

Effect of Parenting Styles on Moral Development of Secondary School Students

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ABSTRACT

Parenting styles are an effective way of variation in individuals' overall development. Therefore, objectives of the research were to find the parents' parenting styles, to examine the level of adolescents' moral development. The other purpose was to discover the effect of parenting styles regarding moral development of their youngsters. Responsiveness and control are the two major traits of the parenting styles. The parents who were high in both traits are authoritative and those who are low in both are neglectful. Low in control and high in responsiveness are the permissive parents whereas low in responsiveness but high in control are authoritarian. The study was conducted in Pakistan. A sample of 1000 subjects was selected conveniently. Two instruments were applied. Parents mostly exhibit an authoritative parenting style. Moral Development Interview Inventory examined moral development. Maximum students fell between stage 4 and 5 according to the theory of Kohlberg of moral development whereas the minimum strength of students was found between stage 5 and 6. No student was observed on stage 1 and 6. A significant effect of parenting styles was examined on the moral development of secondary school students

Keywords: *parenting styles, Moral Development Interview Inventory, responsiveness, control.*

Introduction

A serious challenge of the present age is to cultivate the morally developed, sensible and responsible citizens (Pinquart, 2015). It has been proved through many types of research that parenting styles have been associated with the moral development of the children and psychosocial connections are found in children (Estavez, Musitu & Herrero, 2005). Considering the above research studies, dearth has been found in research to assess the effect of parenting styles on the moral development of the children who are studying at high school level in public and private sector in Pakistan. This study explored the current practices of parents' behaviour and implication of the parenting styles on the morality of the children in the Pakistani perspective. Borba (2011) expressed that various countries have faced a lack of self-

control and irresponsible behaviour in young ones. The situation is the same in the Pakistani grownups. This scarcity of morality adapted my thought to conduct the study.

In the last three decades of the 20th century, developmental psychologists focused on morality. Many types of research proved that moral deterioration and destruction of social values are major issues of existing age. (Borba, 2001). Moral devaluation in young ones was observed as an outcome of behavioural problems and a dearth of moral development. Parenting styles generate a diverse pattern of social setting which claims to develop an understanding of the moral and social development of adolescents (Keshavarz & Baharudin, 2009). Interaction between parents and children develop causes for love and respect for each and vice versa. Moral

development in children is concerned with their proper grooming and it relies on circumstances (King & Mayhew, 2002). Parents are well-aware of grooming needs of the children as compare to past and children also have opportunities to learn from their parents.

Variation in parenting styles creates a changed relationship between parents and their kids (Liem, Cavell, & Lustig, 2010; Pezzella, 2010). Parenting styles shows vital role in youngsters' moral development (Borkowski, Ramey & Bristol-Power, 2002). Baumrind (1971) pointed out that parenting styles have two conceptual terms of behaviour. These are control and responsiveness. These two behavioural factors form authoritative, authoritarian, and permissive along with neglectful styles. The most commonly used styles by parents were authoritative and neglectful (Chan & Koo, 2011). Authoritative parents are firm and rational because they have warmth for their children and proper supervision. Authoritative parents show affection and try their best to fulfill their demands. Authoritative parenting style carries high expectations as high responsiveness whereas low responsiveness and low expectations form neglectful style.

Authoritative parents demand sensible responsiveness. They want to validate their children by supporting them. They guide their youngsters and they pay attention to their children. Authoritative parents are aware of their individual differences as well as children's rights. Warmth, love, and care are the main traits of authoritative parents. Authoritative parents have positive approach and it is associated with the best level of self-control and negatively significant with

socialization withdrawal (Carlo, White, Streit, Knight & Zeiders, 2017; Kenney, Lac, Hummer, Li & Xie 2017; Leung, Lo, Tsang & Chan, 2017; Karim, Sharafat & Mahmud, 2014; Majumder, 2015). The parents having authoritarian style wants to manage their kids (Baumrind, 1971). according to a set of rules and regulations. Such parents are strict and have traditional thoughts. Authoritarian parents assess children's behaviour in predetermined doctrine. The parents who have authoritarian style, associated with several problems of children (Calzada, Barajas-Gonzalez, Huang & Brotman, 2017; Akhtar, Malik & Begeer, 2016). The parents who drive their children with authoritarian style behave rigidly and feel anxiety with critical attitude (Randall, Bohner & Travers, 2015). Children of authoritarian parents do not feel satisfied and lead their lives in pressure and depression because they have to face slapping, spanking, and shouting by their parents (Wang, Deng, & Du, 2017).

Permissive parenting style is a behaviour association of extra affection of parents with their children without conditions. Baumrind (1971) estimated that parents show acceptance, non-punitive and responsiveness behaviour for their children and parents are always ready to fulfill their needs and desires. Despite this, the permissive parenting style has positive and negative aspects. The permissive parenting style demonstrates high responsiveness and low control behaviour for the children. (Hoeve, Dubas, Eichelsheim, Laan, Smeenk, and Gerris 2009). The permissive parenting style is liberal and provide extra autonomy to children for decision making. (Gfroerer, Kern, and Curlette, 2004)

Permissive parents do not put hurdles or fences and encourage them to do according to their will. (Timpano, Keough, Mahaffey, Schmidt & Abramowitz, 2010). The permissive parenting style give liberty to children to do acts without limitations of monitoring. The reason behind this logic is that the association between children and parents become stronger. (Marsiglia, Walczyk, Buboltz, and Griffith-Ross 2007). Lee, Daniels, and Kissinger (2006) expressed that permissive parents fail to set boundaries to limit them. Permissive parents are responsible for their children and it is unsafe due to its limited scope in developing good moral character

Neglectful parenting style has no control and no responsiveness. According to the perception of children for their parents, they deal with their children neglectfully. Hoeve et al. (2009) stated, parents exhibit low responsiveness and low control for their kids in neglectful parenting style. Neglectful parents behave as un-involved parents with their kids and ignore them (Steinberg, Mounts, Lamborn & Dornbusch, 1991). Parents with neglectful style showed low interest and low control for their kids by ignoring their needs (Suldo & Huebner, 2004). Neglectful parenting styles demonstrate less care and less importance for their young ones (Kim & Rohner, 2002). According to Alegre (2011), neglectful parenting style is undemanding and disconnected. They do not set rules for them nor limits. Neglectful parents ignore emotions, opinion, and decisions of their youngsters. Such parents arrange for their kids shelter and food which are basic needs but do not support in another field. Lee, et al. (2006) pointed out that parents

having neglectful style express reserved behaviour and ignore their child's emotions. Brenner and Fox (1999) proposed that children feel isolation when the parents neglect the children and feel nervous when youngsters come near their parents. The children's moral development is the need for every society and sensible parents feel a dire need for the moral development of their children (Sobhani, & Bechara, 2011). Past studies opined that family has been related to psychosocial adjustment of their young ones (Estevz, Mustitu & Herrero, 2005)

The focus remained on the theory of Kohlberg (1976) in the literature for moral development. Piaget was pioneer and predecessor of Kohlberg. Piaget considered the children logicians and Kohlberg consider them theorists. Kohlberg (1976) exposed the philosophy was to the comprehension of moral development (Turiel, 2006). The theory of Kohlberg's brought major change in the moral development area. Moral development theory of Kohlberg (1976) comprises three levels: level 1 is Pre-conventional, level 2 is Conventional and level 3 is Post-conventional. Every level has its own two stages. The stage one is related to submission and punishment. Whereas 2nd stage is concerned with individuality and interaction. Third stage tells good personal interactions. Fourth stage is associated with societal order. Stage 5 is about social contact and basic human rights whereas 6th stage comprises general philosophies of morality. The example of this level is that an individual does not steal because he/she thinks that it is a bad habit. Various parenting styles have effect on moral development of the kids in different levels (Miners, 2001).

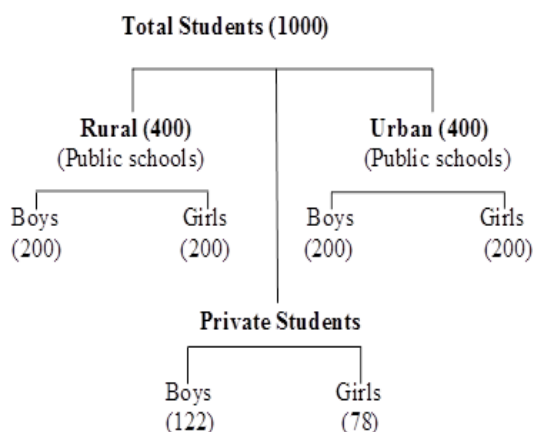
Safdar (2017) found significant effect in authoritative and authoritarian parenting styles on children's moral development; permissive and neglectful parenting style was correlated with the moral development of children.

Parents of modern age feel dire need to develop their children in a unique way. Interaction of parents with their children provides the opportunity to grow up their children for the transformation of ethics and values to the next generation. Children learn ethics and values from their parents through parenting style. Children with behaviour problem are found in almost all countries (Bobra, 2001). The destruction of ethics and morality stimulated the researcher to conduct this study. Therefore the present research intends to assess the parenting styles, to examine the level of moral development and to explore the effect of parenting styles on the moral development of secondary school students.

Methods

The descriptive research design was used to conduct the research. Technique of convenient sampling was applied to gather the quantitative data. Demographic information of participants and their parents were collected. Two instruments were applied to complete this particular study. The first instrument was Scale of Parenting Style (SPS). The pre mentioned scale (SPS) was developed by (Gafoor, and Kurukkan 2014). This scale of parenting styles was used to estimate the parenting style perceived by the children. Data was collected from the students on a five-point Likert scale. The scale has 38 statements. 19 for the attribute of responsiveness and 19 for the control. All even Nos. represent for responsiveness

and all odd Nos. represent for control and these are helpful for the decision to categorize the parents. Mean of responsiveness for parents was calculated as well as the mean of control for a parent was calculated. Above mean was considered high in control and responsiveness and below mean was considered low in responsiveness and low in control. The parents high in responsiveness and high in control are considered as authoritative and low in responsiveness and low in control are considered as neglectful. The parents who are low in responsiveness and high in control are authoritarian. The parents who are high in responsiveness but low in control are considered as permissive parents. The second instrument was Moral Development Interview Inventory (MDII) to estimate the moral development level (Khanam & Iqbal, 2007). MDII was based on theory of Kohlberg for moral development. It comprises six levels. Each level has two stages. MDII scoring procedure was adopted as devised by the author. MDII consisted of ten dilemmas. Each dilemma has scored between 1 to 6. Students of secondary level were given opportunity to write their opinion about every dilemma. Sum of total scores was divided by number of dilemmas answered. The cumulative score was interpreted according to theory of Kohlberg and categorize the stages of moral development of students. Total sample consisted of 1000 students taken from four districts of Punjab province. Sample of 250 students was selected from each district.



Results

Descriptive statistics and ANOVA were applied to find the results.

Table No 1
Parenting Styles

Parenting Styles	N	M	SD
Authoritative	374	4.08	.41
Permissive	114	3.95	.45
Authoritarian	101	4.06	.38
Neglectful	328	3.95	.46
Missing	83	0.00	.00
Total	1000	4.01	.43

Table 1 depicts the overall proportion of parenting styles of 1000 parents. It is the crux of study for parenting style. The style of authoritative parents was adopted by 374 parents; permissive parenting style was performed by 114; the parents with authoritarian style are 101 parents; the

parents having neglectful parenting style are 328 whereas missing fathers or mothers who are not alive are 83. The style of authoritative parents is the most common parenting style whereas authoritarian style was the least common.

Table No 2
Stages in Moral Development Interview Inventory

MDII Stages	Frequency	Percent
2-2.99	12	1.2
3-3.99	397	39.7
4-4.99	583	58.3
5-5.99	8	.8
Total	1000	100.0

Table 2 shows the results of stages of Moral Development according to theory of Kohlberg that have six stages. 12 students fall between stages 2 and 2.99; 397 students are between 3 and 3.99; 583 students are between 4 and 4.99 and 8

students fall between stages 5 and 6. Majority of the students were found between stage 3 and 4 and the lowest No. of students (8) fell between stage 5 and 6 whereas no student was observed at stage-6.

Table No 3

Effect of parenting style on the Moral Development of Secondary School Students

MDII	SS	Df	MS	F	P-Value
Between Groups	3.68	3	1.22	6.45	.00
Within Groups	173.60	913	.19		
Total	177.28	916			

Table 3 shows that one-way ANOVA is applied to find the effect of parenting styles on the moral development regarding secondary school students. According to calculations of mean score between and within groups=1.22 and .19 respectively,

F=6.45, $p < .05$. It is proved that the difference among mean score on MDII is significant, $F(3,913)=6.45$, $P=.00$. Significant effect has been found of parenting style regarding moral development of secondary school students.

Table No 4

Analysis for Effect of Parenting Styles on Moral Development of Secondary School Students

Dependent Variable	Parenting Style	Parenting Style	MD	P-value
Moral development	Authoritative	Permissive	.12	.00
	Authoritative	Neglectful	.13	.00
	Authoritarian	Neglectful	.11	.02

In table 4 post hoc descriptive test shows that the difference of mean has been found significant between permissive and authoritative parenting style. $P=.00$. It also The mean difference is also significant between Authoritative and Neglectful parenting style. $P=.00$. Mean difference between neglectful parenting style and authoritarian style is also significant $P=.02$.

is beneficial for parents to understand parenting styles for the betterment of their children for psychological needs and social problems. Parents' behavior is associated with childhood behavior and attitude. Parenting styles are parenting behavior which incorporates privileges, pleasures, and benefits whereas fears, frustrations, and failures are also associated with parenting styles. So, the parents need to find an interest in their children to deliver pleasures through their relationship and actions (Rodriguez, Donovick and Crowley, 2009).

Discussion

Parenting style is one of the important variables which have been studied comprehensively to develop human behavior. Parenting style is considered an important factor to determine children behavior (Gadeye, Ghesquiere, & Onghena, 2004). Brown and Iyengar (2008) said that all parenting styles have effect on self-esteem, identity development, self-efficacy and educational achievement.

The current scenario of ethical aspects of people has a great influence on lives. The role of parents is an agent which promotes the morality of their children (Obasola, 2015). Moral development related to moral behavior characteristics (Abd-Rashid, Mamat & Ibrahim, 2014). Ethical awareness and moral believes are form of moral development. Values, norms and behavioral roles are the major factors

to build ethics (Potgieter, 2011). Parents play significant role to groom their children ethically because parents have dominant effect on life of their children. The prime responsibility of parents is to raise their children ethically strong in society (Killen & Smetana, 2015). Different parenting styles have different types of effect on child's personality. Children meet their fundamental moral values from their parents, then family and society. The ethical potential of children is identified through their parents (Azizi & Jaafar, 2006).

Keeping in view the findings, the researchers concluded that 374 authoritative parents were found with the most common parenting style. Neglectful parenting style was at the second position, performed by 328 people. 114 parents exercised permissive parenting style. On last number there was authoritarian parenting style observed in 101 parents.

The findings show authoritative style as the most common parenting style followed by the parents. Authoritative parenting style was the most followed style. It was mentioned that authoritarian style of parents and emotional control of children is directly interlinked (Ebrahimi, et al. 2015). Authoritative parents show resilient association for their children. They teach them moral values according to their age level. Such kind of parent believes that rational control and liberty balance the personality of the child. Alizadeh, Abu-Talib, Abdullah, and Mansoor (2011) found that authoritative parents affect positively to their children. Baumrind (1991) explored that authoritative parents are much effective and dominating than other parenting styles, particularly in helping their kids to

cope up a difficult situation. MDII (Moral Development Interview Inventory) was used to evaluate moral development of 1000 secondary school students. Six stages of Kohlberg's theory were used. Using this theory, 12 students fall between stage 2 and 2.99, 397 students were between stages 3 and 3.99; 583 students were between 4 and 4.99 and 8 students fall between the stages 5 and 6. Safdar (2017) used the same inventory MDII and found different levels of moral development in children. The present research reflected that the significant effect has been found of parents on the moral development of secondary school students. Miners (2001) expressed that different parenting styles create different stages of moral development. In the same way, it was investigated and found a significant effect of authoritative parenting style on moral development (Abdul-Ghani, Kamal & Abd-Aziz, 2014). A strong relationship between children and parents is found in authoritative parents. It is a fact that authoritative parenting style has rational approach of rights for children and parents. No doubt, parents are responsible for moral development of their children. This study may prove to be a good addition to existing knowledge of parenting styles and their effect on off-springs' moral development. It may help parents to be aware of different parenting styles and their positive and negative effects.

Conclusion

The results revealed that the authoritative parenting style was the most common adopted by the majority parents. It was also found that Maximum no. of the students was between stage 4 and 5 of the moral development. Children whose

parents are authoritative get better scores and comparatively are on high stage of moral development. The results of the current research show, authoritative style is the most applied style whereas the less practiced style is permissive style. Marsigila, Walczyk, Buboltz and Griffith-Rose (2007) supported results of current research. He mentioned that authoritative parenting style was found widespread. Abdul-Ghani, Kamal and Abd-Aziz (2014) concluded that majority of parents use authoritative parenting style. Pressley (2013) pointed out about authoritative parenting style. He mentioned that maximum parents used authoritative parenting style. There was significant effect of authoritative parenting style on moral development of children. Because the authoritative parenting style delivers proper emotional support and provide help to cope up critical situations (Rehmat-Abad, Taheri and Yakhdani 2013). Keeping in view such conditions, children adhere to learning and moral development.

Recommendations

On the Base conclusion and discussion of the study it is recommended that Parents should have an awareness of their behavior and parenting style and negative or positive effect of their style. Parents must have proper control over their children with understanding. Permissive style is not always suitable for children moral development. Parents must monitor their children and have responsiveness behavior with children. The parents who have authoritative style must offer liberty to groom their children.

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