

## **Influence of the Perceptions on the Filial Duty of Students in Academic and Alternative High Schools on their Delinquency**

**Hwang-ki Kim\* and Sung-Je Cho\*\***

*\*Department Education at Dongbang Graduate University  
E-mail : khg50@hanmail.net*

*\*\*Department of Education at Dongbang Graduate University  
E-mail : chosj715@daum.net*

*\*Corresponding author: Hwang-ki Kim  
Department of Education, Dongbang Graduate University  
60, Seongbuk-ro 28-gil, Seongbuk-gu 136-823, Seoul, Korea  
E-mail: khg50@hanmail.net*

### **Abstract**

The purpose of this study is to analyze the influence of the perceptions on the filial duty of students in academic and alternative high schools on their delinquency. For this study, a survey was conducted with a research sample groups of students, 246 students in total, from an academic and an alternative high schools in O-gu, Seoul, from March to July in 2014. To analyze the data, chi square test, t-test and correlation analysis were conducted at a significance level of 5%. The results of the tests are as following. First, most of the students in the academic high school are housewives, whereas most of the students in the alternative high school were working in sales and service industries. Second, the level of perception of filial duty was higher for the students in the academic school compared to those in the alternative school, of which the students were found to be experiencing higher degree of delinquency. Third, for both groups of students from the academic and alternative high schools, all of the 3 perceptive factors of filial duty (filial duty of obedience, filial duty of gratitude, filial duty of respect) were found to be having a negative correlation with the degree of delinquency of the students. The implication of this study is that the conclusion on the inversely proportional relationship between the level of perception on filial duty and the degree of delinquency of high school students would provide a useful fundamental information for establishing policies to develop delinquent students.

**Key Words:** Education of filial piety, delinquent students, perception of filial piety, filial duty of obedience, filial duty of gratitude, filial duty of respect

## **1. Introduction**

### **1.1 Necessity for the Research**

With the change of the social environment into an information-oriented society, the traditional values of filial duty are gradually disappearing. The loss of values of filial duty has caused delinquencies of teenagers, arousing extremely serious problems in the society. The fundamental morality in the filial duty is the consideration and love for others, yet the loss of such morality and filial behavior are causing the delinquency of teenagers to expand every year.

According to the National Youth Policy Institute, an analysis on the types of crimes for the 10 years from 2001 to 2011 shows that the number of theft cases committed by teenagers between ages of 14 and 15 had increased by 66% and the number of violent crimes committed by children under 13 and by teenagers between ages of 14 and 16 had increased dramatically by 76% and 500%, respectively [1]. Such problems are the results of the loss of our traditional filial morality and values due to the rapid change of the society, which is influenced by the western culture and information-orientation. Therefore, the re-establishment of the filial education and values is urgently required in order to solve the problems with teenagers. Now is the time to reconstruct the educational meanings of the idea of filial duty and the theoretical boundaries for and teaching the filial behaviors from a new perspective, to ultimately encourage the practices of filial duties.

A certification program for filial children was conducted by giving the general filial education to a controlled group of middle school students. As a result, a statistical significance was found after the experiment. Such result means that the certification program for filial children dramatically improve the students' desire to learn, ultimately causing enhancement of their academic abilities. Also by recognizing that the immoral behaviors like school violence are the very undutiful behaviors that hurts their own parents, the students have turned into the model students with good attitudes [2]. In order to receive the certification for filial child, the students not only practiced filial behaviors, but also experienced the enhancement effects on their self-esteem and school spirit. Moreover, an analysis on the correlation between the perception and behaviors of filial duty of students shows that, in general, the higher the level of perception of filial duty a student has, the more the student practices filial behaviors [3]. Therefore, for students to properly perceive their filial duty and to practice filial behaviors with their heart, not only the academic educations, but also the filial educations, the fundamentals of the family morality, need to be constantly given to the students.

An analysis is conducted to compare the status of school violence among the higher graders in a primary school with their filial behaviors. As a result, students who practice filial behaviors the more are found to be less willing to participate in school violence. Particularly, students who are good at tidying-up are found to be having higher level of self-control. Also students with high level of perception on filial duty

practice filial behaviors more and most of the primary students tend to less willing to practice filial behaviors compared to their level of perception on the filial duty [4-6]. Therefore, since the morals of filial duty are followed by the practiced behaviors, there is a necessity for filial educations with new educational materials that encourages students to practice the behaviors in daily life.

The result of the analysis on the effects of family conflicts on the individuals' values of filial duty shows that there is a correlation between the factors of family conflicts and the factors of their filial values. Like so, the high degree of influence of domestic and social factors on individuals' level of perception on the filial duty means that the importance and necessity of the filial duty are highly considered [7]. In other words, family conflicts not only affect the individuals' values of filial duty, but also influence their practice of filial behaviors. The fundamental morality of the filial duty is consideration and love, and it begins from the filial piety and brotherly love in a family and expanded to consideration and love for all human and nonhuman creatures [8]. What causes teenagers to behave against filial duty in the growth process is the exposal to harmful environments, which may cause delinquency and violence among teenagers.

The chronic delinquency of teenagers could lead to adult crimes, ultimately causing a vicious cycle in the society [9]. It is found that if a primary student starts to smoke, the possibility of the student's becoming a heavy smoker, who smokes more than half carton, in high school or later increases up to 5.7 times higher [10]. Moreover, teenagers usually start evade from delinquency at the age of 16, showing a consistent development to result in about 40% of the students escaping from the delinquency since the age of 20. Such result implies that the freedom, expansion of opportunities, new roles and new responsibilities that are given when a student becomes an adult cause him or her to escape from the delinquency [11]. Therefore, in order to prevent and reduce the teenager delinquencies, the filial educations in daily life are necessary.

As a result of investigation of the delinquency trajectory of teenagers, the more they are exposed to harmful environments and family conflicts, the more intense their delinquency gets. Also it is found that a moral disengagement makes the students to justify their immoral behaviors to cause anti-social behaviors and disobedience of rules. Therefore, there is a necessity for the students to receive educations on the morality of filial duty and ethics.

Although there are many existing researches on the effect of perception on the filial duty on the delinquency of teenagers, but there are insufficient number of comparison studies between the influence of perceptions on the filial duty of students in academic and alternative schools on their delinquency. Thus, the purpose of this study is to investigate the influences of the perception on the filial duty of students in the academic and the alternative high schools on their delinquencies.

## **1.2 Research Questions**

The specific research questions for this study are as follows.

First, what are the general characteristics of an academic and an alternative high school?

Second, what are the differences in the level of perception on the filial duty and the degree of delinquency of the students in academic and alternative high schools?

Third, how do the perceptions on filial duty of students in academic and alternative high schools influence their delinquencies?

## **2. Materials and Methods**

### **2.1 Design and Targets of the Research**

A survey was conducted with students of an academic and an alternative high schools in O-gu, Seoul, from March to July in 2014. Sample size of the research targets is calculated according to the Cohen sampling formula using a test power analysis program, G\*Power 3.1. The size was calculated at 5% of significance level, with 80% of test power and 0.15 of mid-exponent and the result came out to be minimum number of 123 students for the sample. Therefore, in this study, 246 students were surveyed.

### **2.2 Research Method**

Before conducting the survey, the research targets were provided with a through explanation on the purpose of the survey and how to fill-in the sheets. Then the students have filled in the survey sheets by themselves and then individual interview was conducted for investigation.

### **2.3 Research Tools**

As the research tools, 21 questions for social demographic traits, 25 for perception on filial duty and 23 for delinquency of students are designed. The detailed investigation and evaluation on each variable is done as following. All factorial analysis in this research was done at a significance level of 5% and the statistical processes are done with SPSSWIN 18.0 program.

#### **2.3.1 Social Demographic Traits**

To design questions for the social demographic traits, those developed by Korea Institute of Youth Policy [1] were edited. Under the personal information category, the gender, school, school year, grades, home education, financial level, religion, family structure and vocations of parents were questioned.

#### **2.3.2 Scale for the Level of Filial Duty in Daily Life**

The scale for the level of filial duty was completed by editing the questions developed by Go Kyeongmi [12]. The filial duty was subdivided into 3 factors, filial duty of obedience, gratitude and respect, for which 22 questions were designed with a scale of 5. 5 points are allotted for each question as following: 'Strongly disagree' for 1, 'Disagree' for 2. 'Neither' for 3, 'Agree' for 4 and 'Strongly agree' for 5.

#### **2.3.3 Scale for the Degree of Delinquency of Students**

The scale for the degree of delinquency of students was completed by referring to the one developed by Korea Institute for Youth Development [13]. The delinquency of

students was subdivided into 3 factors, ‘demoralization’, ‘habitual use of adult contents’ and ‘obsession over appearance’, for which 23 questions were designed with a scale of 5. 5 points are allotted for each question as following: ‘Strongly disagree’ for 1, ‘Disagree’ for 2, ‘Neither’ for 3, ‘Agree’ for 4 and ‘Strongly agree’ for 5. The higher the average point a student gets, the higher degree of delinquency of the student.

**2.3.4 Reliability**

Reliability shows that the same objects, characteristics or composition are comparable and indicates the degree of similarities between the results of independent measurements. It is a synonym of dependability, safety, consistency, predictability and accuracy. In other words, reliability is the possibility of getting the same results when measurements are repeatedly made in a consistent condition.

Some possible methods of measuring reliability are verification-re-verification method, a method of comparing the results of measurement on the same object with the same tool, correlation of the measurements by divisions and internal consistency method. In this study, the reliability was analyzed using the Cronbach’s  $\alpha$  correlation and the detailed analysis results are on <Table 1>.

**<Table 1> Verification of the Reliability of Each Division**

Division	Sub-factors	No. of questions	Cronbach's $\alpha$
Perception on filial duty	Obedience	12	.932
	Gratitude	5	.829
	Respect	5	.809
Perception on filial duty		22	.952
Delinquency	Demoralization	14	.954
	Habitual use of adult contents	5	.834
	Obsession over appearance	4	.887
Delinquency		23	.950

**3. Research Result**

**3.1. General Characteristics**

The result of investigation on the general characteristics is displayed on <Table 2>.

There were more female students than male students in the academic school, whereas there were more male students than female students in the alternative school. Yet, for both of the schools, the greatest number of students were in their 3<sup>rd</sup> high school year. The greatest proportion of students in the academic school have grades in the mid-ranks, whereas the greatest proportion of students in the alternative school have grades in the lower ranks. To the question on their home education, a major proportion of academic school students have answered ‘average’ and a major proportion of alternative school students have answered ‘free and democratic’. For both students in academic and alternative schools, most of the students have answered ‘normal’ for their

financial level. Majority of students in academic school are living with parents, whereas as the largest proportion of alternative school students are living with siblings. Most of the students in academic school have fathers working in companies and most of the students in alternative students have fathers working in companies and in own businesses. The majority of students from both schools have housewife mothers, yet a large proportion of the students in alternative school also have mothers in sales and service industries.

Conclusively, the result that the majority of the students have answered 'average' for both home education and financial level indicates that the most middle class children are attending general high schools. Also the fact that most of the students have housewife mothers shows that there still are more dual-income families than single-income families. Yet, for students in the alternative school, a large proportion of mothers are working in sales and service industries because of the financial reasons.

<Table 2> General Characteristics

Division		Academic school		Alternative school		$\chi^2$
		N	%	N	%	
Gender	Male	60	49.6	77	61.6	3.596 (.058)
	Female	61	50.4	48	38.4	
School year	1 <sup>st</sup> grade	36	29.8	13	10.4	51.202*** (.000)
	2 <sup>nd</sup> grade	4	3.3	49	39.2	
	3 <sup>rd</sup> grade	81	66.9	63	50.4	
Grades	Low rank	11	9.1	68	54.4	58.085*** (.000)
	Middle rank	79	65.3	39	31.2	
	High rank	31	25.6	18	14.4	
Home education	Strict	14	11.6	12	9.6	4.925 (.085)
	Normal	62	51.2	49	39.2	
	Free and democratic	45	37.2	64	51.2	
Financial level	Difficult	6	5.0	15	12.0	9.576** (.008)
	Average	93	76.9	101	80.8	
	Rich	22	18.2	9	7.2	
Religion	Buddhist	8	6.6	15	12.0	6.019 (.198)
	Christian	38	31.4	38	30.4	
	Catholic	12	9.9	5	4.0	
	None	63	52.1	66	52.8	
	Others	0	.0	1	.8	
Family structure (Plural response, Total=434)	Parents	117	51.8	84	40.4	-
	Single parent	4	1.8	33	15.9	
	Siblings	100	44.2	81	38.9	
	Grandparents	4	1.8	8	3.8	
	Relatives, welfare facilities	1	.4	2	1.0	

Vocation	Fa-ther	Specialized job	11	9.5	10	9.2	23.936** (.001)
		Company employee	58	50.0	36	33.0	
		Simple labor	0	.0	2	1.8	
		Public officer	7	6.0	4	3.7	
		Own business	19	16.4	26	23.9	
		Housewife	2	1.7	0	.0	
		Sales and services	0	.0	13	11.9	
		Others	19	16.4	18	16.5	
	Mother	Specialized job	6	5.0	9	7.7	21.365** (.006)
		Company employee	14	11.6	18	15.4	
		Simple labor	4	3.3	0	.0	
		Public officer	7	5.8	2	1.7	
		Teacher	4	3.3	2	1.7	
		Own business	16	13.2	12	10.3	
		Housewife	49	40.5	36	30.8	
		Sales and services	2	1.7	15	12.8	
	Others	19	15.7	23	19.7		
Total			121	100.0	125	100.0	

\*\* p<.01, \*\*\* p<.001

### 3.2 Differences between the Level of Perception on Filial Duty of Students in Academic and that of Students in Alternative Schools

The result of investigation on the perception on filial duty of students in academic and that of students in alternative school is on <Table 3>.

It is found that the level of perception on filial duty is higher for the academic school students than the alternative school students. More specifically, the levels of perception on the filial duty of obedience, gratitude and respect were all higher for the academic school students than the alternative school students. Conclusively, the finding that the level of perception on the filial duty is higher for academic school students implies that there is a difference between the environment and financial level of the families of students in academic and those of students in alternative schools in there growing process.

<Table 3> Differences in the level perception on filial duty of academic and that of students in alternative school students

Division	Subdivision	Academic school		Alternative school		t	p
		Mean	SD	Mean	SD		
Perception on filial duty	Obedience	3.93	.68	2.86	.72	11.992***	.000
	Gratitude	4.03	.60	3.16	.73	10.322***	.000
	Respect	3.53	.70	2.80	.68	8.302***	.000
Perception on filial duty		3.86	.60	2.91	.62	12.116***	.000

\*\*\* p<.001

### 3.3 Differences between the Degree of Delinquency of Students in Academic and that of Students in Alternative Schools

The result of investigation on the degree of delinquency of students in academic and that of students in alternative is displayed on <Table 4>.

The degree of delinquency of students in the alternative school is found to be higher than that of students in the academic school. Specifically, the degrees of committing demoralization, habitual use of adult contents and obsession over appearance were all higher for the students in the alternative school. Such result implies that the students who sent to alternative school because of the difficulties with adapting to general schools tend to be significantly influenced by the peer pressure.

<Table 4> Differences between the degree of delinquency of academic school students and that of alternative school students

Division	Subdivision	Academic school		Alternative school		t	p
		Mean	SD	Mean	SD		
Delinquency	Demoralization	2.01	1.12	2.56	1.04	-3.977***	.000
	Habitual use of adult Contents	2.16	.89	2.59	1.15	-3.318**	.001
	Obsession over appearance	1.96	1.03	2.35	1.21	-2.690**	.008
Delinquency		2.03	.85	2.53	.99	-4.189***	.000

\*\* p<.01, \*\*\* p<.001

### 3.4. Influence of the Perception on Filial Duty of Students in Academic and Alternative Schools on their Degree of Delinquency

The result of investigation on the correlation between the perception on filial duty and degree of delinquency is displayed on <Table 5>.

For the academic school students, all subdivisions of filial duty, the duty of obedience, gratitude and respect, showed significant negative correlation with the degree of delinquency and all subdivisions of delinquency, demoralization, habitual use of adult contents and obsession over appearance, also showed a negative correlation with the level of perception on filial duty.



**<Table 5> Correlation between the perception on filial duty and degree of delinquency**

Division		Academic school			Alternative school		
		Duty of obedience	Duty of gratitude	Duty of respect	Duty of obedience	Duty of gratitude	Duty of respect
Delinquency	Demoralization	-.554***	-.442***	-.325***	-.542***	-.390***	-.492***
	Habitual use of adult contents	-.593***	-.391***	-.439***	-.470***	-.501***	-.407***
	Obsession over appearance	-.640***	-.405***	-.548***	-.418***	-.324***	-.455***
Delinquency		-.711***	-.527***	-.474***	-.554***	-.445***	-.514***

\*\*\* p<.001

For the alternative school students, all subdivisions of filial duty, the duty of obedience, gratitude and respect, showed significant negative correlation with the degree of delinquency and all subdivisions of delinquency, demoralization, habitual use of adult contents and obsession over appearance, also showed a negative correlation with the level of perception on filial duty.

**4. Conclusion and Discussion**

The purpose of this study is to analyze the influence of the perception on filial duty of students in academic and alternative schools on their degree of delinquency. Below are the discussions on the research results.

First, the academic and alternative school students’ perception on the filial duty varied depending on their general characteristics like school types, school years, grades, home educations, financial levels and fathers’ jobs. The level of perception on the filial duty was higher for the academic school students than the alternative school students. Specifically, the levels of perception on all subdivisions, filial duty of obedience, gratitude and respect, were higher for the academic school students.

As a result of analysis on the correlation between middle school students’ perception and attitudes of filial duty, it is found that, in general, the higher their level of perception on the filial duty is, the more the students are likely to show filial behaviors [3]. A study that concludes that the students who are good at tidying-up are more like to show filial behaviors [4-6] shows the same result. Such results all show the reason why academic school students have higher level of perception on the filial duty is that there is are differences between the home education and financial levels of academic school students and those of alternative school students.

Second, the degree of delinquency was found to be higher for the alternative school students than the academic students. Specifically, the degrees of commitment of demoralization, habitual use of adult content and obsession over appearance, all turned out to be higher for the alternative school students than the academic students. Such

result has a correlation with the family conflicts and individuals' filial values [7]. A study on influence of family conflicts on the filial values and filial behaviors supports this theory [8]. The study infers that the family conflicts and peer pressure are significant factors that influence the students who go to alternative schools because of their difficulties to adapt to general schools.

Third, for the academic school students, all subdivisions of filial duty, the duty of obedience, gratitude and respect, showed significant negative correlation with the degree of delinquency and all subdivisions of delinquency, demoralization, habitual use of adult contents and obsession over appearance, also showed a negative correlation with the level of perception on filial duty. Also for the alternative school students, all subdivisions of filial duty, the duty of obedience, gratitude and respect, showed negative correlations with the degree of delinquency and all subdivisions of delinquency, demoralization, habitual use of adult contents and obsession over appearance, also showed a negative correlation with the level of perception on filial duty. This result is supported by the studies on the delinquency development and factors of delinquency. One study concludes that the chronic delinquent students tend to commit serious delinquencies during observation period and become adult criminals in the future [9]. The other study shows that the possibility of a person becoming a heavy smoker in high school and later may be increased up to 5.7 times if a student who starts smoking in primary school.

According to the result, both groups of students from an academic and an alternative school are aware of the necessity of filial behaviors, but excessive exposure to harmful environments worsens the teenager delinquencies.

Below is a list of suggestions regarding the research results described so far.

First, the academic and alternative school students' perception on the filial duty varied depending on their general characteristics like school types, school years, grades, home educations, financial levels and fathers' jobs. This result shows that the differences between the home education and financial levels of students cause the differences in the level of perception on filial duty of the students. Such conclusion may be used as a fundamental information for developing filial education programs.

Second, the degree of delinquency is found to be higher for the alternative school students than that of the academic school students. This results implies that there is a necessity for developing educational programs for the alternative school students, who find difficulties in adapting to general schools, to have self-esteem and enter the society.

Third, the result shows that the delinquency of academic school students was significantly influenced by all of the filial duty of obedient, gratitude and respect, and their likeliness of committing demoralization, habitual use of adult content and obsession over appearance, the three subdivisions of delinquency, were found to be having negative correlations with their perception on filial duty. Such result is expected to be used effectively for preventing delinquencies of teenagers that is being considerably spreading due to the excessive exposure to harmful environments.

The successive studies on specific educational measures on filial culture and practices of filial behaviors are necessary.

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