

Perspective of parents on personality education issue of primary students

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ABSTRACT: *The purpose of this study is to test the correct perceptions of parents on the influence of families on the formation and personality development of primary students in Vietnamese urban. This study uses a quantitative approach to data collection. The questionnaire was designed based on the Linkert scale that includes the awareness and evaluation of 136 parents of the students on the impact of family education on the personality of primary students in Vietnamese urban. The reliability of the scale was conducted on SPSS 20.0 software. The research results show that there are 5 contents and 5 family education methods that are commonly used by parents of students in urban areas of Vietnam where economic and social conditions are common. The parenting and educational level of the parents is relatively favorable. Most parents are aware of the importance of family education to the personality of primary students. The attention of parents plays an important role in the child's personal development at the beginning of elementary school. With a traditional education background based on Confucian thought, Vietnamese families always give a lot of attention to their children. However, the fact shows that, in Vietnamese urban, the overdone care of parents negatively affects the personal development of children. The paper contributes to the literature on the role of family education in Vietnamese urban in the development of elementary school student character. In addition, the study also provides evidence to adjust the views of Vietnamese parents on the contents and methods of developing the personality of children, which is meant for reference for families, educators and researchers in similar contexts.*

KEYWORDS: Vietnam Education; family education; personality development; primary education.

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1. Introduction

The family is the first school and parents are the personality educators for their children. "Home is the school of school and parent are teachers "par excellence". A home provides every life situation in which a child needs training. It is the first socializing agency. A home also provides opportunities for open expression of personal, emotional and social behavior" (NIILM University, p.55). Family education has many different roles, including forming and developing personality for primary age. The personality of primary students cannot be fully developed without proper education from the family. On the contrary, creating a good educational environment, combined with school and community education, will promote internal motivation that is conducive to the development of qualities and competencies for children. Family education plays an important role in the development of children's personality from early childhood, including the primary stage (Maccarenco, A., 1978; Pesecnicova, IA, 1980). According to Macarenco, "if children are not educated

by their families in the first place, renovation work will take a lot of efforts not only for the family, but also for the society" (Maccarenco, A., 1978). Pesecnicova also emphasized "want our children to grow up to be healthy, playful, love life and contribute many things to society, then when we were young, we must be educated about labor (labor learning, family, labour and social labor) by virtue of morality formed in children, first of all in the labor process (Pesecnicova, IA, 1980).

In Vietnam, family education developed through three periods: feudal education, colonial education and democratic education from 1945 to present. Vietnam's family education is a combination of Vietnam traditional values with the philosophy of Confucian education, especially emphasis on moral education and personality education for children. Each citizen is always educated in the notion that "family is a cell of society, a cradle of love to nourish one's whole life, is an important environment to educate lifestyle and shape personality" (Communist Party of Vietnam, 1991, p.32). Vietnamese family development strategy also affirmed, "The family

is the cell of society, an important environment for forming, nurturing and educating personality, preserving and promoting the good traditional culture, combating social evils, creating human resources for the cause of national construction and defense” (*Prime Minister of the Socialist Republic of Vietnam, 2012*). Family education in Vietnam operates on the principle of Vietnamese education that family education is always associated with school education and social education (*National Assembly of the Socialist Republic of Vietnam, 2005; Ho Chi Minh, 2011*). Article 3 of the Law on Education of the Socialist Republic of Vietnam clearly states that “educational activities must be carried out in accordance with the principles of study in parallel with practice, education combined with production labor, and the theory associated with practice, school education combined with family education and social education” (*National Assembly of the Socialist Republic of Vietnam, 2005*).

Some studies of Vietnamese educators also confirm the family’s role in the formation and development of the Vietnamese personality, including primary students (*Tuyen, TD 1994; Le Thi, 1997; Liem, NS, 2001; Que, HH, 2018; Tho, NT et all, 2014; Lien, NTN et all, 2019*). The works refer to the category of family education for the prevention of risks, instabilities, evils, and threats to human personality. However, the reality shows a paradox of the rise of theoretical studies on education, personality development for primary students in Vietnam that has not brought much practical effect in many reasons, in which, the deviation in the time spent by parents for primary students.

In the Vietnamese urban, most of parents tend to increase the awareness of caring for children but have not been taught the right content and methods of

attention. Besides, the risks to children’s life is tending to increase dramatically. Therefore, studying the concerns of families, especially the parents’ attention on the issue of personality development for elementary students is an important part of the principle of education, linking family education. With school education, and also demonstrates the role of family education for the formation of the basic personality for primary students to prevent risks, build adaptive capacity when students move from kindergarten to primary level.

Based on the problems described, the research questions of this study: 1) What are the awareness of parents in character education for primary students in families of Vietnam? 2) How does character education for primary students in families of Vietnam?

2. Research content

2.1. Research Methods

Research design

This study aims to show the educational aspects of the family for the formation and character development of primary student in the urban of Vietnam, where there are relative physical conditions. There are advantages and disadvantages also due to the excessive attention of parents. The qualitative method is used to collect information of parents of primary students about the definitions of the problem; 5 contents and 5 main methods that parents in the urban use related to personality education content; develop specific guidelines in establishing family codes of conduct among members in order to accompany the school education together and support the maximum personality education for primary student. For data collection, quantitative research was used to validate and prove the reliability of the research tool. This method includes questions related to personality education

Table 1: Sample structure

N	Items	Frequency	Percent
About job			
1	State officials	68	50.0
2	Self-employed, business	59	43.4
3	Housewife, retired	9	6.6
About education level			
1	Junior high school	11	8.1
2	High school	36	26.5
3	College	69	50.7
4	After university	20	14.7
About marital status			
1	Parents live together	112	82.4
2	Parents do not live together (work far away, live away from)	19	14.0
3	Parents divorced, separated	5	3.7

sections for primary student in Vietnam. The results of interviews with parents of primary student conducted are then summarized and compared with observed results to synthesize complete information on the status of primary student's personality education in the urban of Vietnam parents.

Select the research sample

The sample for this study was selected as a typical public primary school in Vietnam's urban, with the participation of 136 parents from grade 1 to grade 5 of Dich Vong B Primary School, Cau Giay district, Hanoi city. In particular, the collection of quantitative data is done with sampling from two parent groups, including parents of classes with children who are English-speaking students (studying foreign English programs on the basis of collaboration with Language Link Vietnam Center) and parent groups of classes with children who are non-English students (learning English program designed under the curriculum framework of the Ministry of Education and Training of Vietnam), a total of 136 people.

The characteristics of the sample show a few notable points:

- About the number of children in each family: In 136 research samples, the majority of households had 2 children and had experience in raising and educating children. Some parents have 1 and others have 3 or more. Previous studies have also shown a link between family size and the quality of child education in Vietnam and positive results favoring families with one or two children (*Anh, TS et. al, 1998; Goodkind, D, 1995; Trung, NK, 2016*).

- Regarding education level: Educational level can greatly affect the ability of families to educate, content and methods of educating children. In the sample structure, the proportion of parents with lower secondary education is 11 people (8.1%), the high school graduate level is 36 people (26.5%), college graduates, university graduates learning 69 people (50.7%), and having 20 parents (14.7%) of parents with postgraduate education. This may be an initial favorable figure for the education investment for children at the age of starting primary school.

- About career: 68 parents work in the public sector - which brings more advantages in educating young people than 59 parents of students who are self-employed with the characteristics of not agreeing in terms of time and income, it is likely to affect the education of children on a regular and regular basis. The remaining 9 parents do housework. The trend of some families in urban areas is currently increasing the phenomenon of women who do not work, but stay at home to care and teach their children due to the risks of the crisis of personality education of

children in the urban is taking place.

- Regarding marital status: The study sample shows that 112 primary student whose parents live together (corresponding to 82.4%) and teach their children together, this is an advantage in children's education. However, there are 19 parents of students (equivalent to 14%) who do not live together and 9 parents (equivalent to 5%) in divorce, separation or (due to the nature and nature of work), thereby affecting the education of children, especially in building a family atmosphere and engagement with children. Sometimes the teasing and discrimination of classmates on the parental status of parents also negatively affects the standard deviations of the primary student's personality in the urban.

Research tools

To find out the parents' perspective on the content and methods of educating the personality of primary student in the Vietnam's urban, the research team designed and used the questionnaire to the goal is to collect a large number of parents' responses. Based on the theoretical framework on the impact of family education on student formation and personality development, the questionnaire was designed. The questions were then surveyed through meetings with students' parents. The scale is designed in the form of 3-step Linkert scale with 3 answer options, level of assessment with Very necessary, Necessary, Unnecessary; the level of performance is Usually, Sometime, Never. The tool was first tested before being used in the research survey.

The tool for the survey consists of 2 main parts, which are explained as follows:

Part 1- Parents' awareness of family education in the formation and development of personality for primary students. For this cognitive survey, parents' identity is kept confidential. Their awareness is expressed through 4 criteria in the concept of family education and 3 levels of awareness about the importance of implementing family education contents for the formation and development of learning personality of primary students in Vietnam's urban.

Part 2 - Current status of parents and family's attention to the formation and development of personality of primary students in Vietnam's urban. For this study, the detailed sections of the questionnaire related to the research issue were designed. It includes 4 items for personality education awareness; 5 items for personality education content; 5 items for personality education; 8 items for 8 forms in order to improve the habits of parents and families for elementary students.

Data processing and validity, reliability of research data

After reaching the research object, parents with children who are students attending primary school, the research

team conducted a clear explanation to parents about the content, purpose of the research, how to conduct the study. Survey research is carried out. The authors use two main methods: questionnaire and interview. Each student's parent is given 1 questionnaire. The questionnaire is designed based on the Linkert table with three levels and the data processing is based on SPSS 20.0 software. The descriptive statistical operations used include: percentage, average point, standard deviation, reliability of scale.

To check the reliability and validity of items, Cronbach-Alpha method is used on the basis of experimental scores and the reliability coefficient of the experiment is found as $r = 0.804 - 0.940$. In the view of the author Nunnally proposed, 0.7 is the minimum Alpha coefficient of Conbrach acceptable for the survey scale (Numnaly, J.C, 1978). Values show that the questionnaire used for research was consistent and reached a relatively good level. Therefore, the scale used in this study is suitable for practical application.

2.2. Result and discusion

Regarding the amount of time parents spend on children

Character education activities in the family are firstly reflected in the time parents spend with their students. An analysis of survey data from 136 parents of primary students in the urban shows the amount of time that parents spend paying attention to their children on weekdays, from Monday to Friday.

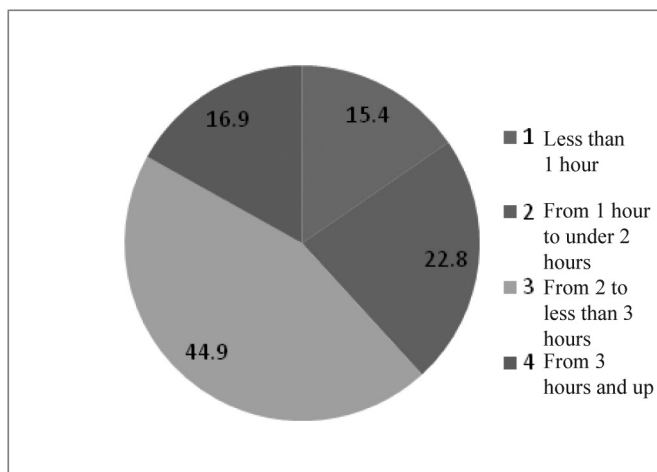


Figure 3: The time spend for primary student in weekdays

The Fig 3 shows that the amount of time parents spend with their children primary student every day is quite low, in which the proportion of parents spending 2 or more hours (level 3 and level 4) to educate their children. The largest proportion is 61.8% (44.9% + 16.9%). With the arrangement of primary school schedule, children have to attend boarding school, from 7.30a.m-5p.m, the

rest of the time the children are educated by their family, this activity mainly takes place in the evening from 6pm - 10pm. However, due to their job, 38.2% of parents said they only spend less than 2 hours a day.

For Saturdays and Sundays, Fig. 4 shows a paradox that is happening in Vietnam for families with primary student on two weekends, when children are not at school. Parents will spend more time on their children's education but the survey results show that the average amount of time parents spend with their children on holidays is 3 hours or more per day (level 3 and level 4), only accounted for 58.8% of the 136 parents who were consulted. The proportion of parents with children under 3 hours a day during weekends (level 1 and 2) accounted for 41.2% of the total of 136 parents who were consulted.

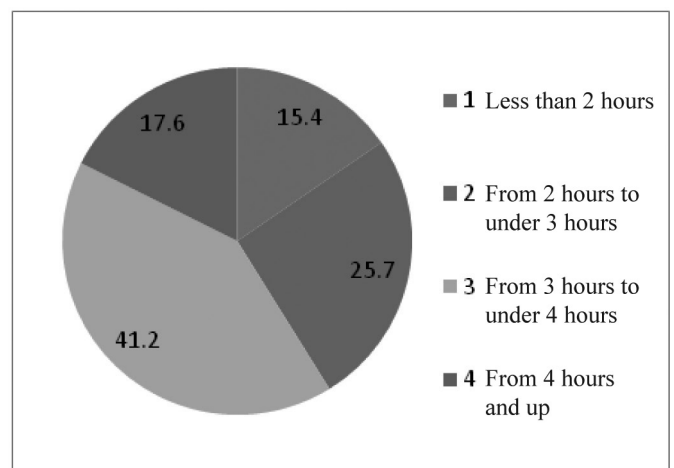


Figure 4: The time spend for primary student on Saturdays and Sundays

This result reflects two basic issues:

Firstly, the majority of parents who do not have time to care for their children on the weekends are in the group of parents whose careers are self-employed, not have weekends or Sundays. This time their children often take extra classes at the center, stay at home with grandparents or with maids.

Secondly, due to the perception that primary students are still very heavy in terms of grades, a large number of primary students are given extra tuition by their parents (mainly in cultures and foreign languages) at the house of the head teacher and at the centers on weekends, there is no time for them to care for and educate their children. This reflects the deviation in Vietnam's urban that families focus on cultural education instead of focusing on the primary student's comprehensive personality development.

Perceptions of Vietnamese parents on personality education for primary student

To effectively participate in personality education for primary students, parents in Vietnam need to understand

the concept of personality education. By conducting a poll with the parents, the authors obtained the following results:

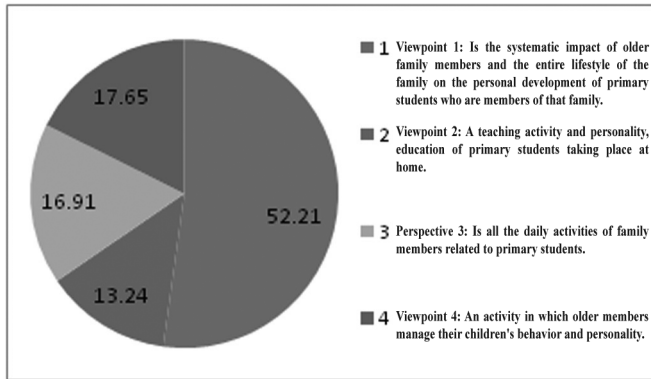


Figure 5: Parents' perception of personality education concept

The survey results show that the percentage of parents agree with concept 1 accounted for the majority (52.21 %). Percentage of parents who understand incompletely or too broadly (concept of 2,3,4) accounting for nearly half (13.24% + 16.91% + 17.65%= 47.79%). This proves that there is a relatively large number of parents surveyed (65/136) who are interested in the issue of personality education for their children in primary age but have not really learned everything. The conceptual connotation as an important function of family education in the family-school-social relationship. This perception is closely related to the survey results about the amount of time parents and families described above.

The reality of parent's awareness of personality education content

Character education is the systematic impact of older family members and the entire lifestyle of the family on the personal development of primary students. In Vietnam's urban, students is a task that synthesizes a variety of content, including the different jobs, techniques, methods of parents and older members used in the family aims to educate, manage and regulate the behavior of student in the first phase of general education

with many risks of psychological crisis, prevention of unsafe school and psychological readiness to adapt to new learning environments ...

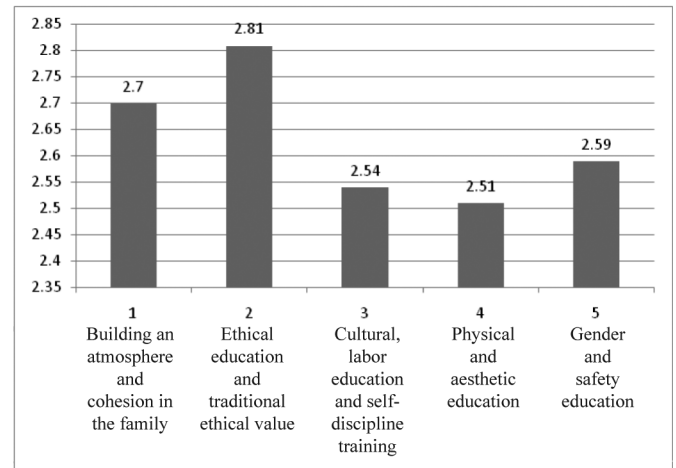


Figure 6: The level of importance of personality education content

Among the surveyed content, content 2- are ranked the highest rank (Mean = 2.81) and the remaining content ranks are, respectively, content 1 (Mean = 2.70), content 5 (Mean = 2.59), content 3 (Mean = 2.54), content 4 (Mean = 2.51) (observe the Fig4). This is an important basis for discussing and proposing reasonable measures to guide the parents the educational contents suit to the characteristics of the children and Vietnamese traditional cultural values.

Of the 5 personality education contents conducted by parents in Vietnam, Item 2 are ranked the highest with Mean = 2.81. The reason for this is influenced by traditional culture in Vietnam and parents' conception of children's standards. For parents of students in big cities, a relatively large number of parents with high levels of education, working in state agencies, so the top priority for children is obedience grandparents, parents, teachers. The proportion of parents choosing the "very important" level is 115/136 (equivalent to 84.5%, partly showing the parents' personality standards in big cities of Vietnam for

Table 2: Parents' awareness of personality education content

Items	Mean	Std. Deviation	Level of Evaluation		
			Important	Important	Very Important
1	2.70	0.507	3	35	98
2	2.81	0.479	5	16	115
3	2.54	0.643	11	41	84
4	2.51	0.609	8	51	77
5	2.59	0.614	9	38	89

their children). In addition, there are some parents who choose an unimportant and important rating of 21/136 (equivalent to 15.5%), which is a tendency to consider traditional ethical standards as an element that needs education but not the most important content.

About building the atmosphere and cohesion between members and children, survey results show that, in the awareness of parents, students are relatively focused on the content of personality education with 98 parents rated at a very important level, 35 parents rated it as important and only 3 parents chose at a minor level. However, when the research team conducted in-depth interviews with some parents of Dich Vong B Primary School, Hanoi City, Vietnam, the problematic situation appeared:

Parents Tran, Yen Van (36 years old, lecturer at Hanoi University of Industry) shared “I really want to spend time to build the connection with my daughter but since I teach all day and my child also learn to sell. Staying all day and having a lot of homework in the evening, we could only build the atmosphere during the meal time together”.

Parent Pham, Thi Yen (40 years old, freelance entrepreneur) shared: “I only finished high school, my child is in grade 4. I really hope that my child will be studied well, but because of doing business from 8AM to 10PM, I only have time to interact with them on the weekends or times when the customers are empty”.

Most surveyed parents expect that their children to have fun and engage with all of people. However, parents also have trouble spending time for children by the nature of their work. Most schools and parents are assessing the performance of primary students by their score. Although the parents have less time to spend with their children, they use every solutions helping their children get a better score - that is, from 9 to 10 points, a score below 8 is the default that children have problematic learning. It is precisely the pressures in the “excessive attention” that are the risk of the psychological crisis and the higher score pressure for urban than in rural, which is the root cause of achievement illness of student’s parents. Physical, aesthetic education and gender, safety education are two of the educational content in Vietnamese primary program recently. In fact that, due to the parents’ excessive attention to cultural education, the issue of physical, aesthetics education and gender, safe education is overlooked and the parents are not equipped the skills and measures to implement these two personality education contents at home better.

Vietnam parents awareness of personality education methods

The educational method of parents and elderly family members has a great influence (development or restraint) on the personality of children in the age with many

psychological changes at the beginning of the primary education period. A good family education environment with appropriate educational methods will help children be more motivated to fulfill their school tasks in a positive way and vice versa. In Vietnamese urban, with higher educational standards and economic conditions than rural areas, parents have used a variety of methods to increase family participation in children’s development, including: methods of setting examples, methods of advice, persuasion, methods of habit training, methods of rewarding, discipline, methods of organizing practical experiences ... Surveying the level of fighting In terms of price and level of implementation of personality education methods of parents in Vietnamese urban, the results showed that:

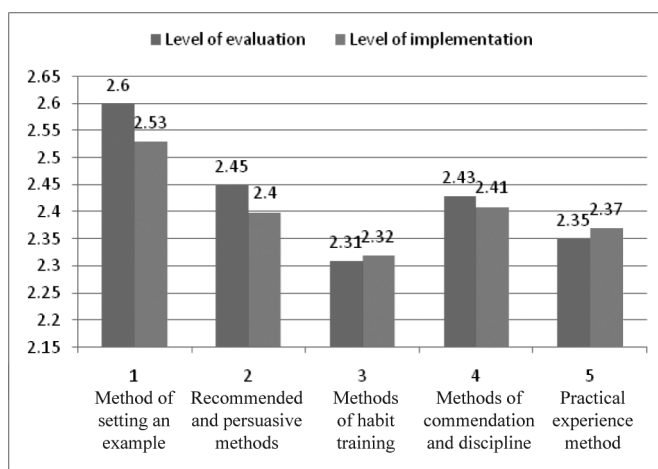


Figure 7: Degree of evaluation and implementation of personality education methods for elementary students

The Fig 5 showed that most parents think that role model education (item 1) is the necessary activity to improve the effectiveness of their children’s personality education (GPA = 2.6) and the majority parents try to do this work regularly in the family (GPA = 2.53). In parallel with the model of educational example, the surveyed parents also said that the persuasive method of persuasion (item 2) is also essential (GPA = 2.45) and implemented regularly (GPA = 2.4). The method of reward and discipline (item 4) has the same results with the method of recommendation and persuasion with positive evaluation of parents about evaluation level (GPA = 2.43) and implementation level (GPA) = 2.41). Due to the influence of Confucian ideology of the characteristics of the Vietnamese family, the importance of exemplary educational methods, moral admonition or reward-punishment methods when children achieve or making mistakes is understandable. This important requirement is emphasized in the educational content of Vietnamese families, which is a fairly common method applied by parents in big cities.

Table 3: Degree of assessment and extent of implementation of personality education for primary students of Vietnamese parents

No	Items	Level of evaluation						Level of implementation			
		Medium score	Standard deviation	%			Medium score	Standard deviation	%		
				Unnecessary	Necessary	Very necessary			Never	Sometimes	Usually
1	Method of setting an example	2.60	0.670	10.3	19.1	70.6	2.53	0.677	10.3	26.5	63.2
2	Methods of advice and persuasion	2.45	0.739	14.7	25.7	59.6	2.40	0.734	14.7	30.1	55.1
3	Methods to practice habits	2.31	0.775	19.1	30.9	50.0	2.32	0.778	19.1	29.4	51.5
4	Method of reward and discipline	2.43	0.747	15.4	25.7	58.8	2.41	0.745	15.4	27.9	56.6
5	Practical experience method	2.35	0.773	18.4	28.7	52.9	2.37	0.778	18.4	26.5	55.1

The methodology of habitual practices and practical experience methods were evaluated and implemented by parents at a lower rate than the three method groups 1, 2, 4 because of the difficulty in spending time with their children. However, the table and chart shows that, although ranked behind the above three groups of methods, most parents realize that the method of training habits for primary student (item3) is relatively important (GPA = 2.31), of which 30.9% of parents rated it as necessary, 50% of parents rated it as very necessary, and most parents actively implemented this method (GPA = 2.32), of which 29.4 % of parents rated on sometimes, 51.5% of parents rated on usually.

3. Conclusion and Implication

The family’s role in the formation and development of the personality of Vietnamese people, including primary students (Tuyen, TD 1994; Le Thi, 1997; Liem, NS, 2001; Que, HH, 2018; Tho, NT et all, 2014; Lien, NTN et all, 2019). The survey results showed that most Vietnamese urban families tend to having fewer children and favorable physical conditions for great attention to the issue of personality education for children. The result showed that, in Vietnamese urban, the time parents spend with their children is low. The allocation of time is not reasonable, especially on weekends, they tend to send their children to private tutoring classes outside. The structure, career structure and material and spiritual life of the families are getting better, but many families are engrossed in earning money, advancing have left the responsibility to educate their children to the school and society. Regarding the content of personality education: Most families are paying too much attention to the cultural education for primary students, leading to ineffectiveness and standard deviations in the comprehensive development of student’s personality. Many educational

content is mostly ignored or overlooked by parents as physical and aesthetic education; gender education, education on the the safety at home and at school. About the method of personality education for children: Most of Vietnamese parents have tried to raise the awareness and practice effective methods of educating the personality of children, but due to lack of knowledge about educational science, methods, inexperience and skills lead to arbitrary and erroneous ways of education.

From the theoretical framework and the survey results have suggested some implications in resolving contradictions and paradoxes in the way Vietnamese parents educate their children. In the city, improved physical conditions and parental attention are not synonymous with outrageous expectations, performance delusions, scores of children, impact on standard deviations, and personal crisis how children. For primary students, parents should being aware of the importance of family education to the personality development of primary students and clearly defining educational goals. Parents must see that parental responsibility is important and irreplaceable. This helps parents not entrust or rely too much on other forces such as schools, relatives, teachers, tutors or helpers. They need orientation to be proactive and promote creativity in order to achieve the highest educational efficiency. Aware of this importance, parents are more responsible and willing to resist temptations at all costs, to spend time with and raising their children. Finally, organizing family lifestyle should be built on the basis of equality, progress, equally and respect each other. This equality means all of member in the family has the right to speak out. All aspirations of individuals in the family are listened to, shared, any legitimate aspirations must be met accordingly. Building a healthy lifestyle, organizing a family is good solution to practice the primary student’s personality.

Family education plays an important role in forming and developing the personality of primary students. Vietnamese parents need to understand the content and educational methods to develop a child's personality, to understand what elementary school students really need and what is practical for them. By understanding all of these things, parents will take appropriate actions and

methods to guide the development of a comprehensive personality for their children. A parent education program in Vietnam should be designed with the participation of a large number of parents to help Vietnamese parents improve and balance their awareness of the role, content and methods of parent education in modern society.

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