



Journal of OMEP

Organization Mondiale pour l'Éducation Préscolaire
World Organization for Early Childhood Education

Vols. 7 & 8, No. 1

2011

FAMILY VALUES AND SELF-CONCEPT DEVELOPMENT OF CHILDREN

BY

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Abstract

The study investigated the relationship between family values and self-concept development of primary school pupils in Uyo senatorial district of Akwa Ibom State. To conduct the study, the researchers adopted "Expost Facto" research design. The population of this study consisted of all primary school pupils in Uyo senatorial district estimated at three hundred and ninety-seven thousand, six hundred and one (397,601) pupils. A sample size of one thousand, one hundred and forty (1,140) primary five pupils was drawn from the population. This was obtained through stratified random sampling technique. The instrument for data collection was questionnaire duly validated by experts and was subjected to reliability tests using test-retest method. The data collected were subjected to analysis and interpretation using Pearson Product Moment Correlation. Findings of the study reveal that family values relate positively with pupils' self concept development. From the results, it was concluded that family inculcation of obedience, hard work and honesty, have significant relationship with self-concept development of pupils. From the findings of the research, it was recommended that teaching and reinforcing good values and morals to our children should start from the home before other agents such as the school, peer groups and religious organizations take over. Curricular in pre-primary, primary schools should be redesigned to incorporate the study of traditional African values. Seminars, workshops and conferences on family values should be organized by the government.

Introduction

The family has often been regarded as the corner stone of the society. In pre-modern and modern times, it has been seen as the most basic unit of the social organization, and one which carries out vital tasks such

as socialization, affectionate function, economic function, status transmission and enhancement (Whitecomb, 2007). When a child's foundation is built on sound moral values received from the home, the effect of bad influence when the child begins to interact with the outside world is reduced.

In the recent past, there has been a lot of concern about family values in Nigeria. Agbe (2003) stressed the need for family values in the changing Nigeria society. Each family has values which do not only determine the focus and behaviour of the family, but plays important role in the stability of the home. Every human being belongs to a family that has a set of values that he carries along and which influences his thoughts, actions and feelings. Values involve things that are important to us. Therefore, Okon (2004) stated that we attach values in the family to all sort of things like politics, religion, money, sex, education, helping behaviour, cheating, and stealing. However, families' values differ significantly and vary from family to family, urban to rural, young to old.

Cultural factors, influence of peer pressures, religion, the media and economic factors play significant roles in the present day family values in Nigeria and perhaps are responsible for changes in family values. Time and changes in the factors may have great influence on the Nigerian family values. However, as noted by Okpeh (2004), the principles of right and wrong, acceptable and unacceptable, good and bad still remain the yardstick for deciding on positive and negative values, which to a large extent is influenced by global influences.

Psychologists and sociologists have long been aware of the importance of family in child development. Gray (1996) defined family as a kinship group linked by blood and marriage and occupying a common household. It is the basis of all human societies, as such it assumes certain common and broadly social, economic and psychological obligations towards its

members. Family influence on a child is significant especially when the major part of his life is spent in the home with parent and other members of the family.

Nwosu (2004) observed that the amount of time one spends with a person is one of the main determinants of how significant that person is in his life and how much influence his attitude, values and behaviour will have on one's behaviour and on his attitude towards self. In our society, one experiences that a harmonious and properly oriented family setting contributes to the positive self-concept of a child, on the other hand; a disorganized family setting might produce a negative self-concept (Igbo, 2000).

When parents are warm and loving, their children tend to become extroverted, warm, conscientious, composed and happy. This helps the child to form a positive self-concept. But when they are neglectful, the children become over serious, retiring, aloof and anxious, leading to a negative self-concept (Adamu, 1999).

Harrelson (1996) defined self-concept as an individual's perception of self formed through experience with the environment, interaction with significant others and attribution on his or her own behaviour. A study by Robertson (1991) showed that the way a person sees himself (self image) and what value he puts upon himself (self-image) is clearly crucial in determining the goals which he sets for himself, the attitudes he holds the behaviour he initiates and the responses he makes to others.

Odoemelam and Okafor (2005) asserted that it is the duty of the family to inculcate the expected values and attitudes into the child. These values include honesty, patriotism, love,

obedience, unity, work habits, positive attitude to life and good leadership qualities.

The quality of life of any society depends on the nature of personalities produced by the family through value inculcation. These values keep changing from time to time due to socio-economic and technological changes. Nwosu (2004) noted that the complexities of modern society has created confusion in the Nigerian value system such that even glaringly unacceptable conducts (cheating, indecent dressing, unruly behaviour in children etc) are being tolerated or inappropriately handled to stem the web. This is contributing to the fast decay in our societal value system. Therefore, it is necessary to examine the perceived family values in relationship with the self concept of children in the present day. This will have implication for socialization, education and harmonious living among the different families in Nigeria at large. It is on this basis that this paper examines the family values and self-concept development among primary school pupils.

Research Questions

1. To what extent does family inculcation of obedience relate to pupils' self-concept development?
2. To what extent does family inculcation of hard-work relate to pupils' self concept development?
3. To what extent does family inculcation of honesty relate to pupils' self-concept development?

Hypotheses

The following hypotheses were formulated based on the research questions raised:

1. There is no significant relationship between family inculcation of obedience and pupils' self-concept development.
2. Family inculcation of hard work does not relate significantly to pupils' self-concept development.
3. Family inculcation of honesty has no significant relationship to pupils' self-concept development.

Research Methodology

The researchers adopted ex-post facto design for the study. The population of the study consisted of all primary school pupils in Uyo senatorial district from 372 public primary schools and 170 private primary schools estimated at 397,601 pupils.

A sample size of one thousand, one hundred and forty (1140) primary five pupils was drawn from the population. This was obtained by finding 50% of the total number of primary five pupils. Fifty-seven (57) schools were systemically selected for the study. Ten percent (10%) of the total number of schools in each Local Government Area was selected thus: In each primary school, 50% of the total number of pupils both male and female in primary 5 classes were selected. The ages of pupils covered for this study were between 10-13 years in the assumption that the majority of primary school pupils are in their late childhood and would understand the language of the questionnaire and provide accurate information about themselves. The rationale for involving these groups of pupils is because their level of education will enable them to read with understanding. Stratified random sampling technique was used to select schools for the study while simple balloting was used to select respondents from each of the schools. The researchers did the reading of the questionnaire while the pupils were

required to carefully tick the appropriate option.

The instrument used for the study was the Family Values and Self-concept Questionnaire (FVSCQ). It was a researcher made instrument designed using a 4 point Likert-type scale of measurement comprising three sections, A, B and C. Section A sought information on the respondents' personal data, section B sought information to identify variables of the study such as obedience, honesty and hard work. Section C sought information on self concept of pupils. There were 18 items in all.

The instrument was subjected to a test-retest analysis using Cronbach's Alpha technique on fifty (50) respondents who did not form part of the main study. The reliability coefficient ranged from 0.854 to 0.958. These values were high enough to justify the use of the research instrument.

The researcher administered the instrument to the sampled schools. Questions were entertained from the

respondents to enable them correctly complete their questions. Pupils were demanded to give true and unbiased responses to the items in the questionnaire. It took three weeks to administer the instrument in all the selected schools. All statements favouring family values and self concept development of pupils were scored as follows: Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. Conversely, all statements not favouring family values and self concept development of pupils were scored in the reverse as follows: Strongly Disagree (SD) = 4, Disagree (D) = 3, Agree (A) = 2, Strongly Agree (SA) = 1.

Data Analysis

The data obtained were analysed using Pearson's Product Moment Correlation(r).

Results

Hypothesis I: There is no significant relationship between family inculcation of obedience and pupils' self-concept development.

Table 1

Pearson Product Moment Correlation Analysis of the relationship between family inculcation of obedience and pupils' self-concept development.

(N= 1140)

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r
Inculcation of Obedience (x)	EY 21104	Ey ² 395732	1389097	0.707
Self-concept Development	.74811 4	916283		

Significant at 0.05 level, df = 1138, critical r = value 0.062.

Table 1 above presents the critical r-value as 0.062. This value was tested for significance by comparing it with the calculated r-value of (0.707) at 0.05 levels with 1138 degree of freedom. The obtained r-value (0.707) was greater than the critical r-value (0.062). Hence, the relationship is significant. The result therefore means that family inculcation of obedience has significant relationship with pupils' self concept development.

Hypothesis 2

Family inculcation of hard work does not relate significantly to pupils' self-concept development.

Table 2

Pearson Product Moment Correlation Analysis of the relationship between family inculcation of hard work and pupils' self-concept development.
(N= 1140)

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r
Inculcation of Hard work (x)	EY 19811	Ey ² 348951	1304284	0.741
Self-concept Development	.74811	4916283		

Significant at 0.05 level, df = 1138, critical r = value 0.062.

Table 3

(N= 1140)

Variables	$\sum x$	$\sum x^2$	$\sum xy$	r
Inculcation of Honesty (x)	EY 22319	Ey ² 440945	1468432	0.720
Self-concept Development	.74811	4916283		

Significant at 0.05 level, df = 1138, critical r-value = 0.062.

The above table 2 presents the calculated r-value as 0.741. This value was tested for significance by comparing it with the critical r-value (0.062) at 0.05 levels with 1138 degree of freedom. Hence, the relationship is significant. The result therefore means that family inculcation of hard work has significant relationship with pupils' self-concept development.

Hypothesis 3

Family inculcation of honesty has no significant relationship to pupils' self-concept development.

The above table 3 presents the calculated r-value as 0.720. This value was tested for significance by comparing it with the critical r-value (0.062) at 0.05 level with 1138 degree of freedom. The obtained r-value (0.720) was greater than the critical r-value (0.062). Hence, the relationship is significant. The result therefore means that family inculcation of honesty has significant relationship with pupils' self concept development.

Discussion of Findings

The result of the study as presented in table 4.1 was significant because the obtained r-value (0.707) was greater than the critical r-value (0.062) at 0.05 level with 1138 degree of freedom. This result implies that family inculcation of obedience has significant relationship with pupil's self-concept development. The significance of the result is in agreement with the opinion of Fafunwa (1991) that one of the cardinal objectives of traditional education was to inculcate into a child obedience and respect for adult members of the society. This objective is so important that it is the responsibility of every adult member of the family to enforce this value on the young member of the society. The result has confirmed the earlier observation by Adejoh (2006) that parents should wake up to their responsibilities by inculcating in children right from the early stages of development, obedience and respect for elders and those in position of authority as this is likely to help them grow up with positive self concept to exhibit in later life.

Jason (2007) that it is up to every family to implement the obedience process with those who are caretakers of their kids since it is what

you give the child's early life which will determine his later behaviour. The finding of Ellis (1998) is in support of this result that from a very young age, Nigerian children are taught to cultivate respect for parents and others who are older than them.

The result of the data analysis in table 4.2 was significant because the obtained r-value (0.741) was greater than the critical r-value (0.062) at 0.05 level with 1138 degree of r-value (0.062) at 0.05 level that family inculcation of hard work has significance relationship with pupils' self concept development. The significance of the result is in agreement with the idea of Hinckley (2002) who observed that the home is the seedbed of all the true virtues like hard work. If proper values are not taught in the home, they are not likely to be taught at all and the children will grow up to learn other values like laziness, idleness, greed etc and exhibit nonchalant attitude in their later age. Ajayi (2001) supported this assertion that children who participate in the responsibility of a home learn discipline, responsibility and respect for hard work. Smith (2002) opined that certain values such as hard work and services should be part of every family's values and added that children who learn and follow these values are more likely to make wise decision when they are older. The significance of the result is also in agreement with the findings of Okpeh (2004) that character training is the cornerstone of African traditional education, which emphasis social responsibility, job orientation, political participation, spiritual and moral values.

The result analyzed on table 4.3 was significant because the obtained r-value (0.720) was greater than the critical r-value (0.062) at inculcation of

honesty has significant relationship with pupils' self-concept development. The significance of the result is in agreement with the opinion of Lipton (2005) that family members should strive to convey their feelings, honestly on their faces, so that this could help children co-ordinate their proper self-image for long term gain for an ideal society. Idowu (2002) also said that parents are honest with themselves when they get to know themselves on a deeper level. According to him, this could help children if such families become more self-accepting. It could also help them make choices about how to spend time and who to spend time with. The significance of this result is also supported by the findings of Alemika (2003) who revealed that values that should be inculcated at the family level include respect, hard work, honesty, truth, humility, self-discipline, loyalty, cooperation, responsibility and integrity to prepare children for meaningful life in future.

Conclusion and Recommendations

Based on the findings of this study, it can be said that family inculcation of obedience is an essential factor in developing a positive self-concept of primary school pupils. It is also reasonable to conclude that family inculcation of hard work and honesty relate positively with the development of pupils' self-concept.

It is worth noting that values and self-concept are acquired early in life and are developed at a later stage in life. Therefore, any effort to inculcate the societal and family values had to begin from day one. Parents need to start from the home to teach and reinforce good values and morals to their children before other agents such

as school, peer groups and religious organizations take over.

Since all the variables are identified as the content of traditional African values, curricula in pre-primary, primary and post-primary schools should be redesigned by Government through Ministry of Education curriculum planners to incorporate the study of traditional African values alongside moral instruction.

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