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The Relationship between Parents' Educational Attainment, Children's Worship Behavior, and Personality at PAUD Saqeena Insani, Seluma Regency

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Abstract:
This study examines the relationship between parents' educational attainment and the worship behavior and personality of children aged 5–6 years at PAUD Saqeena Insani, Cahaya Negeri Village, Sukaraja District, Seluma Regency, Bengkulu, Indonesia. The study was motivated by differences in parents' educational backgrounds and concerns regarding children's religious routines, Iqra reading, independence, emotional regulation, and socialization. A quantitative approach with an ex-post facto design was employed. The study involved 15 parent–child pairs selected through total sampling. Data were collected using structured questionnaires and documentation and analyzed through descriptive statistics and simple linear regression using SPSS version 16. The findings revealed a statistically significant positive relationship between parents' educational attainment and children's worship behavior ((B=0.833), (t=5.483), (F=30.062), (p<0.001), (R^2=0.698)). The model accounted for 69.8% of the observed variation in worship behavior. In contrast, the relationship between parents' educational attainment and children's personality was not statistically significant ((B=0.280), (t=1.041), (F=1.085), (p=0.317), (R^2=0.077)). The personality model accounted for approximately 7.7% of the observed variation in personality scores. These findings suggest that parents' educational attainment was significantly associated with children's worship behavior in the study sample, whereas the analysis did not provide sufficient evidence of a significant linear relationship with children's personality. The findings should be interpreted cautiously because of the small sample size and ex-post facto design

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Introduction (مقدمة)

Education is a conscious and planned effort to create a learning environment and learning process that enable learners to actively develop their potential, including religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills required by themselves, society, the nation, and the state (Rahmat, 2014). Etymologically, the term education derives from the Latin word "eductum," referring to the gradual development of internal potential. Ki Hajar Dewantara emphasizes that education guides children as they grow, directing their innate capacities so that they may attain the greatest possible well-being and happiness as human beings and members of society.

Education is a lifelong process that fosters the holistic development of an individual's personality and potential (Nasir et al., 2024). The development of children's innate abilities is significantly influenced by the quality of stimulation and support they receive from their surrounding environment (Tucker-Drob & Harden, 2012). From an Islamic perspective, education extends beyond the acquisition of academic knowledge to encompass the transmission of religious values and the cultivation of noble character (*akhlak karimah*) (Ismail, 2016). It also equips individuals with the knowledge, skills, and values necessary to respond constructively to the challenges of everyday life (Muid & Nasrulloh, 2024). This understanding of education as a process of personal development and transformation is reflected in the Qur'an, particularly Surah Ar-Ra'd :11

لَهُۥ مُعَقِّبَٰتٌ مِّنۢ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِۦ يَحْفَظُونَهُۥ مِنْ أَمْرِ ٱللَّهِ ۗ إِنَّ ٱللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا۟ مَا بِأَنفُسِهِمْ

Translation: "For each person there are successive angels before and behind them, protecting them by Allah's command. Indeed, Allah does not change the condition of a people until they change what is within themselves..." (Qur'an 13:11).

The family serves as the primary informal educational environment in which children first acquire social norms, language, and behavioral habits. Parents therefore play a central role as children's first and most influential educators (Masnawati & Masfufah, 2023). Their formal educational backgrounds may shape their understanding of child development, parenting practices, communication patterns, and capacity to provide appropriate developmental stimulation at home. Parents with higher levels of educational attainment may have greater access to knowledge and resources that support child development, emotional regulation, and religious instruction (Davis-Kean et al., 2021). Conversely, lower levels of formal education may be associated with differences in the approaches and resources parents use to foster children's religious practices and character development. Parental educational attainment should nevertheless be regarded as one of several factors that may influence children's development rather than as its sole determinant.

Initial observations conducted at PAUD Saqeena Insani in Cahaya Negeri Village, Sukaraja District, on 25 March 2025, identified variations in the educational backgrounds of parents whose children were aged 5–6 years. These variations coincided with differences in children's behavioral characteristics and developmental experiences at school. Some children demonstrated limited independence, as indicated by crying when separated from their parents or requiring assistance when putting on their shoes. Other children exhibited difficulties in emotional regulation, including becoming easily angered or biting their peers, while some appeared less confident when participating in activities that required them to perform in front of others. Observations also revealed challenges in establishing religious practices, including reluctance to participate in congregational prayers, difficulties memorizing daily supplications, and limited proficiency in reading Iqra, a preliminary text used to learn Qur'anic reading. These initial findings underscore

the need to examine factors associated with the development of religious habits and personal characteristics during early childhood.

Worship behavior encompasses daily prayers, fasting, charitable giving, supplication, and reading the Qur'an or Iqra as part of early religious education (Soraya et al., 2026). The consistent practice of these activities may contribute to the development of personal characteristics, including independence, social competence, self-confidence, and responsibility. Regular participation in worship may also encourage discipline and emotional self-regulation through structured routines and parental guidance. The development of these characteristics is influenced by various factors, including family interactions, educational experiences, and the broader social environment. The observed conditions at PAUD Saqeena Insani provide an empirical basis for this study, which aims to quantitatively examine the influence of parents' educational attainment on worship behavior and personality development among children aged 5–6 years in Cahaya Negeri Village.

This study adopts behaviorism as its overarching theoretical framework to explain how environmental conditions contribute to the development of children's worship behavior and personality (Wardati et al., 2025). From a behaviorist perspective, behavior develops through interactions between environmental stimuli and observable responses. John B. Watson emphasized the role of environmental conditions in shaping behavioral patterns through stimulus–response mechanisms(Watson, 2017 ; Horowitz, 1992). Two relevant principles within this framework are the frequency principle, which highlights the role of repeated exposure to stimuli in strengthening behavioral responses, and the recency principle, which concerns the influence of the timing or recent occurrence of stimuli on subsequent responses. B. F. Skinner further developed this perspective through the concept of operant conditioning, which explains how behavioral consequences influence the likelihood of a behavior being repeated (Skinner, 1963). Reinforcement increases the likelihood that a particular behavior will recur, whereas punishment may reduce the likelihood of its recurrence. In early childhood education, parental guidance, behavioral modelling, consistent routines, and positive reinforcement provide important environmental conditions for learning. Parents' educational attainment may be associated with their capacity to facilitate such learning experiences, making behaviorism a relevant theoretical foundation for examining the relationship between parental education and children's worship behavior and personality.

Parents' educational attainment refers to the highest level of formal education completed by a child's mother or father. In this study, educational attainment is classified into five categories: no formal schooling, primary education, junior secondary education, senior secondary or vocational education, and higher education, including diploma, bachelor's, master's, and doctoral degrees. These categories provide a basis for identifying differences in parents' formal educational backgrounds. Formal education may influence parents' knowledge, perspectives, communication practices, and approaches to supporting children's development. Educational experiences may also shape how parents access and interpret information about child development, establish daily routines, and provide guidance within the family environment (Dearing & Tang, 2010). Parents' educational attainment therefore serves as the independent variable (X), which is examined in relation to children's worship behavior and personality. Its influence is assessed empirically rather than assumed to determine parenting quality or child development directly.

Worship behavior refers to expressions of devotion to Allah through words and actions performed in accordance with Islamic teachings. During early childhood, religious education emphasizes the gradual introduction of worship practices through parental guidance, imitation, repetition, and habituation. Children aged 5–6 years are introduced to basic religious activities through developmentally appropriate experiences that encourage familiarity with worship and

the values underlying these practices. In this study, worship behavior is assessed through five dimensions: familiarity with the movements and recitations of Islamic prayer; introductory experiences related to fasting, including self-restraint and understanding the intention to fast; the development of generosity and concern for others through charitable giving and sharing; the ability to memorize and routinely recite supplications before and after daily activities; and familiarity with Qur'anic reading through preliminary learning materials such as Iqra. These indicators represent observable aspects of religious learning and habituation appropriate to the children's developmental stage. Worship behavior is designated as the first dependent variable (Y1) to examine its relationship with parents' educational attainment.

Personality development in early childhood involves the gradual formation of behavioral tendencies, emotional responses, and patterns of interaction through which children engage with their social environment. At the age of 5–6 years, children continue to develop their ability to perform everyday tasks independently, regulate their emotions, establish relationships with peers, express themselves confidently, and demonstrate responsibility. These characteristics are shaped by various factors, including family interactions, educational experiences, and the broader social environment. In this study, personality is operationalized through four dimensions: independence, reflected in self-help skills such as using the toilet independently and putting on clothes or shoes; socialization, demonstrated through cooperative play, sharing, and empathy toward others; self-confidence, indicated by the willingness to participate in activities, perform in front of others, and express opinions; and responsibility, reflected in behaviors such as tidying up toys and acknowledging mistakes. These dimensions provide observable indicators for examining personality-related characteristics among children aged 5–6 years. Personality is designated as the second dependent variable (Y2) in the analysis of its relationship with parents' educational attainment.

The conceptual framework positions parents' educational attainment (X) as the independent variable and children's worship behavior (Y1) and personality (Y2) as the two dependent variables. Differences in parents' educational backgrounds may be associated with variations in the guidance, learning opportunities, and behavioral routines provided within the family. From a behaviorist perspective, repeated exposure to behavioral models, consistent guidance, and reinforcement may contribute to the development of children's worship practices and personality-related behaviors. This framework provides the basis for examining whether parents' educational attainment has a statistically significant relationship with these two developmental outcomes. The research hypotheses are formulated as follows:

H1a: Parents' educational attainment has a positive and statistically significant influence on worship behavior among children aged 5–6 years at PAUD Saqeena Insani.

H10: Parents' educational attainment has no statistically significant influence on worship behavior among children aged 5–6 years at PAUD Saqeena Insani.

H2a: Parents' educational attainment has a positive and statistically significant influence on personality among children aged 5–6 years at PAUD Saqeena Insani.

H20: Parents' educational attainment has no statistically significant influence on personality among children aged 5–6 years at PAUD Saqeena Insani.

Method (منهج)

This study employed a quantitative approach (Michener & Sokal, 2017) with an ex-post facto research design to examine the relationships (David Gefen, 2002) between parents' educational attainment and children's worship behavior and personality. This design was

selected because the variables were examined as they naturally occurred, without direct manipulation of the independent variable. The study was conducted at PAUD Saqeena Insani, located in Cahaya Negeri Village, Sukaraja District, Seluma Regency, Bengkulu, Indonesia, from 1 April to 1 May 2025.

The population consisted of 15 children aged 5–6 years enrolled at PAUD Saqeena Insani and their respective 15 parents. Total sampling was employed because all members of the defined population were included in the study. Although 30 individuals participated, the unit of analysis consisted of 15 parent–child pairs. Each parent's educational attainment score was paired with the corresponding child's scores for worship behavior and personality.

Primary data were collected using closed-ended questionnaires (Dalati & Marx Gómez, 2018). Children's worship behavior and personality were measured using a four-point Likert scale, with response categories of Always (4), Often (3), Sometimes (2), and Never (1) for positively worded items. Reverse scoring was applied to negatively worded items. Parents' educational attainment (X) was measured using a cumulative score based on formal educational attainment. The operational definition and scoring procedure for this variable were used to determine the numerical values entered into the statistical analysis.

The validity of the worship behavior and personality questionnaire items was assessed using the Pearson product–moment correlation technique, while internal consistency was evaluated using Cronbach's alpha (Tavakol & Dennick, 2011). The worship behavior instrument initially consisted of 18 items. Three items (10, 14, and 17) were removed, leaving 15 items for analysis, with a Cronbach's alpha coefficient of 0.834. The personality instrument initially consisted of 17 items. Two items (10 and 15) were removed, leaving 15 items, with a Cronbach's alpha coefficient of 0.847. Both coefficients exceeded the study's specified reliability threshold of 0.60. Cronbach's alpha was not calculated for parents' educational attainment because this variable was treated as a formal educational score rather than a multi-item psychometric scale.

Data were analyzed using SPSS Statistics version 16. Descriptive statistics included the minimum, maximum, mean, standard deviation, and variance. Simple linear regression was conducted separately to examine the relationship between parents' educational attainment and children's worship behavior (Model 1) and between parents' educational attainment and children's personality (Model 2). The coefficient of determination ((R^2)) was used to describe the proportion of variation in each dependent variable accounted for by its regression model. Hypothesis testing was conducted using two-tailed t-tests at a significance level of (\alpha = 0.05). For each simple linear regression model involving 15 observations and one predictor, the residual degrees of freedom were calculated as (df=n-2=13), corresponding to a critical t-value of approximately 2.160. Statistical conclusions were based on the regression coefficients, model statistics, and corresponding p-values are presented in table 1.

Table 1. Summary of the Validity and Reliability Tests of the Research Instruments

Variable	Initial Items	Items Removed	Valid Items	Cronbach's Alpha	Remarks
Parents' Educational Attainment (X)	2 indicators	0	2	N/A (formal score)	Meets standard

Variable	Initial Items	Items Removed	Valid Items	Cronbach's Alpha	Remarks
Children's Worship Behavior (Y1)	18 items	3 (Nos. 10, 14, 17)	15 items	0.834	Reliable (> 0.60)
Children's Personality (Y2)	17 items	2 (Nos. 10, 15)	15 items	0.847	Reliable (> 0.60)

Result (نتائج)

Questionnaire data from 15 parent–child pairs at PAUD Saqeena Insani were analyzed using descriptive statistics and simple linear regression. The descriptive statistics for parents' educational attainment, children's worship behavior, and children's personality are presented in Table 2.

Table 2. Descriptive Statistical Analysis of the Research Variables (n = 15)

Variable	N	Minimum	Maximum	Sum	Mean	Std. Dev.	Variance
Parents' Educational Attainment (X)	15	12.00	32.00	343.00	22.87	6.232	38.838
Children's Worship Behavior (Y1)	15	30.00	54.00	631.00	42.07	6.216	38.638
Children's Personality (Y2)	15	31.00	54.00	626.00	41.73	6.296	39.638

Table 2 shows that parents' educational attainment had a mean score of 22.87, with a standard deviation of 6.232. Children's worship behavior had a mean score of 42.07, while children's personality had a mean score of 41.73. The standard deviations of 6.216 and 6.296, respectively, indicate variation in the observed scores among the children in the sample. These descriptive

statistics summarize the distribution of the measured variables but do not, by themselves, establish the statistical significance of relationships between them.

Analysis of the Influence of Parents' Educational Attainment on Children's Worship Behavior (Model 1)

Simple linear regression was used to examine the relationship between parents' educational attainment (X) and children's worship behavior (Y1). The resulting regression equation was (Y_1 = 23.010 + 0.833X). The regression coefficients and partial t-test results are presented in Table 3.

Table 3. Regression Analysis and t-Test Results for Children's Worship Behavior (Y1)

Model / Predictor	Unstandardized B	Std. Error	Beta	t-value	Sig. (p)
(Constant)	23.010	3.594	–	6.402	<0.001
Parents' Education (X)	0.833	0.152	0.836	5.483	<0.001

The constant of 23.010 represents the predicted worship behavior score when the predictor score is zero. The regression coefficient of 0.833 indicates that a one-unit increase in parents' educational attainment score is associated with a 0.833-point increase in the predicted worship behavior score. The coefficient is positive, indicating a positive relationship between the two variables. The overall regression model was statistically significant, ($F(1,13) = 30.062$), ($p < 0.001$). The partial t-test also indicated a statistically significant relationship, ($t(13) = 5.483$), ($p < 0.001$). The calculated t-value exceeded the critical value of approximately 2.160 at the 5% significance level. Therefore, the null hypothesis for Model 1 was rejected in favor of the alternative hypothesis.

The model summary yielded ($R = 0.836$) and ($R^2 = 0.698$). The coefficient of determination indicates that the regression model accounted for 69.8% of the observed variation in children's worship behavior in this sample. The remaining 30.2% represents variation not explained by this model and cannot be attributed to specific factors without further analysis. Given the ex-post facto design, the result indicates a statistically significant association rather than proof of a causal effect

Analysis of the Influence of Parents' Educational Attainment on Children's Personality (Model 2

Simple linear regression was also used to examine the relationship between parents' educational attainment (X) and children's personality (Y2). Based on the reported unstandardized coefficient and constant, the regression equation was (Y2 = 35.321 + 0.280X). The statistically consistent coefficient results are presented in Table 4.

Table 4. Regression Analysis and t-Test Results for Children's Personality (Y2)

Model / Predictor	Unstandardized B	Std. Error	Beta	t-value	Sig. (p)
(Constant)	35.321	6.365	–	5.549	<0.001
Parents' Education (X)	0.280	0.269	0.278	1.041	0.317

The constant of 35.321 represents the predicted personality score when the predictor score is zero. The regression coefficient of 0.280 indicates a positive estimated relationship: a one-unit increase in parents' educational attainment score corresponds to a 0.280-point increase in the predicted personality score. However, the coefficient was not statistically significant, ($t(13) = 1.041$), ($p = 0.317$). The calculated t-value was below the critical value of approximately 2.160 at the 5% significance level. Therefore, the null hypothesis for Model 2 was not rejected.

The overall regression model was also not statistically significant, ($F(1,13) = 1.085$), ($p = 0.317$). The coefficient of determination was approximately ($R^2 = 0.077$), indicating that parents' educational attainment accounted for about 7.7% of the observed variation in children's personality scores in this sample. The remaining 92.3% represents variation not explained by the regression model. This result does not establish that parents' educational attainment has no relationship with personality development; rather, the available sample does not provide sufficient statistical evidence of a significant linear relationship.

Discussion (مناقشة)

Parents' Educational Attainment and the Development of Worship Behavior in Early Childhood

The findings indicate a statistically significant positive relationship between parents' educational attainment and worship behavior among children aged 5–6 years at PAUD Saqeena Insani (Major-Smith et al., 2023). The regression analysis produced the equation ($Y_1 = 23.010 + 0.833X$), with a regression coefficient of 0.833, a t-value of 5.483, and a significance level of ($p < 0.001$). The model was statistically significant, as indicated by ($F = 30.062$) and ($p < 0.001$). The coefficient of determination (($R^2 = 0.698$)) indicates that parents' educational attainment statistically accounted for 69.8% of the variation in children's worship behavior within the sample. These findings demonstrate a strong association between the variables, although the ex-post facto design does not establish that parents' educational attainment directly causes changes in children's worship behavior.

The relationship can be interpreted through the behaviorist perspective associated with John B. Watson, which emphasizes the role of environmental stimuli and observable responses in behavioral development (Moore, 2017). Children aged 5–6 years learn many behaviors through observation, repetition, and interaction with people in their immediate environment. Within the family, parents can provide examples of religious practices through daily prayer, Qur'anic learning, the recitation of daily supplications, and other age-appropriate worship activities. Regular exposure to these practices may help children become familiar with religious routines and incorporate them into their everyday behavior.

Parents' educational attainment may be associated with their access to educational information, understanding of child development, and ability to organize learning experiences at home. Parents who have greater access to educational resources may find it easier to identify appropriate ways to explain religious practices and guide children according to their developmental needs. Encouragement, positive feedback, and consistent routines may also help children participate in worship activities. These mechanisms are plausible explanations for the observed relationship, but they were not independently tested in this study and should not be treated as confirmed mediating factors.

Formal educational attainment should not be regarded as a direct measure of Islamic knowledge, parenting quality, or commitment to religious education (Maarif et al., 2025). Parents with different educational backgrounds may provide meaningful religious guidance through personal experience, family traditions, community participation, and cooperation with teachers. The findings therefore support the importance of the family environment while leaving room for other influences on children's worship behavior. Cooperation between parents and early childhood educators may strengthen the consistency of religious learning across home and school settings.

Parents' Educational Attainment and Personality Development in Early Childhood

The regression analysis of parents' educational attainment and children's personality produced the equation ($Y_2 = 35.321 + 0.280X$). The regression coefficient was 0.280, with a standard error of 0.269 and a t-value of approximately 1.041. The overall regression model produced ($F = 1.085$), with a significance level of approximately ($p = 0.317$). Because this value exceeds the conventional significance threshold of 0.05, the analysis does not provide sufficient statistical evidence of a significant linear relationship between parents' educational attainment and children's personality scores in this sample. The coefficient of determination was approximately ($R^2 = 0.077$), indicating that the model accounted for about 7.7% of the observed variation in personality scores.

The direction of the regression coefficient is positive, suggesting that higher educational attainment was associated with a slight increase in predicted personality scores in the fitted model. However, the relationship was not statistically significant, so this pattern should not be interpreted as evidence that parents' educational attainment is reliably associated with personality development in the population. The result also does not establish that educational attainment has no relevance to children's personality. The small sample of 15 parent–child pairs limits the statistical power of the analysis and may make it difficult to detect relationships that exist in a larger population.

Personality-related characteristics during early childhood include independence, social interaction, self-confidence, and responsibility (Mithusha, 2026). Children aged 5–6 years are gradually learning to complete simple tasks, express their feelings, interact with peers, and respond to everyday expectations. Family interactions may provide opportunities to practise these behaviors. Parental encouragement, appropriate supervision, and opportunities to make simple choices may support children as they develop these characteristics. Nevertheless, the present regression results do not establish a statistically significant association between parents' educational attainment and the personality scores measured in this study.

Children's personality development takes place within a broader environment that includes parents, teachers, peers, and other family members. Experiences at early childhood education institutions may provide opportunities to practise cooperation, manage emotions, complete tasks, and participate in group activities. Individual differences and the quality of

children's social experiences may also be relevant to their developmental outcomes. These factors represent possible areas for further investigation rather than explanations confirmed by the present analysis. Future studies should measure parental involvement, parenting practices, and school experiences directly to examine how these factors relate to personality development.

Implications for Early Childhood Education and the Behaviorist Perspective

The findings have different implications for the two developmental outcomes examined in this study. The statistically significant model for worship behavior highlights an association between parents' educational attainment and children's religious practices in the study sample. The personality model, by contrast, does not demonstrate a statistically significant relationship. These results indicate that the relationship between parents' educational attainment and children's development should be examined separately for each outcome rather than assuming that educational attainment is equally associated with all aspects of early childhood development.

The behaviorist perspective offers a useful framework for understanding how repetition, observation, and reinforcement may contribute to the acquisition of observable behaviors (Chen, 2005). At PAUD Saqeena Insani, parents and teachers could coordinate age-appropriate activities, including practising daily supplications, introducing prayer routines, and providing positive encouragement for children's participation. Similar supportive approaches may be applied to everyday behaviors such as tidying personal belongings, taking turns, communicating respectfully, and completing simple responsibilities. Such activities should be implemented through guidance and encouragement rather than rigid expectations that do not account for children's developmental differences.

The results also emphasize the need to consider factors beyond parents' educational attainment. Although the worship behavior model accounted for 69.8% of the observed variation in the sample, the personality model accounted for only about 7.7%. The remaining variation in each outcome cannot be attributed to any particular factor on the basis of these analyses alone. Parental involvement, family routines, teacher guidance, peer relationships, individual characteristics, and access to learning resources are potential variables for future research. Measuring these factors directly would help clarify the conditions associated with children's religious practices and personality-related characteristics.

The study's ex-post facto design and small sample of 15 parent–child pairs from a single early childhood education institution limit the generalizability of its findings. The results provide evidence of a significant statistical relationship between parents' educational attainment and worship behavior in the sample, but they do not establish causation. The analysis does not provide sufficient evidence of a significant relationship between parents' educational attainment and children's personality scores. Future research could involve larger samples from multiple institutions and examine parental involvement, parenting styles, family religious practices, and school-based learning experiences alongside educational attainment. This approach would provide a more comprehensive understanding of the relationships between family characteristics and early childhood development.

Conclusion (خاتمة)

This study concludes that parents' educational attainment was significantly and positively associated with worship behavior among children aged 5–6 years at PAUD Saqeena Insani. The regression analysis showed a coefficient of 0.833, with ($t = 5.483$), ($F = 30.062$), and ($p < 0.001$). The coefficient of determination (($R^2 = 0.698$)) indicated that the model accounted for 69.8% of

the observed variation in children's worship behavior. In contrast, the relationship between parents' educational attainment and children's personality was not statistically significant ((B = 0.280), (t = 1.041), (F = 1.085), (p = 0.317), (R^2 = 0.077)). The model accounted for approximately 7.7% of the variation in personality scores. These findings suggest that parents' educational attainment was significantly associated with children's worship behavior, whereas the evidence was insufficient to establish a significant linear relationship with children's personality. Given the ex-post facto design and the small sample of 15 parent–child pairs from a single institution, the findings should be interpreted cautiously and should not be taken as proof of causation. Further research involving larger samples and additional variables, such as parental involvement, parenting practices, family religious routines, and school experiences, is needed to develop a more comprehensive understanding of factors associated with worship behavior and personality development in early childhood.

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