivity, and wealth. There is solid evidence that fathers' education has a greater impact than mothers' education; one explanation is that higher educated moms work more in paid jobs and spend less time with their children [11]. Altogether the long-term effects of parenting in a particular way do affect the way a child thinks and grows and the type of parents s/he had and the way parents treated their child can predict how their future life is going to look like [12].

Apart from these studies, the present study aims to assess the impact of parental education on the quality of life of secondary and senior secondary students in rural and urban India. For this study purpose, we formed a questionnaire, and pre-testing was done on a small sample of the population. After that, data was collected randomly from secondary and senior secondary students of rural and urban Indian schools. The questionnaire consists of 26 questions divided into three sections which were categorized as participant consent, demographic details, and questions related to parental education and quality of life. The obtained results were obtained by using Microsoft excel. Verbal and written consent was taken from participants involved in the study and another ethical clearance was taken from the ethical committee of the selected study area.

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