Parental Participation in Promoting Morality of Students

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Abstract

Morality is a guideline desirable behaviour. It operates in the personal conduct of the learner and also affects his/her role in social life. It brings prosperity and makes social life secure and peaceful. The purpose of this study is to study the parental participation in promoting morality of students at Watbangplanak School, Chachoengsao Province Thailand. It seeks to study the problem and to present models of parental participation in promoting morality of the students.

The 145 samples are deliberately selected from parents of Prathomsuksa 1 to 6. The questionnaire was used to collect data in the following five respects such as (i) self-discipline, (ii) politeness, (iii) honesty, (iv) thriftiness, and (v) responsibility. The data are analysed by using frequencies and percentage and tabulated with description.

The results of this study show that the parents participated responded in the highest to the aspect of politeness. It is expected that students should pay respect for parents and teachers. Next is order is thriftiness expecting the students to use money wisely. Then honesty implies that students should keep words or do not to speak lies and self-discipline so that the students should follow the rules of good behaviour. The problem of the study deals with the need of parental participation in promoting morality of the students. Most parents hardly encouraged their children to respect to the Thai national anthem at 8 am and 6 pm, to be patient, to use efficiently natural resources, and to use wisely their leisure times. Models of parental participation in promoting morality of the students include most parents suggesting to promote their children’s morality in respect of particularity, gratitude, sharing an hour’s work with parents, to behave polite, to save money, and to keep promises.
Introduction

The Ten National Economic and Social Development Plan (2007-2011) mentioned about the changes necessary in the developmental context in the times of globalization. It brings out Thailand’s Situation and Directions of Adaptation that Firstly, Thailand faces a crisis of values which is a result of the inflow of foreign culture through mass media and information technology with no filtering and selection of what is good or appropriate, resulting in a decline in virtuousness and morality especially among children and youth. Moreover, the number of websites with pornographic content has steadily risen. A decline in ethics of mass media including television, press and electronic media has resulted in dissemination of negative information. As a result, values and behavior are increasingly marked by materialism and consumerism. Public consciousness, generosity and mutual assistance have begun to decline, leading to more social problems such as juvenile delinquency, broken families, drugs and crimes. Social institutions responsible for instilling morality, values and discipline into children and youth have begun to decline. Family institutions, particularly the extended family, have less of a role in instilling ethical standards, raising and educating children due to a more individualistic lifestyle and economic pressure. As a result, relationships between family members have become distant and the divorce rate has increased while more than 40 per cent of families are not economically independent. At the same time, modern lifestyles result in a decline of religion and faith. More than 30,000 places of worship around the country are mainly visited by the elderly. With regard to educational institutions, such institutions used to work closely with family and religious institutions in instilling moral standards and social skills into children and youth, but the situation has changed. At present, education focuses more on memorization and certificates rather than practical application of knowledge. Moreover, it is not connected with community ways of life.

Therefore, the cultivating of morality to children who are the future of the nation has become the principal objective of the Tenth National Economic and Social Development Plan. For this, it proposes to provide opportunities for learning combined with integrity and morality by creating linkages between families, religious institutions, and educational institutions. It also seeks to enhance health services, balancing among health care, promotion, prevention, treatment and capacity rehabilitation. It desires to attain the goal and to improve the security of life and property in the nation. It is in line with the National Education Act of A.D 1999. Section 6 of the National Education Act 1999 states that Education shall aim at the full development of the Thai people in all aspects: physical and mental health; intellect;
knowledge; morality; integrity; and desirable way of life so as to be able to live in harmony with other people. **Section 23** the National Education Act that Education through formal, non-formal, and informal approaches shall give emphases to knowledge, morality, learning process, and integration of the following, depending on the appropriateness of each level of education, and **Section 9** brings out the plan of in organizing the system, structure, and process of education, the following principles shall be observed of such as Partnerships with individuals, families, communities, community organizations, local administration organizations, private persons, private organizations, professional bodies, religious institutions, enterprises, and other social institutions.

**Parental Involvement in Children’s Education**

The social significance of the involvement and participation of the parents in the learning of their children is acknowledged at all levels of the processes of education. The majority of all learning processes on all age levels, in all kinds of instructions and in the whole variety of educational fields take place in a social context. Learners participate in families’ classes, groups and social systems that considerably influence all the aspects of the learning process. Within the social context, observational and imitational learning is of almost importance. Parents, peers, instructor or trainers are effective models for the learners. Parents participating in the educational activities off their children need to perform roles of models, informants, givers of incentives and disincentives, instructors of what is desirable and what are not, observers of behavior and promoters of positive educational environment to their children. It is necessary before their active involvement in the learning of their children that they should establish proper rapport with their children. Acceptance of parental participation is needed for such an endeavor. In the state of Kerala India, a district had the percentage of passing of X examination in the range of 35% in 2000-2001 and 41% in 2001-2002. In 2006, the teachers and the parents began to monitor students progress did not change considerably by the first two-three years but in 2009-2010 it ruse to 84% and then in 2010-2011 it reached the stage of 89% within reach of the state level percentage of 91%. This brings out the fact that parental involvement yields high benefits in terms of the academic attainments of those children who have positively accepted the parental participation in their learning. Close co-operation, associative activities and volunteering help and mentoring the process of learning are some of the activities in learning in which parents can participate. Such involvement encourages learners to reap benefits such as climbing the desirable steps in the progress development of their learning. These steps and the desirable progress of the
children can be closely observed by the parents. Parents and teachers in such a scenario work in close association and co-operative spirit. Parents become suppliers of those requirements which are necessary in the academic attainments. Parents can make their children avail of the latest technological instructional models. Parents participate in programs that boost self-confidence among the children. It is possible for parents to make the social context suitable for the learning activities of their children.

In addition, the important role of parents involves them in promoting the learning of their children. The parents can play a role of participation in the process of education. Approaches and methods are important and necessary. This parental make children get benefits and features which are desirable and which enable them to gain the potential to grow as individuals in society.

The process of interaction between the parents and children that influence the development of the children

1. The parents should act as models for children. The children will imitate adult behavior by adults intentionally or unintentionally.
2. The parents should explain what to do or not to do.
3. The parents should inform the rule of the house. It represents what the child must abide and parents continue monitoring.
4. The parents should use the system of eulogizes and punish.
5. The parents should mark the behavior of children. This may make children feel guilty or ashamed for unexplained reasons to change their behavior.
6. The parents should set the intellectual environment for promoting to provide food, clothing, toys, and school supplies.

The process of the above will be used differently by different children, socio-economic status of families throughout learning, and value of parents and technological progress. The studies of the involvement of parents were result of students’ learning in childhood and adolescence. Many students succeed in school and the parents do not participate in their study directly. This may come from a variety of reasons, such as teaching a very good relationship with the adults around them, and self-confidence.

The creation of a role of the parents

Parents participate in the education of children because they want to should the responsibility of carrying out the role of parents, including their own participation in the education of children. The role of parents is based on the ideas about the role of parents. The
initial idea directs them to the lessons learned from observing their parents’ behavior. The role of parents was very important for the parents of the present generation. They realize that the participatory process allows parents to build imagination and expectation expressed in any activities associated with the expression of this role. The parents need to believe that they have the ability and time needed to participate because they have the ability to help children succeed in school. This belief is based on four grounds such as (i) to match the success of the participation in activities, (ii) the experiences of others who succeed in being involved, (iii) an invitation from someone else suggesting that parental participation brings the benefits, and (iv) parents acquire the sense of responsible role-playing so that their success as parents is proved.

Parents choose to participate in the education of children by being involved in the education with different ways (a) to assist parents in raising children, (b) communication between home and school, (c) parent volunteers help students in different groups of parents to help each other, (d) parents have the opportunity to participate in the decision of the parents to take part in the cooperation between schools and the community.

**The importance of morality for Thai society**

The promotion of morality needs to be implemented for the young people in Thai society. It is essential that action be taken in their respect as well. Most of the social problems occur due to the lack of ethics in mind, and the same will be more if the problems continue to persist. The current development is towards materialism, free trade and open markets.

**Principle of enhancement of the morality of students**

In the current times, environment and social conditions have changed dramatically. The temptations encourage social influence. Therefore, there should be the moral instruction for the students. Principles of enhancement of the morality consist of the following three steps:

1. Value Clarification
2. Moral Reasoning
3. Behavior Modification

3.1 Students have to imitate action of behavior through
   - Shaping
   - Modeling
3.2 Students have a good behavior in respect of
   - Contingency Management
   - Self Control

3.3 Reduce the frequency of behavior that have already reduced or cut out
   - Extinction
   - Punishment
   - Reprimand
   - Over Correction
   - Response Cost

**Conceptual framework for the Enhancement of the morality of students in Thailand**

1. Most of the creative morality and social value of children are acceptance activity groups. Specially, teaching and learning should follow the cardinal principle of creative cooperation.

2. The family will be the first point of the creative personality such as attitude, social value. Specially, the parental responsibility is the most important fact for training children.

3. Planning and designing for teaching and learning should offer children to know about the practice of moral conduct so as to understand the reason of action. The action is unwarranted and the action pursues a reasonable goal to intentions and tries to follow the target behavior just before the finishing line.

The parents who get involved with the school to set morality of the students would make the teaching of morality more effective. Especially, the students who are studying at primary level at Watbangplanak School study in the school in a village under the government recognized. People in the communities looked between urban and rural society and most of them are occupied in agriculture.

Therefore, this study aims to study ways of participation of parents in promoting morality of students. The focus is on five aspects of moral behavior such as self-discipline, politeness honesty, thriftiness and responsibility. These are important and need to be inculcated among children. For moral development, mental development in conjunction with the development of intelligence and its application to in social life will bring out the blaming their full potential of such an endeavor.
Conceptual Framework

Creative co-operation, the focal family life and instructional planning are the composite features of the framework of enhancement of morality of students. Value education can very well be imported to the learners through parental participation. Parental participation leads to change in behavior and change in the improvement of personality traits. Civic sense is better imbibed through the teacher and parental co-operation among the group of learners that is instructed through such involvement of learners, teachers and parents. Loyalty, truthfulness, democratic principles of liberty, equality and brotherhood, positive thinking and other moral values are inculcated through the involvement of parents in the learning process. Group dynamics has proved to be effective in respect of social behavior, for example, immunization among children has become so universally acknowledged that eradication of polio and other ailments has become possible. The first group with which interacts is the family. It is on account of the close and constant co-relation between the learner and his/her parents that the learning activities are appropriately absorbed. Moral education gets a boost through the parental involvement related to the process of learning. Morality is related to the conscience which is the ability that enables an individual to distinguish between what is good and what is evil, what is right and what is wrong. Moral value is something that is attached to truth, goodness and beauty and that opts for the path of righteousness of conduct. Parental participation helps in getting trained in moral education.

Purpose of the study

The study intends to attain the purposes stated below;
1. To study the parental participation in promoting morality of students,
2. To study the problems related to parental participation in promoting morality of students,
3. To study the models of parental participation in promoting morality of students,
4. To study the result of parental participation in promoting morality of students and,
5. To study the procedure of data collection and data analysis of the responses to parental participation in promoting morality of students.

Methodology

Sample

The 145 sample were purposively select from parents of Prathomsukas 1 to 6 Chachoengsao, Thailand
**Instrumentation**

A questionnaire was developed for the study. The questionnaire was divided into three parts; part 1 asking Information Background, part II asking the parental participation and problem in promoting morality of students, part III asking model of parental participation in participation in promoting morality of the students.

**Data Analysis**

The data collected was encode and statistically analyzed with the program called SPSS for Window. The statistics for data analysis is frequencies and percentages and tabulated with description.

**Results**

1. The parental participation in promoting morality among students has obtained the following results: (i) Politeness; Promotion of politeness among student is to show respect for their parents, teachers and adult. (ii) Self-discipline; Promotion of self-discipline among students to be care of drug addiction, to follow the practice keeping an object in its place after its use, to teach the students to be on time, to be punctual. (iii) Thriftiness; Promoting of thriftiness among students by enabling them to recognize the value of savings, to be recognized the importance of taking care of their property and suggest spending as necessary, but not to spend lavishly and to encourage to recognize the value in the articles. (iv) Honesty; Promotion of honesty among students by instructing them to train a person with integrity, not to be corrupt, not to steal. (v) Responsibility; Promotion of responsibility among students by teaching them to encourage actual conduct in practical promoting a good behavior giving warnings to the offenders for lack of morality, helping in work and practice work at home.

2. Problem of parental participation in promoting morality of the study had summary of each of the following: (i) Self-discipline; to advised students to pay respect to the Thai national anthem of 8.00 am and 6.00 pm, and recommend merit regular prayer before going to the bed. (ii) Politeness; to train students how to wait, and not to show any symptoms of hurry. (iii) Honesty; to promote among students knowledge about good manners in society. (iv) Thriftiness; to train students to know the use of natural resource and to bring about the need of recycling of resources. (v) Responsibility; to encourage students to engage in activities in spending for benefit, and raising awareness of volunteers to help others.
3. Models of parental participation in promoting morality of the student that most parents suggest to promote their children’s morality as following: (i) Self-discipline; punctuality to be on time, respect rules and regulations of the society by setting situation in due order. (ii) Politeness; model behavior/conduct to be polite according to the practice of adult and should respect parents and the parents themselves behaving as good model in terms of model behavior. (iii) Thriftiness; to save their money so that the children know how to spend all is only necessary and teaches the management financial through their own example. (iv) Honesty; to keep promises, not to speak lies, not to steal or defraud others. (v) Responsibility; to show gratitude by students through suitable action, to share at least an hour’s work with parents, to carry out specific assignments and deliver as per the schedule of work at home.

References
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