

Impact of Parent's Education and Occupation on Children for Learning Values Through 'Teaching Values' Programme

Rippen Gill and S. Jaswal

*Department of Human Development and Sociology, Punjab Agricultural University,
Ludhiana 141001, Punjab, India
E-mail: sushmajaswal@yahoo.com*

KEYWORDS Education. Urban. Children. Socio-demographic Status

ABSTRACT The present study was undertaken to assess the impact of 'teaching values' programme on 5-7 years old urban children. The study was based upon the sample of 450 children of a randomly selected school of Ludhiana city. A 'teaching values' programme was designed to inculcate eleven universal values in children by means of stories, songs, discussion, art etc. A self-structured socio-demographic performa and 'teaching values' questionnaire was used to collect relevant data for the present study. The results revealed that education level of the parents was not significantly associated with learning values through 'teaching values' programme for children in the experimental group. However, in the control group at 7 years of age the education of parents showed a significant association with learning values. Parents occupation was also not found to be significantly associated with learning values.

INTRODUCTION

The fundamental question that remains the starting point for any consideration of morality is: what is the meaning of morality? Social scientists differ widely on this issue. According to social learning theory, morality is regarded as "internalized control of conduct"; whereas according to cognitive developmental view, morality is seen as a moral decision-making process. These two research orientations differ in their relationship to moral philosophy. Cognitive developmental theory starts in moral philosophy by making the principle of justice and the concept of equality and reciprocity the core of morality, whereas these philosophical problems are of minor importance to social learning theory. The third orientation of research, the psychoanalytical approach, focuses on the development of conscience, of superego and its impact on behaviour.

Moral education is what the schools do to help young become ethically mature adults capable of moral thought and action. Very little of the moral education that inevitably occurs in the schools is formally recorded in objectives. Many aspects of moral education are part of hidden curriculum instead. And though there are no "Moral Aptitude Tests" scores to verify this fact, students do learn. They develop conceptions of what being a good person entails. They learn what their obligations are to the group and to the larger society. They acquire a sense of their rights as individuals.

Development of values is a function of

interaction between many factors. Broadly we can divide them as personal factors and environmental factors. Personal factors point out that development of values may vary due to age, sex and intelligence. Whereas environmental factors indicate that social economic status, parent child relationship, education level of parents', quality of home environment, school environment all play significant role in the development of values in children.

Both parents and educators, now a days, are concerned about their children since they are being increasingly affected by violence, growing social problems and a lack of respect for each other and the world around them. It is assumed that a part of the solution is an emphasis on teaching values to children as early as possible. In view of the above, the present study has been planned with the objective to study the impact of parent's education and occupation on children for 'learning values' through 'teaching value' programme.

METHODOLOGY

The data for the present study was collected from one school of Ludhiana City (Punjab), namely D.A.V. Public school. Four sections were randomly selected from each class/standard i.e. UKG, 1st and IInd class. Two of the four sections were randomly labeled as the control group and the other two as the experimental group. All children who met the criteria of age were selected

from each section and formed the final sample for the given age range. The children of 4½ - 5½ years were considered as 5 years, those in the range of 5½ - 6½ years as 6 years and children between 6½ - 7½ years as 7 years in age. Thus 150 children from each of the three classes i.e. UKG, 1st and IInd grade comprised the sample (N=450) for the present study. The background information was collected from the parents of selected children.

Following in-depth examination of literature, eleven universal values were identified which were either personal or social. A value education programme was then designed to inculcate these among children. These were Peace, Respect, Love, Responsibility, Happiness, Cooperation, Honesty, Humility, Tolerance, Simplicity and Unity. The programme included stories, sharing and discussion, songs, artistic-expression- activities and action-oriented-activities for each value.

Children's knowledge about different values was assessed using a self-structured questionnaire, which was pre-tested for its reliability. Test-retest method was used to find the reliability of the questionnaire. The children were approached in their respective classrooms. The 'teaching values' programme for each value was conducted for one week in each of the selected experimental group. Each selected subjects both from experimental and control groups were assessed for their knowledge about different values using the self structured 'teaching values' questionnaire. Information regarding each of these values was collected using questionnaire and interview method.

RESULTS AND DISCUSSION

The results regarding the distribution of the mean scores of children (5-7 years) of experimental group by education level of the parents are presented in table 1. It is clear from the table that

at 5 years of age mean scores of children in the experimental group where parents were postgraduates (36.288 and 36.57) are almost at par with mean scores of children where parents were graduate (36.52 and 36.34) or undergraduates (36.35 and 36.42). The value of 'F-ratio' (0.35) of both the parents clearly indicate non-significant differences in the mean scores of children with regard to educational level of the parents.

A similar trend from the table 1 can be observed for children of experimental group at 6 years and 7 years of age where statistical non-significant differences were found in the mean scores of children with regard to educational status of the parents. It is also evident from the table that children irrespective of educational level of the parents, remained at par with each other i.e. children of undergraduate parents could score equally well as those of graduate and post-graduate parents. No difference in the mean scores of children was found at 7 years of age in the experimental group with respect to the education level of parents.

These observations indicate that statistically non-significant differences were observed in the mean scores of the children of experimental group by education level of the parents. The children of any age between 5 - 7 years with any educational level of the parent could learn the 'values' equally well through the present 'teaching values' programme. It illustrates that the 'teaching values' programme is effective and cuts down the differences in learning values which were otherwise observed in the control group due to the difference in education level of parents.

Table 2 shows the distribution of mean score of children (5-7 years) of the control group by education level of the parents. It is apparent from the table that at 5 years of age, the mean scores of children of postgraduates, graduate or undergraduate parents were not statistically

Table 1: Distribution of the mean scores of 'all values' combined of 'teaching values' programme for children (5-7 years) of experimental group by education level of parents

Age	Parents	Educational Level			F-Ratio	CD (5%)
		*PG	*G	*UG		
5 years	Father	36.28	36.52	36.35	0.35	NS
	Mother	36.57	36.31	36.42	0.35	NS
6 years	Father	36.97	36.94	36.90	1.35	NS
	Mother	36.95	36.94	36.94	0.33	NS
7 years	Father	37	37	37	0.00	NS
	Mother	37	37	37	0.00	NS

* PG: Postgraduate, G: Graduate, UG: Undergraduate

significant. The observed F-ratio for educational level of father was 0.91 and of mother was 0.75 at five years of age and that was found to be non-significant at 5% level of significance.

It is also obvious from table 2 that at 6 years of age the observed mean scores of children with regard to education level of father (postgraduate, graduate and undergraduate) were 21.57, 20.73 and 20.54 respectively. The F-ratio was observed to be 0.23, which was non-significant at 5% level of significance. Whereas the observed mean scores of children with regard to education level of mother (postgraduate, graduate and undergraduate) were 19.89, 20.06 and 22.67 respectively. The F-ratio was observed to be 2.13, which was again found out to be non-significant at 5% level of significance.

At 7 years of age the mean scores of children were 23.54, 24.12 and 19.95 where fathers qualification was Postgraduate, Graduate and undergraduate respectively. The F-ratio for the same was 3.47, which was found to be statistically significant at 5% level of significance. Statistically significant differences in the mean scores were also observed for children in the control group with regard to mothers' education (F ratio 3.61). Children of graduate mothers scored significantly higher than children of undergraduate mothers.

The above observations revealed that the education level of the parents does not make significant difference in the mean scores for various values for the children at 5 years and 6 years of age. However by the time the child reaches 7 years of age, the education level of the parents has a significant role to play. The education of parents at 7 years of age was seen to make significant differences in learning values in the control group. That is children whose parents were more educated scored more than those whose parents were less educated.

The data in table 3 reveals the results of the difference in mean scores of children between 5-

7 years by occupation of the mother. It is clear from the table that at all age levels i.e. 5 years, 6 years and 7 years, the difference in the mean scores of children of working and non working mothers were found to be statistically non-significant. The t-value at 5 years for children in experimental and control group was found to be 1.44 and 0.38 respectively. It was statistically non-significant at 5% level of significance. Similarly at 6 and 7 years the obtained t-values for experimental and control group were 0.83, 1.07, 0.44, which were again non significant at 5% level of significance. From the above observations it is indicated that the occupation of the mother was not significantly causing differences in learning values through the 'teaching values' programme for children in the experimental and control group across all age levels.

The results regarding the distribution of mean scores of children between 5-7 of age by occupation of father are presented in table 4. It is noticeable from the table that at 5 years of age the mean scores of children in experimental group with regard to occupation of the father (professional, service, business) were 36.548, 36.603, 36.338 respectively. The F-ratio in this respect was found out to be 0.48, which was statistically non-significant at 5% level of significance. Similar results were also observed

Table 3: Difference in the mean scores of the children between 5-7 years of age by occupation of the mother

Age	Group	Difference in mean score	't' value
5 years	Experimental	0.455	1.44 ^{NS}
	Control	0.539	0.38 ^{NS}
6 years	Experimental	0.036	0.83 ^{NS}
	Control	1.426	1.07 ^{NS}
7 years	Experimental	0	-
	Control	0.459	- 0.44 ^{NS}

Table 2: Distribution of mean scores of 'all values' combined of 'teaching values' programme for children (5-7 years) of control group by education level of parents.

Age	Parents	Father			Mother	
		*PG	*G	*UG	F-Ratio	CD (5%)
5 years	Father	18.08	18.02	20.38	0.91	NS
	Mother	17.79	19.22	19.37	0.75	NS
6 years	Father	21.57	20.73	20.54	0.23	NS
	Mother	19.89	20.06	22.67	2.13	NS
7 years	Father	23.54	24.12	19.95	3.47	S
	Mother	23.83	24.12	19.95	3.61	S

* PG: Postgraduate, G: Graduate, UG: Undergraduate

Table 4: Distribution of mean scores of children between 5-7 years of age by occupation of father

Age	Group	Occupation of father			'F' Ratio	CD 5%
		Professional	Service	Business		
5 yrs	Experimental	36.548	36.603	36.338	0.48	NS
	Control	18.970	18.691	18.092	0.16	NS
6 yrs	Experimental	37.0	36.96	36.94	0.83	NS
	Control	21.44	19.014	21.33	0.67	NS
7 yrs	Experimental	37.0	37.0	37.0	0.00	NS
	Control	26.228	22.78	23.478	1.66	NS

for children in the control group where F-ratio was found to be 0.16. At 6 years the F-ratio for children of experimental group (0.83) and control group (0.67) showed non-significant results with regard to occupation of the father. Similarly children aged 7 years, of the experimental group showed no difference in the mean scores between occupations of father. However, it was observed that in the control group mean scores of children of professional fathers were higher as compared to the children where fathers were in service or business. From the above observations it could be inferred that occupation of the father was not significantly associated with learning values through 'teaching values' programme for children in the experimental and control group across all age level.

The present study is in line with the previous studies where Newton (1984) found that socio-economic status of the parents and achievements were not significantly correlated with the stage of moral development in young children. Similarly Srivastava and Romani (1988) found that there were not much differences in the value patterns of adolescents across different socio-economic status of the parents (high, medium, low). The study by Jayapoorani and Arunakumari (1992) found positive association between rewards and learning of moral values among children of 6-12 years of age and emphasized that mother is a very important person for inculcating moral values among children. The present study is confined to children up to age 7 years, similar results have been found for adolescents [Chaudhary and Kaur (1993), Kang and Thakur (2002) Srivastava and Romani (1988)]. Papenoe (1998) and Grusec et al (2000) suggested that parents are the primary source of children's acquisition of values although not the only ones. Further family conditions for modeling values for children have three key processes - forming emotional attachments, being taught prosocial behaviour and learning respect for authority and

compliance with rules. Parents' contributions are important: parenting has adaptive evolutionary origin; long term relationships enable parents to know their children intimately and to be responsive to their behaviour. Walker et al (2000) revealed that interactions with both parents and peers were predictive of children's moral development. Parents provided a more cognitively stimulating environment in terms of verbal interactions. While studying the relationship of parents education and occupation with value system of students, Purang and Sharma (2000) found positive correlation of father's education and occupation with knowledge power, stimulation and social value, while mothers education was found to be correlated positively with economic value. Whereas, father's occupation showed negative correlation not only with economic value but also with stimulation and traditional values. Therefore, it could be concluded that successful child rearing requires the active and continuing physical, emotional, intellectual and spiritual presence of parents in the lives of their children.

REFERENCES

- Chaudhary, M. and Kaur, P.: Impact of home environment on moral values of Children. *Prachi J Psycho-cultural Dimensions*, **9**: 39-43 (1993).
- Grusec, J. E., Goodnow, J. J. and Kuezyński, L.: New directions in analysis of parenting contributions to children's acquisition of values. *Child Dev.*, **71**(1): 205-211 (2002).
- Jayapoorani, N. and Arunakumari, A.: Role of mothers in imparting moral and ethical values among children. *Research Highlights SNDTC Mumbai*, **2**(4): 271-74 (1992).
- Kang, T. and Thakur, S.: Parenting as related to development of moral values and judgement. *Psycholingu*, **34**(2): 137-139 (2004).
- Newton, G. B.: A study of selected factors related to moral development in children ages seven to ten. *Diss. Abstr. Int. A* **44**(9): 2707 (1984) (Cited from Abstr in Education Abstracts Order No.DA 8329192, 1984).
- Popenoe, D.: We are what we see. The family conditions for modeling values for children (1998). from

- www.parenthood.library.wisc.edu/popenoe/popenoe_modeling.html (Retrieved July 16, 2005)
- Purang, P. and Sharma, A.: Relationship of family background with value system of students. *Praachi J Psycho-cultural Dimensions*, **16(2)**: 115-120 (2000).
- Srivastava, S. and Romani, P.: The effect of sex, age and socio-economic status on the value patterns of adolescents. *Manas*, **35(1)**: 43 (1988).
- Walker, L. J., Henning, K. H. and Krettenauer, T.: Parent and peer contexts for children's moral reasoning development. *Child Dev.*, **71(4)**: 1033-1048 (2000).