



Parents' Premium on Important Child Qualities: A Socio-Demographic Analysis

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Abstract

Inculcation of qualitative values in the children is the duties of both the home and the school. The process is expected to start from home by the parents before the school takes over. The school is to complement the home in teaching important societal qualities to produce a holistic child. To this end, this study examined important valuable qualities to be possessed by the children from the viewpoint of parents. Adopting data collected from 1237 Nigerian participants in the World Value Survey Wave 7, eleven important qualities were considered with differences determined along demographic delineation of location, highest educational qualification, marital status, religion, and ethnicity. Findings showed that the value of good manners was of foremost importance, followed by hard work and religious faith. Thrift/saving money and things was the least important value. It was revealed amongst others that location significantly affected the feeling of responsibility, imagination, religious faith, and obedience. Also, significant differences were found in good manners, hard work, religious faith by religious beliefs. Similarly, level of literacy significantly affected good manners, hard work, and unselfishness. Findings of this study have substantial implications for parenting since parents have momentous roles to play in important child qualities.

How to cite

INTRODUCTION

Naturally, all parents desire their offspring to be the embodiment of values. Such values include love, honesty, compassion, humility, generosity, patience, and self-discipline. Children are expected to imbibe these ideals to become responsible members of the community and good citizens. Modern societies have incorporated inclusivity and gender equity, inter-faith harmony, care of the aged and the vulnerable and concern for the environment as values that make children develop holistically.

The family lays the fundamentals of a value system – the forebearers such as grandparents, parents, other kith and kins are the closest enablers of values system in the children's life. The home introduces and teaches the children the initial sets of value skills such as neatness, respect for elders, punctuality, and aggression management while the school teaches values like fair play, industry, sincerity towards work, and teamwork. However, during adolescence the children begin to interrogate certain values, and new ideals are formed. To inculcate the desired societal values in children the adult figures should lead by example, instil discipline, display integrity, show empathy and integrity.

Emerson (2010) observed that important child qualities like hard work, feeling of responsibility, tolerance/respect for others, determination and religious faith defer among countries like Australia, Netherlands, and United States of America. Park et al. (2014) observed a low perception of obedience as important child quality which may be best interpreted as little recognition of obedience as an important child socialization goal across East and West, with the lack of popularity even more salient in East Asia. Data suggest that the emphasis on child deference as a cardinal feature of parental expectations in East Asian cultural contexts may be overstated (Kwon, 2010; Sung, 2001).

Studies on important child qualities have been enormous and diverse, cutting across various cultural backgrounds globally as captured by the World Values Survey with data adopted by scholars. The world Values Survey Wave 7 contains the recent collection of data on various values. Data on important child qualities on the survey involves 11 values classified under the social values, attitudes, and stereotypes sections of the questionnaire. The component important child qualities contain variables like hard work, good manners, religious faith, respect for other, tolerance and obedience, feelings of responsi-

bility, unselfishness, determination, perseverance, imagination, in addition to thrift saving both of money and things. Participants were instructed to find a list of qualities that children can be encouraged to learn at home and state (if any) which they consider to be especially important. They are expected to choose up to five.

Data from the fifth wave (2005–2008) of the WVS with participants from the 19 European countries were used by Maksi and Pavlovi (2010). The analysis revealed that imagination was ranked tenth on the list of qualities among European countries, with all other attributes valued more highly. Russia, Italy, and Bulgaria had the lowest levels of support for inventiveness, whilst Norway and Sweden had the highest levels. Child inventiveness was ranked fourth among the top five qualities for children in these two nations. Other earlier research (Maksi & Pavlovi, 2008; Maksi & Pavlovi, 2009a) likewise reported that imagination was considered least essential child qualities. Other qualities, such responsibility and tolerance, were seen as far more necessary due to the parents and educational system believe that they should be more responsible for and obligated to promote these qualities.

Important child qualities have been found to affect some positive outcomes. Parental attitude towards important child qualities appears to have a significant impact on children's academic achievement (Dhanji et al., 2012). Imagination is important for success in eSports (Parshakov & Zavertiaeva, 2015).

Whereas scholars within Nigeria context have adopted data from WVS in different areas of research, little is known of studies using the WVS on important child qualities. This study therefore adopted the Nigeria data for analysis to examine the important child values from the perspective of participants, first to determine the most important qualities, determine the correlation between the global and Nigeria data, and finally find differences by socio-demographic factors like location of residence, religious denomination, level of literacy, marital status, highest educational level, and ethnicity.

Education influences individual values and beliefs, lessen prejudices and fosters open-mindedness. Furthermore, education has also demonstrated to influence cultural traits such as trust and respect in societies (Dutta et al., 2021). In each cultural setting where self-control was crucial, Takamatsu and Takai (2019) observed that the mothers' interactional style corresponded with significant kid characteristics. We believe that the personal experiences, marital status,

highest educational level, location of residence and ethnicity would inform the premium placed by participants on important child qualities.

One research question and two hypotheses were raised for the study;

What are the ratings of the important child qualities in Nigeria?

There is no significant correlation between the global and Nigeria data on the important child qualities.

There are no significant differences in perception of important child qualities by participants, location of residence, religious denomination, level of literacy, marital status, highest educational level, and ethnicity.

METHOD

Participants

Sample for this study included 1,237 participants captured in the World Values Survey, Wave 7 (2017-2022) data collected in Nigeria. This forms part of the total collected from 87,822 participants in 59 countries of the world. The data used for this study is made up of 606 in the urban and 632 in the rural locations, consisting of 934 literates and 303 illiterates, majority of married ($n = 679$) and single ($n = 503$) participants. Most of the participants had upper secondary school education ($n = 499$). There were Muslim ($n = 559$) and Protestants ($n = 410$) participants in the sample which has distribution along various ethnic groups of Yoruba ($n = 303$), Hausa ($n = 384$), and Igbo ($n = 186$).

Instrument

The data on the important qualities of children in the Wave 7 data of the World Value Survey collected from 2017 to 2020 was used. This survey has been undertaken annually by the World Values Survey Association since 1981 investigating the attitude of people in over 100 countries towards social, cultural and moral values. Wave 7 is the biggest and the most current wave of WVS. The survey is collected on various social, political issues like democracy, religion, environment, attitudes, and demographic characteristics.

Eleven items under the social values, attitudes & stereotypes section of the questionnaire constitute the important child qualities. Participants were instructed to find a list of qualities that children can be encouraged to learn at home and state (if any) which they consider to be especially important. They are expected to choose up to five.

In the present study, data for Nigeria which contains information on a wide range of socio-demographic variables as well as important child values was used.

Table 1 presents variables on important child qualities selected from World Value Survey. The World Value Survey is an international social survey that examines people's values and beliefs, how they have changed over time, and how they have affected the social and political development of various countries throughout the world. It features a sizable collection of variables that can be used to create indexes for categorising cultures along its many dimensions.

Table 1. Variables on Important Child Qualities (WVS Wave 7; 2017-2022)

WVS Variables - Important child qualities:	Questionnaire Code
Good manners	Q7
Independence	Q8
hard work	Q9
Feeling of responsibility	Q10
Imagination	Q11
Tolerance and respect for other people	Q12
Thrift saving money and things	Q13
Determination perseverance	Q14
Religious faith	Q15
Unselfishness	Q16
Obedience	Q17

Procedures

Data analysis was conducted using frequency count and percentages as well as crosstabulation of data with presentation of Chi-Square values to determine differences in participants' perception on the important child qualities by the socio-demographic delineation. Results were tested for significance at .05 level.

RESuLTS

Preliminary

Table 2. Frequencies and percentages of important child qualities

Important child qualities	Frequency	Percent	Rank
Good manners	1103	89.2	1st
Hard work	914	73.9	2nd
Religious faith	897	72.5	3rd

Tolerance and respect for other people	764	61.8	4th
Obedience	712	57.6	5th
Feeling of responsibility	498	40.3	6th
Independence	380	30.7	7th
Determination perseverance	258	20.9	8th
Unselfishness	196	15.9	9th
Imagination	173	14.0	10th
Thrift saving money and things	172	13.9	11th

The results in Table 2 showed the frequency and percentages of important child qualities and their ratings. It was observed that participants placed the highest premium on good manners (89.2%) followed by hard work (73.9%) while religious faith (72.5%) took the third place. Thrift savings money and things (13.9%) was the least quality considered as important.

Table 3. Global and Nigeria Percentages of important child qualities

	Important child qualities	Important		Not mentioned	
		Global	Nigeria	Global	Nigeria
1	Good manners	77.5	89.2	22.1	10.8
2	Independence	42.4	30.7	56.7	69.3
3	Hard work	53.4	73.9	46.0	26.1
4	Feeling of Responsibility	64.9	40.3	34.6	59.7
5	Imagination	20.5	14.0	78.3	86.0
6	Tolerance and Respect for other People	62.3	61.8	37.1	38.1
7	Thrift savings Money and Things	29.9	13.9	69.1	86.1
8	Determination perseverance	32.4	20.9	66.5	79.1
9	Religious faith	36.1	72.5	62.9	27.5
10	Unselfishness	26.8	15.9	72.1	84.1
11	Obedience	32.1	57.6	66.8	42.4

The results in Table 3 indicated the percentages of important child qualities considered Globally and in Nigeria. Results revealed that participants from Nigeria considered good manners, hard work, religious faith, and obedience as indicated by the percentages. Analysis of ranking

is presented in Table 4.

Table 4. Global and Nigeria ranking of important child qualities

	Important child qualities	Mentioned			
		Global	Rank	Nigeria	Rank
1	Good manners	77.5	1st	89.2	1st
2	Feeling of Responsibility	64.9	2nd	40.3	6th
3	Tolerance and Respect for other People	62.3	3rd	61.8	4th
4	Hard work	53.4	4th	73.9	2nd
5	Independence	42.4	5th	30.7	7th
6	Religious faith	36.1	6th	72.5	3rd
7	Determination perseverance	32.4	7th	20.9	8th
8	Obedience	32.1	8th	57.6	5th
9	Thrift savings Money and Things	29.9	9th	13.9	11th
10	Unselfishness	26.8	10th	15.9	9th
11	Imagination	20.5	11th	14.0	10th

Results in Table 4 revealed that while globally, good manners were considered of foremost importance, same was with Nigeria. However, while feeling of responsibility was second globally, it came 6th in Nigeria rating, tolerance and respect for other people was 3rd in the global rating it was 4th in Nigeria. Imagination was the least, 11th globally, but 10th in the rating of important child qualities in Nigeria. The Global and Nigerian rankings correlated well enough ($\rho_{1237} = .77$; $p < .05$).

Hypothesis Testing

The results in Table 5 showed significant influence of location of residence on feeling of responsibility ($\chi^2 = 5.779$; $df = 1$; $p < .05$), ima-

gination ($\chi^2 = 11.105$; $df = 1$; $p < .05$), religious faith ($\chi^2 = 6.131$; $df = 1$; $p < .05$), and obedience ($\chi^2 = 13.756$; $df = 1$; $p < .05$).

Table 5. Frequencies and percentages of child qualities important by location of respondents

Urban		Urban-Rural		Statistics
		Rural		
Good Manners	Important	536	567	$(\chi^2 = .402$; $df = 1$; $p > .05$)
		48.6	51.4	
	Not Mentioned	69	65	
		51.5	48.5	
Independence	Important	192	188	$(\chi^2 = .545$; $df = 1$; $p > .05$)
		50.5	49.5	
	Not Mentioned	414	444	
		48.3	51.7	
Hard Work	Important	443	471	$(\chi^2 = .381$; $df = 1$; $p > .05$)
		48.5	51.5	
	Not Mentioned	163	160	
		50.5	49.5	
Feeling of Re- sponsibility	Important	265	234	$(\chi^2 = 5.779$; $df = 1$; $p < .05$)
		53.1	46.9	
	Not Mentioned	341	398	
		46.1	53.9	
Imagination	Important	105	68	$(\chi^2 = 11.105$; $df = 1$; $p < .05$)
		60.7	39.3	
	Not Mentioned	500	563	
		47.0	53.0	
Tolerance and Respect for other People	Important	377	387	$(\chi^2 = .153$; $df = 1$; $p > .05$)
		49.3	50.7	
	Not Mentioned	228	245	
		48.2	51.8	
Thrift Money Things	Important	83	89	$(\chi^2 = .039$; $df = 1$; $p > .05$)
		48.3	51.7	
	Not Mentioned	523	543	
		49.1	50.9	
Deter mination Perseverance	Important	129	129	$(\chi^2 = .155$; $df = 1$; $p > .05$)
		50.0	50.0	
	Not Mentioned	476	503	
		48.6	51.4	
Religious Faith	Important	420	477	$(\chi^2 = 6.131$; $df = 1$; $p < .05$)
		46.8	53.2	
	Not Mentioned	186	154	
		54.7	45.3	
Unselfishness	Important	107	89	$(\chi^2 = 3.010^a$; $df = 1$; $p > .05$)
		54.6	45.4	
	Not Mentioned	498	543	
		47.8	52.2	
Obedience	Important	316	396	$(\chi^2 = 13.756^a$; $df = 1$; $p < .05$)
		44.4	55.6	
	Not Mentioned	289	236	
		55.0	45.0	

Table 6. Frequencies and percentages of child qualities important by major groups of religious denomination of respondents

		Religious Denominations - Major Groups								Total	Statistics
		1	2	3	4	5	6	7	8		
Good Manners	Important	1 0.1	179 16.3	374 34.0	48 4.4	1 0.1	483 43.9	1 0.1	13 1.2	1100 100.0	$(\chi^2 = 15.727; df = 7; p < .05)$
	Not Mentioned	1 0.8	11 8.3	36 27.1	6 4.5	0 0.0	76 57.1	0 0.0	3 2.3	133 100.0	
Independence	Important	0 0.0	70 18.7	128 34.1	13 3.5	0 0.0	158 42.1	1 0.3	5 1.3	375 100.0	$(\chi^2 = 9.685; df = 7; p > .05)$
	Not Mentioned	2 0.2	120 14.0	282 32.9	41 4.8	1 0.1	401 46.7	0 0.0	11 1.3	858 100.0	
Hard Work	Important	1 0.1	156 17.1	328 36.0	43 4.7	0 0.0	374 41.0	0 0.0	10 1.1	912 100.0	$(\chi^2 = 37.495; df = 7; p < .05)$
	Not Mentioned	1 0.3	34 10.6	82 25.5	11 3.4	1 0.3	186 57.8	1 0.3	6 1.9	322 100.0	
Feeling of Responsibility	Important	0 0.0	78 15.7	167 33.7	26 5.2	0 0.0	218 44.0	0 0.0	7 1.4	496 100.0	$(\chi^2 = 4.806; df = 7; p > .05)$
	Not Mentioned	2 0.3	112 15.2	243 33.0	28 3.8	1 0.1	341 46.3	1 0.1	8 1.1	736 100.0	
Imagination	Important	0 0.0	29 16.9	60 34.9	4 2.3	0 0.0	78 45.3	0 0.0	1 0.6	172 100.0	$(\chi^2 = 3.667; df = 7; p > .05)$
	Not Mentioned	2 0.2	161 15.2	350 33.0	50 4.7	1 0.1	481 45.4	1 0.1	14 1.3	1060 100.0	
Tolerance and Respect for other People	Important	0 0.1	78 14.0	167 34.9	26 3.1	0 0.1	218 46.5	0 0.1	7 1.0	496 100.0	
	Not Mentioned	1 0.2	83 17.6	144 30.6	30 6.4	0 0.0	205 43.5	0 0.0	8 1.7	471 100.0	
Thrift Saving Money and Things	Important	0 0.0	25 14.7	52 30.6	14 8.2	1 0.6	77 45.3	0 0.0	1 0.6	170 100.0	$(\chi^2 = 14.540; df = 7; p < .05)$
	Not Mentioned	2 0.2	165 15.5	358 33.7	40 3.8	0 0.0	482 45.4	1 0.1	14 1.3	1062 100.0	
Determination Perseverance	Important	1 0.4	35 13.6	101 39.1	7 2.7	0 0.0	111 43.0	0 0.0	3 1.2	258 100.0	$(\chi^2 = 8.180; df = 7; p > .05)$
	Not Mentioned	1 0.1	155 15.9	309 31.7	47 4.8	1 0.1	448 45.9	1 0.1	13 1.3	975 100.0	
Religious Faith	Important	1 0.1	121 13.5	265 29.5	44 4.9	1 0.1	453 50.5	1 0.1	11 1.2	897 100.0	$(\chi^2 = 44.343; df = 7; p < .05)$
	Not Mentioned	1 0.3	69 20.5	145 43.2	10 3.0	0 0.0	106 31.5	0 0.0	5 1.5	336 100.0	
Unselfishness	Important	0 0.0	30 15.4	57 29.2	5 2.6	0 0.0	98 50.3	0 0.0	5 2.6	195 100.0	$(\chi^2 = 8.310; df = 7; p > .05)$
	Not Mentioned	2 0.2	160 15.4	353 34.0	49 4.7	1 0.1	461 44.5	1 0.1	10 1.0	1037 100.0	
Obedience	Important	0 0.0	117 16.5	227 31.9	40 5.6	1 0.1	317 44.6	1 0.1	8 1.1	711 100.0	$(\chi^2 = 12.556; df = 7; p > .05)$
	Not Mentioned	2 0.4	73 14.0	183 35.1	14 2.7	0 0.0	242 46.4	0 0.0	7 1.3	521 100.0	

1 = Do Not Belong to A Denomination, 2 = Roman Catholic, 3 = Protestant, 4 = Orthodox (Russian/Greek/Etc.), 4 = Jew, 5 = Muslim, 6 = Hindu, 7 = Other Christian (Pentecostal/Free Church/Jehovah)

The results in Table 6 revealed significant differences in participants' perception of important child qualities by religious denominations on good manners ($\chi^2 = 15.727; df = 7; p < .05$), hard work ($\chi^2 = 37.495; df = 7; p < .05$), thrift saving money and things ($\chi^2 = 14.540; df = 7; p < .05$), and religious faith ($\chi^2 = 44.343; df = 7; p < .05$).

Table 7. *Frequencies and percentages of child qualities important by literacy level of respondents*

Literate		Respondent's Literacy		Statistics
		Literate	Illiterate	
Good Manners	Important	850	253	$(\chi^2 = 13.352; df = 1; p < .05)$
		77.1	22.9	
	Not Mentioned	84	50	
		62.7	37.3	
Independence	Important	293	87	$(\chi^2 = .759; df = 1; p > .05)$
		77.1	22.9	
	Not Mentioned	641	216	
		74.8	25.2	
Hard Work	Important	715	199	$(\chi^2 = 14.026; df = 1; p < .05)$
		78.2	21.8	
	Not Mentioned	219	104	
		67.8	32.2	
Feeling of Responsibility	Important	390	108	$(\chi^2 = 3.554; df = 1; p > .05)$
		78.3	21.7	
	Not Mentioned	544	195	
		73.6	26.4	
Imagination	Important	126	47	$(\chi^2 = .777; df = 1; p > .05)$
		72.8	27.2	
	Not Mentioned	808	256	
		75.9	24.1	
Tolerance and Respect for other People	Important	586	178	$(\chi^2 = 1.546; df = 1; p > .05)$
		76.7	23.3	
	Not Mentioned	348	125	
		73.6	26.4	
Thrift Saving Money and Things	Important	133	39	$(\chi^2 = .358; df = 1; p > .05)$
		77.3	22.7	
	Not Mentioned	801	264	
		75.2	24.8	
Determination Perseverance	Important	186	72	$(\chi^2 = 2.052; df = 1; p > .05)$
		72.1	27.9	
	Not Mentioned	748	231	
		76.4	23.6	
Religious Faith	Important	666	231	$(\chi^2 = 2.791; df = 1; p > .05)$
		74.2	25.8	
	Not Mentioned	268	72	
		78.8	21.2	
Unselfishness	Important	135	61	$(\chi^2 = 5.532; df = 1; p < .05)$
		68.9	31.1	
	Not Mentioned	799	242	
		76.8	23.2	
Obedience	Important	538	174	$(\chi^2 = .003; df = 1; p > .05)$
		75.6	24.4	
	Not Mentioned	396	129	
		75.4	24.6	

The results in Table 7 indicated that participants differ significantly in their perception of important child qualities by their literacy level. Perception of good manners ($\chi^2 = 13.352; df = 1; p < .05$), hard work ($\chi^2 = 14.026; df = 1; p < .05$), and unselfishness ($\chi^2 = 5.532; df = 1; p < .05$) were viewed different between literate and illiterate participants.

Table 8. Frequencies and percentages of child qualities important by marital status of respondents

		Marital Status						Total	
		1	2	3	4	5	6	Statistics	
Good Manners	Important	601	7	6	13	20	453	1100	$(\chi^2 = 3.535; df = 5; p > .05)$
		54.6	0.6	0.5	1.2	1.8	41.2	100.0	
	Not Mentioned	78	0	2	1	3	50	134	
		58.2	0.0	1.5	0.7	2.2	37.3	100.0	
Independence	Important	199	1	2	5	9	163	379	$(\chi^2 = 3.053; df = 5; p > .05)$
		52.5	0.3	0.5	1.3	2.4	43.0	100.0	
	Not Mentioned	480	6	6	9	15	339	855	
		56.1	0.7	0.7	1.1	1.8	39.6	100.0	
Hard Work	Important	483	6	4	11	18	391	913	$(\chi^2 = 9.291; df = 5; p > .05)$
		52.9	0.7	0.4	1.2	2.0	42.8	100.0	
	Not Mentioned	196	2	4	3	5	112	322	
		60.9	0.6	1.2	0.9	1.6	34.8	100.0	
Feeling of Responsibility	Important	250	3	4	8	8	224	497	$(\chi^2 = 9.449; df = 5; p > .05)$
		50.3	0.6	0.8	1.6	1.6	45.1	100.0	
	Not Mentioned	429	5	4	6	15	279	738	
		58.1	0.7	0.5	0.8	2.0	37.8	100.0	
Imagination	Important	93	1	2	3	3	71	173	$(\chi^2 = 1.519; df = 5; p > .05)$
		53.8%	0.6%	1.2	1.7	1.7%	41.0	100.0	
	Not Mentioned	586	6	6	11	20	432	1061	
		55.2	0.6	0.6	1.0	1.9	40.7	100.0	
Tolerance and Respect for other People	Important	413	5	4	10	20	310	762	$(\chi^2 = 5.834; df = 5; p > .05)$
		54.2	0.7	0.5	1.3	2.6	40.7	100.0	
	Not Mentioned	265	2	3	4	4	193	471	
		56.3	0.4	0.6	0.8	0.8	41.0	100.0	
Thrift Saving Money and Things	Important	102	0	2	3	0	65	172	$(\chi^2 = 7.855; df = 5; p > .05)$
		59.3	0.0	1.2	1.7	0.0	37.8	100.0	
	Not Mentioned	577	7	5	11	23	438	1061	
		54.4	0.7	0.5	1.0	2.2	41.3	100.0	
Determination Perseverance	Important	135	3	3	2	5	108	256	$(\chi^2 = 3.572; df = 5; p > .05)$
		52.7	1.2	1.2	0.8	2.0	42.2	100.0	
	Not Mentioned	544	5	5	12	18	395	979	
		55.6	0.5	0.5	1.2	1.8	40.3	100.0	
Religious Faith	Important	508	3	6	7	16	354	894	$(\chi^2 = 11.717; df = 5; p < .05)$
		56.8	0.3	0.7	0.8	1.8	39.6	100.0	
	Not Mentioned	170	5	2	7	7	149	340	
		50.0	1.5	0.6	2.1	2.1	43.8	100.0	
Unselfishness	Important	114	2	1	1	2	76	196	$(\chi^2 = 3.225; df = 5; p > .05)$
		58.2	1.0	0.5	0.5	1.0	38.8	100.0	
	Not Mentioned	565	5	7	13	21	426	1037	
		54.5	0.5	0.7	1.3	2.0	41.1	100.0	
Obedience	Important	402	5	4	7	15	278	711	$(\chi^2 = 3.380; df = 5; p > .05)$
		56.5	0.7	0.6	1.0	2.1	39.1	100.0	
	Not Mentioned	277	3	4	8	8	225	525	
		52.8	0.6	0.8	1.5	1.5	42.9	100.0	

1 = Married, 2 = Living Together As Married, 3 = Divorced, 4 = Separated, 5 = Widowed, 6 = Single

The results in Table 8 showed that participants' marital status influence their perception of religious faith as important child quality ($\chi^2 = 11.717; df = 1; p < .05$).

Table 9. Frequencies and percentages of child qualities important by respondents' highest educational level

		Highest Educational Level: Respondent						Total	Statistics
		1	2	3	4	5	6		
Good Manners	Important	161	117	137	451	120	107	1093	$(\chi^2 = 11.717; df = 5; p < .05)$
	Not Mentioned	14.7	10.7	12.5	41.3	11.0	9.8	100.0	
Independence	Important	37	15	16	49	5	13	135	$(\chi^2 = 6.541; df = 5; p > .05)$
	Not Mentioned	27.4	11.1	11.9	36.3	3.7	9.6	100.0	
Hard Work	Important	64	44	46	162	27	34	377	$(\chi^2 = 9.039; df = 5; p > .05)$
	Not Mentioned	17.0	11.7	12.2	43.0	7.2	9.0	100.0	
Feeling of Responsibility	Important	134	89	107	337	98	86	851	$(\chi^2 = 3.548; df = 5; p > .05)$
	Not Mentioned	15.7	10.5	12.6	39.6	11.5	10.1	100.0	
Imagination	Important	136	96	106	385	98	86	907	$(\chi^2 = 19.418; df = 5; p < .05)$
	Not Mentioned	15.0	10.6	11.7	42.4	10.8	9.5	100.0	
Tolerance and Respect for other People	Important	62	37	47	114	27	34	321	$(\chi^2 = 24.462; df = 5; p < .05)$
	Not Mentioned	19.3	11.5	14.6	35.5	8.4	10.6	100.0	
Thrift Saving Money and Things	Important	76	49	59	197	58	52	491	$(\chi^2 = 6.794; df = 5; p > .05)$
	Not Mentioned	15.5	10.0	12.0	40.1	11.8	10.6	100.0	
Determination Perseverance	Important	122	83	94	302	67	68	736	$(\chi^2 = 14.666; df = 5; p < .05)$
	Not Mentioned	16.6	11.3	12.8	41.0	9.1	9.2	100.0	
Unselfishness	Important	37	31	15	57	14	17	171	$(\chi^2 = 5.714; df = 5; p > .05)$
	Not Mentioned	21.6	18.1	8.8	33.3	8.2	9.9	100.0	
Obedience	Important	161	101	138	443	111	103	1057	$(\chi^2 = 13.002; df = 5; p < .05)$
	Not Mentioned	15.2	9.6	13.1	41.9	10.5	9.7	100.0	
Religious Faith	Important	102	72	104	305	84	89	756	$(\chi^2 = 5.714; df = 5; p > .05)$
	Not Mentioned	13.5	9.5	13.8	40.3	11.1	11.8	100.0	
Unselfishness	Important	97	60	49	195	40	31	472	$(\chi^2 = 13.002; df = 5; p < .05)$
	Not Mentioned	20.6	12.7	10.4	41.3	8.5	6.6	100.0	
Obedience	Important	32	15	17	78	11	19	172	$(\chi^2 = 5.714; df = 5; p > .05)$
	Not Mentioned	18.6	8.7	9.9	45.3	6.4	11.0	100.0	
Unselfishness	Important	166	117	136	422	114	101	1056	$(\chi^2 = 5.714; df = 5; p > .05)$
	Not Mentioned	15.7	11.1	12.9	40.0	10.8	9.6	100.0	
Unselfishness	Important	46	28	29	105	26	25	259	$(\chi^2 = 5.714; df = 5; p > .05)$
	Not Mentioned	17.8	10.8	11.2	40.5	10.0	9.7	100.0	
Unselfishness	Important	153	105	124	395	98	95	970	$(\chi^2 = 5.714; df = 5; p > .05)$
	Not Mentioned	15.8	10.8	12.8	40.7	10.1	9.8	100.0	
Unselfishness	Important	138	94	124	372	90	74	892	$(\chi^2 = 5.714; df = 5; p > .05)$
	Not Mentioned	15.5	10.5	13.9	41.7	10.1	8.3	100.0	
Unselfishness	Important	60	38	29	127	35	46	335	$(\chi^2 = 5.714; df = 5; p > .05)$
	Not Mentioned	17.9	11.3	8.7	37.9	10.4	13.7	100.0	
Unselfishness	Important	46	25	21	66	16	20	194	$(\chi^2 = 5.714; df = 5; p > .05)$
	Not Mentioned	23.7	12.9	10.8	34.0	8.2	10.3	100.0	
Unselfishness	Important	152	107	132	433	108	101	1033	$(\chi^2 = 5.714; df = 5; p > .05)$
	Not Mentioned	14.7	10.4	12.8	41.9	10.5	9.8	100.0	
Unselfishness	Important	99	80	91	293	74	71	708	$(\chi^2 = 5.714; df = 5; p > .05)$
	Not Mentioned	14.0	11.3	12.9	41.4	10.5	10.0	100.0	
Unselfishness	Important	99	53	62	207	51	49	521	$(\chi^2 = 5.714; df = 5; p > .05)$
	Not Mentioned	19.0	10.2	11.9	39.7	9.8	9.4	100.0	

1 = Early Childhood Education, 2 = Primary Education, 3 = Lower Secondary Education, 4 = Upper Secondary Education, 5 = Post-Secondary Non-Tertiary Education, 6 = Master Or Equivalent

The results in Table 9 indicated that educational level of participants significantly influenced their perception of important child qualities. They differ in good manners ($\chi^2 = 11.717; df = 5; p < .05$), hard work ($\chi^2 = 9.039; df = 5; p > .05$), and unselfishness ($\chi^2 = 13.002; df = 5; p < .05$) as important child qualities.

Table 10. Frequencies and percentages of child qualities important by ethnic group of respondents

		Ethnic Group								Total	Statistics
		1	2	3	4	5	6	7	8		
Good Manners	Important	254	340	171	15	25	8	0	290	1103	$(\chi^2 = 25.724; df = 7; p < .05)$
	Not Mentioned	23.0	30.8	15.5	1.4	2.3	0.7	0.0	26.3	100.0	
Independence	Important	49	44	15	2	1	0	1	22	134	$(\chi^2 = 37.606; df = 7; p < .05)$
	Not Mentioned	36.6	32.8	11.2	1.5	0.7	0.0	0.7	16.4	100.0	
Hard Work	Important	110	95	76	8	15	2	0	74	380	$(\chi^2 = 33.340; df = 7; p < .05)$
	Not Mentioned	28.9	25.0	20.0	2.1	3.9	0.5	0.0	19.5	100.0	
Feeling of Responsibility	Important	193	289	110	9	12	6	1	238	858	$(\chi^2 = 12.024; df = 7; p > .05)$
	Not Mentioned	22.5	33.7	12.8	1.0	1.4	0.7	0.1	27.7	100.0	
Imagination	Important	220	252	143	11	26	8	1	252	913	$(\chi^2 = 80.368; df = 7; p < .05)$
	Not Mentioned	24.1	27.6	15.7	1.2	2.8	0.9	0.1	27.6	100.0	
Tolerance and Respect for other People	Important	83	132	43	5	1	0	0	59	323	$(\chi^2 = 17.915; df = 7; p < .05)$
	Not Mentioned	25.7	40.9	13.3	1.5	0.3	0.0	0.0	18.3	100.0	
Thrift Saving Money and Things	Important	128	148	73	4	18	3	1	123	498	$(\chi^2 = 18.703; df = 7; p < .05)$
	Not Mentioned	25.7	29.7	14.7	0.8	3.6	0.6	0.2	24.7	100.0	
Determination Perseverance	Important	175	236	113	12	9	5	0	189	739	$(\chi^2 = 86.540; df = 7; p < .05)$
	Not Mentioned	23.7	31.9	15.3	1.6	1.2	0.7	0.0	25.6	100.0	
Unselfishness	Important	42.2	28.3	9.2	0.6	8.1	0.0	0.0	11.6	100.0	$(\chi^2 = 34.287; df = 7; p < .05)$
	Not Mentioned	229	336	170	16	13	8	1	291	1064	
Obedience	Important	21.5	31.6	16.0	1.5	1.2	0.8	0.1	27.3	100.0	$(\chi^2 = 29.734; df = 7; p < .05)$
	Not Mentioned	165	260	114	9	13	6	0	198	765	
Religious Faith	Important	21.6	34.0	14.9	1.2	1.7	0.8	0.0	25.9	100.0	$(\chi^2 = 86.540; df = 7; p < .05)$
	Not Mentioned	138	124	73	8	14	2	1	114	474	
Independence	Important	29.1	26.2	15.4	1.7	3.0	0.4	0.2	24.1	100.0	$(\chi^2 = 29.734; df = 7; p < .05)$
	Not Mentioned	47	50	15	5	4	0	1	49	171	
Good Manners	Important	27.5	29.2	8.8	2.9	2.3	0.0	0.6	28.7	100.0	$(\chi^2 = 29.734; df = 7; p < .05)$
	Not Mentioned	255	334	171	11	22	8	0	263	1064	
Hard Work	Important	24.0	31.4	16.1	1.0	2.1	0.8	0.0	24.7	100.0	$(\chi^2 = 29.734; df = 7; p < .05)$
	Not Mentioned	88	73	40	2	4	2	0	49	258	
Feeling of Responsibility	Important	34.1	28.3	15.5	0.8	1.6	0.8	0.0	19.0	100.0	$(\chi^2 = 29.734; df = 7; p < .05)$
	Not Mentioned	215	311	146	14	23	6	1	262	978	
Imagination	Important	22.0	31.8	14.9	1.4	2.4	0.6	0.1	26.8	100.0	$(\chi^2 = 29.734; df = 7; p < .05)$
	Not Mentioned	191	331	122	15	7	5	1	226	898	
Tolerance and Respect for other People	Important	21.3	36.9	13.6	1.7	0.8	0.6	0.1	25.2	100.0	$(\chi^2 = 29.734; df = 7; p < .05)$
	Not Mentioned	112	53	64	2	20	3	0	86	340	
Thrift Saving Money and Things	Important	32.9	15.6	18.8	0.6	5.9	0.9	0.0	25.3	100.0	$(\chi^2 = 29.734; df = 7; p < .05)$
	Not Mentioned	70	61	37	1	0	0	0	27	196	
Determination Perseverance	Important	35.7	31.1	18.9	0.5	0.0	0.0	0.0	13.8	100.0	$(\chi^2 = 29.734; df = 7; p < .05)$
	Not Mentioned	233	324	149	16	27	8	1	284	1042	
Unselfishness	Important	22.4	31.1	14.3	1.5	2.6	0.8	0.1	27.3	100.0	$(\chi^2 = 29.734; df = 7; p < .05)$
	Not Mentioned	149	226	117	11	6	6	1	195	711	
Obedience	Important	21.0	31.8	16.5	1.5	0.8	0.8	0.1	27.4	100.0	$(\chi^2 = 29.734; df = 7; p < .05)$
	Not Mentioned	154	158	69	5	20	2	0	116	524	
		29.4	30.2	13.2	1.0	3.8	0.4	0.0	22.1%	100.0	

1 = Yoruba, 2 = Hausa, 3 = Igbo, 4 = Fulani, 5 = Tiv, 6 = Ibibio, 7 = Other Africans, 8 = Others

The results in Table 10 indicated that ethnic group of participants significantly good manners ($\chi^2 = 25.724; df = 7; p < .05$), independence ($\chi^2 = 37.606; df = 7; p < .05$), hard work ($\chi^2 = 33.340; df = 7; p < .05$), imagination ($\chi^2 = 80.368; df = 7; p < .05$), tolerance and respect for other people ($\chi^2 = 17.915; df = 7; p < .05$), thrift saving money and things ($\chi^2 = 18.703; df = 7; p < .05$), determination perseverance ($\chi^2 = 19.653;$

$df = 7; p < .05$), religious faith ($\chi^2 = 86.540; df = 7; p < .05$), unselfishness ($\chi^2 = 34.287; df = 7; p < .05$), and obedience ($\chi^2 = 29.734; df = 7; p < .05$).

DISCUSSION

Results of this study revealed that the value of good manners has the highest indication by participants as an important child quality (89.2%) and was ranked first in this study. Global data (Moreno et al., 2022) indicated that only few countries had percentages above that of Nigeria. These include Bangladesh (98.3%), Colombia (90.1%), Cyprus (89.3%), Iraq (91.4%), Kenya (90.0%), Libya (94.6%), Maldives (95.1%), Nicaragua (92.5%), Puerto Rico (90.5%), Tunisia (95.5%), and Egypt (96.2%). However, it is only in Tajikistan (0.04%) that the premium placed on good manners happen to be ridiculously low.

Independence as an important child quality taught by parents to children at home has a percentage of 30.7percent and ranked seventh as revealed in this study. This happens to be on the fifth rank in the global ranking (Moreno et al., 2022). Only few countries had above 60.0% on the importance of independence. These include China (78.2%), Taiwan ROC (68.5%), Germany (69.7%), Japan (60.2%), South Korea (60.4%), Macau SAR (62.9%), Mongolia (60.0%), and Tunisia (64.6%). It is evident by the findings of this study that many countries of the world do not place high premium on independence with some like Egypt (14.4%), Bolivia (21.7%), Armenia (19.8%), Chile (21.5%), Colombia (28.8%), Ecuador (24.7%), Iraq (13.8%), Libya (21.7%), Nicaragua (26.2%), Pakistan (20.8%), Peru (23.0%), and Turkey (29.6%).

The virtue of hard work had a significant 73.9percent and was ranked second in this study for Nigeria participants. This finding is very cheering and encouraging. It portrays the general value placed on hard work by the Nigerian populace. Considering this percentage with other data from other countries (Moreno et al., 2022)

showed that participants did not do badly in enhancing the learning of hard work by children at home. Nigeria ranked among few countries like Armenia (70.9%), China (70.4%), Cyprus (72.6%), Greece (74.2%), Kazakhstan (78.3%), Mongolia (71.9%), Romania (73.9%), Russia (75.8%), Zimbabwe (74.3%), Tajikistan (74.8%), and Ukraine (71.6%). Many countries like Venezuela (36.0), Chile (28.2%), Colombia (24.6%), Ecuador (28.9%), Germany (39.7%), Japan (25.1%), Jordan (36.4%), Malaysia (32.9%), Mexico (39.4%), Netherlands (25.9%), Nicaragua (32.6%), and Pakistan (37.0%) had percentages below 40.0 percent.

Findings of this study indicated that the quality of feeling of responsibility had a percen-

tage of 40.3. This ranked sixth in the order of important child qualities in this study, showing that parents do not put high premium on the virtue as an important child quality to be learnt by children at home. Only few countries in the world ranked as low as this in considering feeling of responsibility as important virtue to be learnt at home by children. Countries with below 50.0percent included Myanmar (47.1%), Ethiopia (35.3%), Kenya (41.9%), Maldives (48.0%), Pakistan (36.3%), and Zimbabwe (38.2%). This implies that feeling of responsibility is not considered as important in only few countries of the world, Nigeria inclusive.

CONCLUSION

It was concluded from the findings of this study that some important child qualities are fortified in children at home while some others are not encouraged in children. The rankings of important child qualities are highly correlated with the global rankings. Socio-demographic factors affects the perception of important child qualities.

Recommendations

From the findings, the following recommendations are given:

Parents should not shy out in their efforts on fostering the learning of values like good manners, hard work, religious faith, tolerance, and respect for other people, as well as obedience which have been found in this study to be high in the rankings of important child qualities.

Values including feelings of responsibility, determination perseverance, unselfishness, imagination, as well as thrift saving both of money and things should be enhanced as good values, virtues, and qualities in children at home.

Socio-demographic delineation notwithstanding, the important child qualities should be encouraged.

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Conflict of Interest

Authors wish to declare that the-

re is no conflict of interest in this report.

Contributions of Authors

The conception of this study was by the three authors. Literature materials were gathered and put together by SOM, ROA, OO, and API. SOM provided significant input in data analysis while ROA, OO, and API joined in the interpretation of results. SOM, ROA, OO, and API made contributions to the discussion of results and together approved the report in the present format.

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