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PARENTAL ATTITUDE AS CONSTRAINT TO FAMILY VALUES ?

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Abstract

This qualitative study aimed at exploring the need to instill familial values in the daily life of secondary school students. The study respondents comprise five secondary school teachers who teach five subjects related to the topic of the family. The researcher used the technique of semi-structured questionnaire, observations, video recording and document analysis in the process of data collection. The results showed that the issues of validity and trustworthiness can be managed through using four main methods, namely triangulation, peer review, audit trail and prolonged engagement. The Atlas software was used to analyse questionnaire transcription and construct the theme in this study. Results showed the parental factor as impeding the application of familial values in student life. Accordingly, parents need to play a pivotal role in instilling familial values in daily application that can serve as guides in the life of the family and society. Hence, all sides especially parents need to pay full attention and give priority to the elements of instilling familial values at home so as to ensure its implementation fulfills the needs of a challenging contemporary life.

INTRODUCTION

The Malaysian traditional society is marked with traditions that are characterised by Eastern values. The regulations imbued in the life of the Eastern society typically include customs, laws, family guidelines and social mixing, that together created a Malaysian society known for its graciousness and courtesy since time immemorial (Nurul Raihana & Norila, 2016). Over time however significant changes occurred in the socialization of the Malaysian society resulting in the emergence of modern social ills such as gangsterism, hedonism, drug addiction and unwanted babies that frayed at the social fabric and eroded humanistic values. Such social problems need to be addressed carefully and with all wisdom. Appropriately, the institutions of the family and education should serve as crucial platforms to arrest such negative phenomena from becoming a social cancer in a society traditionally imbued with the fine essence of Eastern culture at its core (Mohamad Khairi, Mohd Zailani, Mohd Yusof Alis & Nurfasihah, 2017).

Given the enormity of the social problem it is not surprising that various initiatives were taken by different groups to handle the predicament. Indeed, the effort to rehabilitate the moral tribulations of our youth cannot be taken lightly. In this light, proactive measures need to be carefully planned and progressively implemented to rehabilitate the moral problems of our youth. They after all constitute an important sector in the nation's human capital for the future benefit of society and country (Abdul Aziz, Abdul Razaq & Abdul Malik, 2016).

BACKGROUND TO THE STUDY

In handling the moral problems of our youth the Malaysian Ministry of Education (MoE) has taken various actions as referred to in the country's education plan the *Pelan Pembangunan Pendidikan Malaysia* (PPPM 2013-2015) to involve the relevant public institutions and also those in the private sector. The importance of instilling virtuous values has long been a government agenda that has successfully developed a Malaysian society of balanced individuals in aspects of intellect, spiritualism, emotional and physical health (Mohammad Khairi & Mohd Zailani, 2017). In cognizance of the role of schools as receptacles in producing human capital destined for namely the *Kurikulum Bersepadu Sekolah Rendah (KSSR)* and *Kurikulum bersepadu sekolah Menengah (KSSM)*. These were formulated to include the instilling virtuous values and their merging across curricula and facilitation (PdPc). To realise these efforts the curriculum development centre, *Pusat Perkembangan Kurikulum* (2005) has outlined 17 virtuous values that can be taught across curricula in the ambit of the PdPc.

The family is closely linked with instilling virtuous values and represents the entity that most cultivate such values. As such, studies on familial values have long been endorsed seeing that family members do play a leading role in instilling virtuous values in the students. Such studies have become an important agenda among researchers in both East and West. Epstein Joseph (1996) stated that familial values are acquired from the mothers but heard from the fathers. Michael Sorkin (2001) viewed such values as beneficial in families that are continuously undergoing changes. Adoption of social values should be considered commendable in daily living (Thornberg & Ebru Oğuz, 2013).

Good family values guide members to be virtuous and are important in developing individual personality (Klamer, 2020; Stephen Muers, 2020).

Family education in Malaysia is inclined to instill familial values across curricula in several subjects including Moral Education, Islamic Education, Home Science, Civic Education and Physical Health Education (Rahimah, Ab.Rahim & Siti Sa'adah, 2017). It cannot be denied that parents must shoulder the obligation of instilling familial values in their children as desired by the MoE considering that they receive their first education at home before teachers assume the responsibility in schools. Desired familial values represent the indicators for moral development to immunise children from negative activities while instilling good values as adopted by the family (Mohamad Khairi, 2017; Siti Aisyah & Latifah, 2017; Siti Sa'adah, 2017).

Siti Sa'adah, Rahimah, Ab. Rahim dan Fathiyah (2017) explained that the government, in its concern to engender human capital with balanced personalities, has fully emphasised the teaching of family values that encompass family-based subject matters. Accordingly, various problems inherent in the family institution that constraint the development of the human capital need to be handled as effectively as possible. Teachers with superior competency, and with option in their teaching subject, are the primary assets in realising this objective (Haslina, Noor Shamsinar, Mohd Pisol, Mohd Izzudin & Mohd Salihin, 2017; Rahimah, 2012). As such, the effort to instill familial values must be given full emphasis by teachers since there are students who prefer to intimate their problems to teachers of their choice (Mohammad Khairi & Mohd Zailani 2017), and are more persuaded to counsel by their teachers rather than by their own parents (Kikas, Marja-Kristiina & Pirjo-Lisa, 2016).

Although the elements of applying familial values are taught by teachers with competency and subject matter option in their respective fields, parental contribution towards successfully producing a loving society is well acknowledged. Mohammad Khairi, Mohd Zailani, Mohd Rahim, Alis, Muhammad Dzahir and Nurfasihah (2016) listed various factors, including hectic life of parents, limited quality time with children and restricted communication with them, as constraints to creating such a society. Additional problem factors include lack of religious upbringing among parents and their failure to protect the children from negative social influence (Absha Atiah Abu Bakar & Mohd Isa Hamzah, 2019; Rohana Tan, 2016). The factor of problematic and broken family life exerts the biggest negative implication (Marini Kasim, 2017). Gough & Killewald (2011) also added the factor of social problems among youth due to poverty and joblessness. Accordingly, these various aspects as identified need to be duly handled so as to ensure that the objective of the KPM to produce a generation with noble moral values can be realised.

OBJECTIVE AND QUERIES OF STUDY

The objective of study is to explore the application of familial values by secondary school teachers. The question under study is what are the constraints faced by the teachers in instilling these familial values among the students and the implications on their lives.

LITERATURE REVIEW

Every family member needs the presence of each other. The responsibility of the parent is to fulfill the biological needs of their children such as food and clothing as well as adequate safety throughout their growing up period (Muzairiah, NorulHuda, Nur Jana Saim & Fauziah, 2018). This parental responsibility requires top priority which stretches initially from their education at home, and later into their schooling days up to tertiary level. Any negligence or deficiency in parental observance may result in limitation in behavior or negative impacts on the children. Problems of school discipline or social dysfunction among youths are very much related to parental failures in adequately dispensing their responsibilities towards children upbringing especially in their teenage years (Harun, 2018). Hasibuan (2016) stated that the development of self identity must be supported by comprehensive parental skills with adequate knowledge to enable them to manage family problems.

Bronfenbrenner (1994) detailed out the growth in children's socialising environment which exerts a considerable impact on their mental development. Children undergo their growing up process according to the environment of the family, the neighbourhood, friends, teachers and school and finally that of the larger society (Bronfenbrenner, 1994). Al-Ghazali, (1998) emphasised the importance of moral upbringing as basis to human virtue. As such, Moral Education according to Imam al-Ghazali should be the basis of living as guided by moral examples of virtuous personalities to raise a Malaysian society in the mould of an accomplished, wholistic and balanced person (Insan Rabbani), God-centredness (Taqwa), with commendable characters that are shielded from vile deeds. A strong family bond can serve as the support in achieving happiness and harmony in later life (Azis, 2017). Consequently the lives of children that are colourful and steeped in happiness have become the focus of every family.

Family values should be followed in many aspects of life. The first obligation in building the family foundation is the need for love and responsibility (Sirriyeh, 2015). Parsons, Talcott, Robert, James, Morris and Philip (2014) agreed that a strong foundation is prerequisite in developing a family capable of fulfilling its dreams as well as raising children capable of realising such dreams. Values such as thrift and prudence in spending will help in family budgeting to hedge against financial problems that often become the source of family dysfunction (Fadillah, 2016).

Mutual cooperation, mutual help and mutual respect have been deeply ingrained custom and have become synonymous with Malaysian society (Rozali, 2017). Social consciousness on the importance of preserving these values should continue to be deeply rooted in the life of the community. Beginning with the family, the social system expands to envelop the life of the community which has become the repository and protector of eastern values and customary traditions (Siti Noor Fazariah, Mohd Rusdy & Hatta, 2014). If the parents fail to dispense their responsibility to instil familial values in the children when young, then the onus falls on the teachers in their school (Huizenga, Voogt, Ten Dam & Admiral, 2017). According to Hsin and Felfe (2014), the role of the teacher is incapable of replacing the role of the parents since the children spend more of their developing years with them rather than with their teachers.

The results indicate the importance of implanting and instilling familial values and knowledge in children. As such, any constraints arising from parental weakness need to be overcome. Pragmatic steps should be thought out so that

parents may clearly understand the efforts to surmount these flaws in educating their children. The objective is to ensure the noble desire to produce human capital to potentially inherit the leadership of the country in reducing social problems among the youth.

METHODOLOGY OF STUDY

Design

The study employs a qualitative approach with an experimental design for single case multiple places. The qualitative approach was chosen since the application of familial values is a complex process which requires clear and comprehensive information (Crewell, 2013).

Sampling

The technique of purposive sampling was adopted to examine the teaching process and learning employed by secondary school teachers in teaching family themes. The samples chosen are known as respondents which comprise five teachers with experience in teaching family themes in secondary schools.

Data collection

Four methods of data collection were used.

- (a) The main approach used is the in-depth interviews to obtain answers for every question. A semi-structured interview approach was employed to obtain a picture of the real situation which is otherwise not available through direct observation. In this method, at the initial stage of the interview, the researcher builds a good relationship with the respondent through questions on personal background and the given tasks. Consequently, in-depth interviews are conducted to obtain answers related to family values, how these are instilled in the PdPc, the importance of applying these values and the constraints faced by the respondents in handling the PdPc on the family theme.

Most importantly, the researcher should maintain a continuous relationship with the respondent since data collection needs to be repeated until fully complete. Throughout the in-depth interview an MP3 'Record & Play' transcribing machine was used. All the interviews were so recorded for ease of data collection and management, and in aiding the researcher in the transfer of data from radio recording to transcription form.

- (b) The second method of data collection is to observe the teaching process. Observation was made by the researcher when the respondent was undertaking the PdPc on the family theme. Through observation, data on the physical situation and the condition of student interaction are recorded. The researcher also undertakes in-depth observation on the respondents in the class room, using video recording. Such recording is necessary for quick reference to source out data and perform easy transfer in the form of menus. Subsequently, the researcher records the observation data using the observation protocol.
- (c) The third method in data collection is the field notes. All brief information, such as interview memorandums, teaching observations and documents for later analysis, are included in the notes.

- (d) The fourth method is document analysis used as a source of data. In this study the teaching record book *Buku Record Mangajar*, was analysed. In addition, other documents were utilised including the curriculum, analyses of the curriculum for the subjects ERT, PSK, PJK, P Islam and P Moral, and also reference books and students' exercise books.

Validity and Reliability

- (a) Three methods were used to determine the internal validity of the study. In the first method, questionnaire questions were verified by the examination panel prior to conducting the pilot study. In the second method, a triangulation was conducted using various data collection approaches such as questionnaires, teaching observations, field notes and analyses of several documents as additional sources of data. In the third method, results were examined by two peer examiners.

An external validation was conducted on the study by the researcher, through in-depth analysis in clear and detailed fashion. The researcher undertook extensive readings to review the results of past studies.

- (b) Four methods were employed to determine the reliability of the study. In the first method, the criteria for detailed selection of respondents were explained. Secondly, the triangulation method was used in data collection process. Thirdly, audit trails were used as detailed reference documents to explain how these are collated and analyzed to ensure data validity. In the fourth method continuous connection was maintained with the respondents throughout the study period.

6.0: RESULTS

Results showed that the constraints faced by teachers in the application of familial values are the factor of teachers themselves and others. The latter factors include both student and parental attitudes.

6.1 Student attitude

Some students purposely fabricate various excuses to avoid participating in class. Disciplinary problems such as truancy and remaining silent in class are some of the ways students avoid class activities when the teachers are conducting the PdPc as related to family themes.

“ They were absent from class. They either play truants or simply loiter outside the classroom looking in at the teachers conducting classes.” (GPI, TB1/061)

Not least, they show negative attitudes and give unpleasant opinions when asked to cooperate.

“Their attitude. Although their numbers are rather small, 22 in all, it is however very difficult to discipline them. These are the characteristics shown of their total disinterest.” (GPI, TB1/066)

Lack of interest and weak understanding of the PdPc on familial themes, are among the problems driving the students to be passive. Nevertheless, the noble effort shown by the teachers by varying their teaching techniques, deserves some commendation.

“Students in the endmost class showed complete disinterest in learning. I have to use the approach of reading animal stories to make them remorseful”. (GPI, TB1/052)

Although the attitude of these students are mostly considered normal or general, some however showed impertinence that is closely related to family issues. This requires some wisdom on the teacher in approaching such students so as to ensure familial values can be instilled in the school environment.

There are students with pessimistic attitudes such as being withdrawn and secretive. Most are shy when asked to converse or to share problems and these are the main reason for delay in instilling the virtuous values.

“In some cases there are actually no real constraints...except that the students are overly shy. They are reluctant to share publicly their family experience”. (GPK, TB2/350)

What is surprising is that some students are not only reluctant to relate family matters to their teachers but also a few are not actually ready to share such domestic experience. In contrast, these students necessarily need assistance to instill in them family values in order to shape their personalities.

“There are students who cannot accept or try to hide their family problems to themselves”. (GPM, TB2/158)

Aside from the negative attitudes discussed above, the GPSK teacher believes that their attitudes can be changed for the better. The good practice taught in school should be replicated at home. The teachers can only teach and guide whereas these values need to be applied domestically in a consistent manner. However, the constraints faced are from the students themselves who generally avoid participation.

“There are some who have imbibed this values at home such as kissing the hands of their parents before leaving for school, or helping out with some chores. To some however, such filial obedience is rather alien. (GPSK, TB2/601)

The results also revealed that some students harbour racial sentiments against other races. Such sentiments become barriers in fostering values promoting mutual respect. Teachers are tasked to guide students into openly accepting cultural diversity in their classroom so as to facilitate their cooperation in absorbing good familial values.

“Sometimes these students are unaware what mutual respect means since in the same classroom there are also Chinese and Indian students”. (GPM, TB2/548)

It is obviously clear that the attitude of students should be addressed by various sides in order to ensure the aspiration of the MoE to effectively secure the application of family values among them is met. Conversely,

if no effort is taken to manage this problem, negative implications may result that may constraint the fostering of human capital into virtuous personalities.

6.2 Parental attitudes

Aside from negative student attitudes, parents may also pose constraints in the application of family values. Many parents neglected this important responsibility thus often resulting in partial application. In consequence of this parental flaw, the task is passed on to the teachers when the children start their schooling. This is rather ironic since parents spend much more time raising their children and have more opportunity to instill the values. In comparison student-teacher contact is rather limited.

“Teachers often felt greater satisfaction in being able to impart familial values to their students, considering that parents are too much occupied in earning their income. As such, parents often overlook this important responsibility which is consequently passed on to the teachers.” (GPM, TB2/552)

Parental negligence in imbuing family values to their children is mainly due to their failure in managing quality time with them. This would allow the parents more daily interactions in teaching them these virtuous values.

“Parents may be perpetually busy. Most times they have no opportunity to greet their children before they leave for school. In reality there is limited time and opportunity for parents to instill family values. Students consequently learn such values in school but often could not apply these at home for lack of congenial environment. This has become an important constraint.” (GPSK, TB2/620)

The saddest thing is that parents could not instill feelings of love which is sorely needed by their growing children. It is thus not surprising that affected students with little parental love become trapped in false affection or crave for attention from friends or strangers which may expose them to myriad possibilities of getting into trouble.

“They lack love and affection from their own parents. This emotional deficiency is a good example of students’ negative experience with their families, and for our consideration in the study.” (GERT, TB1/633)

There are extant traditional observance not prictised by some families such as kissing parents’ hands as a sign of respect. Such cultural practice contributes to personality development of children when it is continuously repeated without obligation. Some students however were never guided by their parents at home to observe the cultural pleasantries. These can be taught in school and adopted by the students in the home environment on their owen initiative.

*“The teachers may initiate cultural pleasantry in school such as the traditional hand shake (*bersalaman*) with students on leaving the class.” (GPSK, TB2/601)*

In conclusion, the results indicated that participants were able to explain several factors that present constaints in the application of familial values. The responsibility to cultivate these values cannot be left to the teachers alone. On

the other hand the parents should not absolve themselves from this responsibility

7.0: DISCUSSION

Results of the study identified the constraints faced by school teachers in instilling familial values among students as the factors that include teachers and attitudes of students and parents. Based on the discussion, the respondents discovered that teachers were able to cultivate positive values in students through implementing the PdPc based on family theme. Students were nurtured to practise the basic values at home that can eventually shape their own personalities. The teachers aim at infusing family values in the students since young such that these will be eventually adopted as part of their cultural life.

Teachers faced a major constraint from the attitude of students while implementing the study in the classrooms. They raised several obstructive pretexts to derail the study. Students resorted to disciplinary constraints including truancy from attending classes and school which impede PdPc from being implemented comprehensively to all students. The results concur with those of previous studies. Lukman Hakim (2019) explained that truancy as a negative culture should be stemmed from its source. Nor Hasilah, Aspaniza dan Nurul farhana (2012) stated that failure among parents to undertake their own responsibilities encourage children into the odd behavior of craving for peer attention. Peer influence is the main cause for truancy which constitutes a curious way of boycotting parental and school authorities. Other contributing factors are parental failure in fostering religious values in raising their children and permitting unreasonable latitude of freedom outside the house (Awang Drahman, 2017; Rohani Che Hashim, 2016).

The results thus revealed the negative attitude of students towards attending school including their passive attitude that impedes the smooth implementation of the PdPc. The results agreed with those of previous studies which include lack of interest in schooling that is related to low motivation for studying in contrast to the pleasurable attraction pulling them to spend much more time with their peer groups (Argaw, Shishigu Haile, Beyene Bashu, Beyene Tesfaw & Shiferaw Gadisa (2017). Yulianingsih dan Lumban Gaol (2019) suggested that the interest of teachers on this aspect can be raised through varying attractive techniques in teaching. It is undeniable that the PdPc approach is attractive and the application of suitable teaching aids will heighten the pleasure of the learning process (Jahidin, nadiyah, Zulaini dan Azizul, 2018).

In addition to truancy and lack of interest the passive attitude of students towards education is another factor obstructing the application of familial values. This is due to the sense of embarrassment felt by students not used to observing these values. To change this to a positive attitude cannot be done by force and should be realised under the obligation of the students themselves. As stated by Dewanstara (2016) this misplaced sense of embarrassment is an impediment to effecting this change in attitude. Similarly, stress and depression are also impediments which discourage students to relate family problems troubling them, thus forcing them to remain silent and conceal such problems. (Zakiah, Ela Zain, Mahadi & Meilanni, 2017).

It is not only student attitude which presents impediments as stated earlier, parental attitude is also regarded as the main factor in obstructing success in instilling familial values. The foremost factor for parental neglect towards their

children is time constraint due to their preoccupation of earning a living. This limitation was focused on in past studies. Mohamad Khairi et al., (2017) listed the factors of parental preoccupation with their jobs and lack of communication with their children as the main cause of problems among teenagers. This finding was backed by Nurul Izzah, Wafa and Zuliza, (2019) who maintained that these factors were causal to parental negligence in infusing familial values in their children.

Findings in this study showed that some parents dispensed their responsibility to teach familial values to their children squarely on the shoulders of their teachers. This is in line with Ahmad, Siti Aminah, Zeti Azlin dan Raikhan (2017) who reported that parents have greater faith in teachers undertaking this responsibility than they themselves. Nur Athirah dan Faridah (2017) discovered that the majority of children believe in their teachers more than their own parents. It is thus not surprising that children have a higher level of trust in getting education from teachers relative to their parents (Kikas, Marja-Kristiina & Pirjo-Lisa, 2016).

The lack of parental love and affection is the main causal problem to education experienced by students as revealed in this study. Similar findings were also recorded for teenagers by Absha Atiah & Mohd Isa, (2019). Many students would rather imitate the examples set by their peer group (Dzalihu'zzabir, 2017). Some students, lacking parental love and attention, are inclined to seek external thrills and indulgences such as keeping company with motorcycle gangs (*mat rempit*) (Zalmizy Hussin, 2013).

The study also revealed parental weaknesses, from several aspects, as obstructing the full application of familial values at home as taught by their teachers. The observance of love and affection, cooperation, mutual respect, responsibility, thrift, decency and politeness need to be practiced continuously. Parents should accordingly monitor and ensure that this practice is consistently applied at home by the students. The findings nevertheless showed otherwise due mainly to parental negligence. Parents accordingly should obligate themselves to cultivate familial values in their children so as to raise a community that is balanced and comprehensive in spirit, physical health and emotion.

8.0 CONCLUSION

It can be concluded from the study that the instilling of familial values can be conducted and practiced in the home environment on assumption that parents are willing to undertake the pivotal role. At the same time, it cannot be denied that parents nowadays are faced with greater challenges in raising their children that affect well communication with their parents. Greater effort from parents need to be dispensed since they should be greatly conscious of their responsibility to educate their children. Findings from the study can assist teachers in explaining to parents on effective ways to refocus the attention of these students back to parental fostering of family values

The findings can also be used by the Ministry of Education (MoE) to consider reformulating a sounder subject matter content in the development of the teaching curriculum. It can be utilized as guides in elevating the application of familial values in the larger society. It is hoped that the aspiration to cultivate a Malaysian individual steeped in harmony, love and affection and roundly skilled can be successfully realised.

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