

The Comparison of Virtue on Responsibility, Discipline of Rajamangala University of Technology Isan Students with Different Child-rearing Styles

Wantana Amatariyakul* Chumnong Amatariyakul

Rajamangala University of Technology Isan, Khon Kaen Province, Thailand

*E-mail of the corresponding author : wantana.am@gmail.com, gas_mm@hotmail.com

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Abstract

This research aimed to study the comparison of virtue on responsibility, discipline of Rajamangala University of Technology Isan students with different child-rearing styles. The study was selected by using Purposive Sampling 50 students in Rajamangala University of Technology Isan. The researcher was analyzed by using the used of the percentage, mean and standard deviation.

The results of this research were as follows : 1) The students classified according to parenting practices showed as a whole virtue with responsibility and discipline at a higher level. 2) The students with different parenting practices showed virtue with responsibility and discipline differently at the .05 level of significance, in which the students with democratic rearing style showed higher virtue than those with strict discipline rearing style and the students with strict discipline rearing style showed higher virtue than those with rejection rearing style at the .05 level of significance. In summary, this research showed that the students with child rearing practices with impacted on virtue. Therefore, family, university should be participatory and developed the virtue on responsibility and discipline of the students.

Keyword: responsibility, discipline, child-rearing styles

1. Introduction and Literature

Education reform is a major challenge facing higher education in Thailand. The implementation of the 1999 National Education Act, has prompted a major re-think in the education sector in terms of both teaching and learning methods, as well as in learning environments. This process of transformation is focused on : identifying learning outcomes within the 12 year basic education system ; improving provision and practices in Early Years Education and the implementation of a vocational and technical training system.

In 1999 the Fundamental Law of Education and the School Education Law were enacted, and the 6-3-3-4 system of formal education was established aimed at realizing the principle of equal opportunity for education.

The Ministry of Education is leading the transformation of the education system with a strategy based upon enhancing moral and ethical values together with a core program for improving quality in education. Education is an important key, a starting element that is necessary in making poverty become past. In education development, government emphasizes the equity and technology application. It will provide quality basic education for every youth in every area and creating higher education students as professionals that means the students in higher, vocational and post upper secondary education. They are targeted to be modern citizens of the world with diverse skill, global competitiveness, living in a knowledge-based society. (Ministry of Education, Thailand 2012)

This strategy is underpinned by His Majesty's philosophy of Sufficiency Economy which promotes moderation and harmony among local communities in order to meet their needs in a sustainable manner. One of key program include : moral education through the philosophy of sufficiency.

Sufficiency Economy refers to an approach to life and conduct which can be applied at every level of society, from the individual, to the family, community and even to the management and development of the nation. It has three overlapping components : moderation, wisdom and insight, and resilience or sustainability. It is through the conscious application of all three that Thailand seeks to encourage its people to follow a sustainable way of life, in harmony with existing domestic resources. The importance moral are discipline, responsibility, honesty, integrity and diligence.

The new education reform requires that every higher education must have parental, virtue on response, involvement and discipline. Thai society have changed in environment, tradition, culture, there are causes of social problems. Human development should be establishing moral and ethical to children, the parents should pay attention to their children. The instructors should plan their educational management by emphasized knowledge and develop

desirable learner characteristics with excellence, integrity and enjoyment. Parents may have different expectations for their sons and daughters obligation behaviors outside the home, such as in education and occupational endeavors that would bring support or honor to their families. However, finding actual cause-and-effect links between specific actions of parents and later behavior of child are very difficult. Some child raised in dramatically different environments can later grow up to have remarkably similar personalities. Conversely, child who share a home and are raised in the same environment can grow up to have astonishingly different personalities than one another. Despite these challenges, researchers have uncovered convincing links between childrearing styles and the effects these styles have on children. The majority of parents display one of three different child-rearing styles.

1. Strict discipline rearing style.
2. Neglect rearing style.
3. Democracy rearing style.

Strict discipline rearing style, children are expected to follow the strict rules established by the parents. Failure to follow such rules usually results in punishment. Strict discipline rearing style failed to explain the reasoning behind these rules. These parents have high demands, but are not responsive to their children. According to Baumrind, these parents "are obedience- and status-oriented, and expect their orders to be obeyed without explanation" (1991). Strict discipline rearing style was established rules and guidelines that their children are expected to follow. Authoritative parents are responsive to their children and willing to listen to questions. When children fail to meet the expectations, these parents are more nurturing and forgiving rather than punishing. Baumrind suggests that these parents "monitor and impart clear standards for their children's conduct. They are assertive, but not intrusive and restrictive. Their disciplinary methods are supportive, rather than punitive. They want their children to be assertive as well as socially responsible, and self-regulated as well as cooperative" (1991).

Neglect rearing style has very few demands to make of their children. It rarely discipline their children because they have relatively low expectations of maturity and self-control. According to Baumrind, permissive parents "are more responsive than they are demanding. They are nontraditional and lenient, do not require mature behavior, allow considerable self-regulation, and avoid confrontation" (1991). Permissive parents are generally nurturing and communicative with their children, often taking on the status of a friend more than that of a parent.

Democracy rearing style, that means having the attitude that both parents and children are equals. Not in the sense of life experience or intelligence but in value. From an early age parents have clear expectations for their children and enforce reasonable limits. Children are given limited choices to help them learn and experience the consequences of their choices and that their decisions count. Giving choices balances freedom with responsibilities. When children have some control and ownership in their lives they are more cooperative and have better self-esteem. Parents focus on encouragement and acknowledgment of good behavior. Parents focus on discipline that teaches not a one that intimidates with punishment or promotes good behavior with inappropriate rewards.

In 2002-2006 Plan for Protection of Children in Specially Difficult Circumstances (CEDC), the National Youth Bureau expanded on the categories of such children as follows :

1. Abandoned and neglected children such as street children, child beggars, orphans, and slum children
2. Children physically or sexually abused such as children who have been assaulted, child prostitute, sexually violated children, and children involved in child labor.
3. Children exhibiting undesirable behaviors such as children drug users, children pregnant out of wedlock or before an appropriate age, young offenders, those in remand homes, and those socializing in brothels and night spots.
4. Children with physical/mental/emotional/intellectual and learning deficiencies.
5. Socially deprived/poor children such as children without schooling, migrant children of construction workers, children of unemployed laborers, children from ethnic minority groups, children of those living in absolute poverty, and those without Thai nationality, birth registration certificates or household registration certificates.
6. HIV/AIDS affected children including those infected with HIV/AIDS, and those orphaned by parents with HIV/AIDS (Ministry of Education, Thailand 2012)

For its relevance to all and across all types and levels of education, cultivating an appreciation and understanding of cultural diversity is very much a part of Thailand's definition of what constitutes a quality education. This goes hand in hand with the promotion of the Education for All goals, Sufficiency Economy Theory and education for sustainable development (ESD), morals and values education, peace education, human rights education, education for international understanding (EIU) and a variety of exchange initiatives such as study visits, youth camps and

participation in international youth fora. Child-rearing Styles is very important for children who grow up with virtue on responsibility and discipline.

Research Objectives

The purpose of this research therefore is determined in this context to study the comparison of virtue on responsibility, discipline of Rajamangala University of Technology Isan students with different child-rearing styles.

Data Collection

Once it has been decided which type of research to use, the next step is to determine n are used in the study of developmental psychology, each with its own strengths and weaknesses. Some common approaches include observation, questionnaires. The population of the study consisted of students enrolled in Rajamangala University of Technology Isan of the academic year 2011. The sampling consisted of a total of 50 students enrolled in the faculties of Engineering and Technical education. The study was selected by using purposive sampling.

Research Methodology

The instruments used for this research are indepth-interviews, questionnaire and observation. The part of questionnaire surveyed the general data and child-rearing styles of virtue on responsibility, discipline of Rajamangala University of Technology Isan students. All items were measured on a 5-point rating scale ranging from 1 (strongly disagree) to 5 (strongly agree). The steps of reliability and validity check of this present study were as follows. First, the instruments which had been constructed based on the purposes of research study were sent to five judges for content validity check. The contents were then adjusted to their advice. Then, these instruments were tried out with fifty students who were the population of the study for construct validity check. Finally, instruments were tested by Alpha Cronbach Coefficient for reliability check. In the studies carried out on student sampling, the Cronbach's alpha reliability coefficient of the scale varied between .88-.91 and item-total score correlations varied between .20 and .50. Test re-test reliability coefficient of the scale varied between .55 and .84. Cronbach's alpha reliability coefficient was found to be .82 by the researcher. Data was analyzed by using the percentage, mean, standard deviation.

Data Compilation Tools

The questionnaire was used as the data compilation tool that separated into 2 part :

Part 1 It's multiple choice with 35 questions providing general data of the responsibility and discipline.

Part 2 It's 22 questions of comparative study the related to responsibility and discipline with different child-rearing styles.

The researcher interviewed 110 persons by "In-depth Interview" method. The content of interview could be divided in 3 sets as follows :

Set 1 : Interviewing form for Rajamangala University of Technology Isan students.

Set 2 : Interviewing form for the parents of students' Rajamangala University of Technology Isan

Set 3 : Interviewing form for Rajamangala University of Technology Isan teachers.

Collecting Data

After having collected the data, the researchers edited manually for correctness and completeness of the questionnaires and then brought them to be encoded and processed on computer by using the special software, Statistical Package for Social Sciences. The details were as follows :

1. Descriptive statistic : by using the frequency measure and percentage computing methods to explain the characteristics of the sample populations.
2. Testing the relationship between 2 variables : by using the formula "Pearson's Correlation" to find out their correlation. The level of statistical significance for all assumptions was set at 0.05.
3. Writing report and presenting the data of this research : by using analysis method. When finished writing, the data was brought back to let samples re-read, give suggestions and check the correctness of the researcher's interpretation. Finally, the researcher corrected all the content again to make a complete report.

Results

The results of this research were as follows : 1) The students classified according to child rearing practices showed as a whole virtue with responsibility and discipline at a higher level. 2) The students with different child rearing practices showed virtue with responsibility and discipline differently at the .05 level of significance, in which the students with democratic rearing style showed higher virtue than those with strict discipline rearing style and the students with strict discipline rearing style showed higher virtue than those with rejection rearing style at the .05 level of significance. Child-rearing style generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem. 3) The best person in university who can directly assist the students are the teachers.

Generally, their teachers are concerned about how and what the students learn. They also believe the students capacity for learning by doing about responsibility and discipline. However, learning by doing will be facilitated best if learning styles be matched by appropriate child-rearing styles ; if the right approaches and methods will be used. The faculty members believe in child-rearing styles, student-centered activities and they uphold the innovative teaching approaches. Furthermore, the faculty themselves prepare supplementary materials for seatwork/additional practice. The faculty added that these teacher-made supplementary materials are adequate enough to meet the need for repetitive practice for mastery.

Conclusions and Recommendations

In summary, this research showed that the students with child rearing practices with impacted on virtue. Therefore, family, university should be participatory and developed the virtue on responsibility and discipline of the students. Punishment was killed discipline and mature under threat of force and was too dangerous to be allowed around children. It cannot grown understanding of child development is essential, allowing us to understand the cognitive, emotional, physical, social and educational growth that children go through from birth into early adulthood. Authoritarian types sincerely believe that discipline cannot be acquired except under compulsion, the more unpleasant the better and by force if necessary. Self-discipline grows by pleasing oneself, pursuing ones' own happiness. Authoritarian parents were killed discipline and destroy the spirit of freedom. Inner discipline was self-chosen, and developed by self-direction. All punishment was harmful. Even the apparently innocuous "time-out" has serious effects on a small child's sense of identity, emotions, feelings of security and acceptance. Thai children have grown with the evolution of technology. It has become a factor o develop the children to get knowledge and capabilities. Children development to get the good education is an important point for economic, society, and political development of the country. The parents should open their mind to learn different views with them and consider carefully the safety of the thing that children like and should let the children do what they like. To do some activities that all people in family can join is good to build higher relationship and is good to protect the children from loneliness. To educate the children to plan their life for each day will help the children have responsibility, discipline and can avoid the social problems. The parents should plan carefully by using these suggestions.

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Assistant Professor Dr.Wantana Amatariyakul, is the lecturer and leader at the Department of Social Sciences, Faculty of Technical Education, Rajamangala University of Technology Isan, Thailand. Ph.D.in Educational and Development Administration from Mahasarakham University, Master Degree in Social Sciences from Srinakarintaravirot University. She is also accepted as an international committee in e-CASE 2010-2011, international liaisons in e-CASE & e-Tech 2012.

Chumnong Amatariyakul, is the lecturer for the Faculty of Engineering, Department of industrial engineering, Rajamangala University of Technology Isan, Thailand. Master Degree in Educational Administration, Ramkhamhaeng University.

Table 1 Data Analysis of Responsibility

Child-rearing Style	n	\bar{x}	S.D.
Strict discipline rearing style.	14	3.78	.46
Neglect rearing style.	5	3.42	.47
Democracy rearing style	31	4.28	.37

Democracy rearing style is the best for getting responsibility.

Table 2 Data Analysis of Discipline

Child-rearing Style	n	\bar{x}	S.D.
Strict discipline rearing style.	14	3.71	.56
Neglect rearing style.	5	3.43	.48
Democracy rearing style	31	4.12	.47

Democracy rearing style is the best for getting discipline.

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