



ISSN (E): 2277- 7695
ISSN (P): 2349-8242
NAAS Rating: 5.23
TPI 2021; SP-10(9): 711-714
© 2021 TPI

www.thepharmajournal.com

Received: 16-07-2021

Accepted: 18-08-2021

Bojjagani Babitha

Research Scholar, Department of Human Development and Family Studies, Advance Post Graduate Centre, ANGRAU, Guntur, Andhra Pradesh, India

L Uma Devi

Dean of Community Science, College of Community Science, ANGRAU, Guntur, Andhra Pradesh, India

Bilquis

Associate Professor, College of Community Science, ANGRAU, Guntur, Andhra Pradesh, India

K Dhanasree

Assistant Professor, College of Community Science, ANGRAU, Guntur, Andhra Pradesh, India

Corresponding Author

Bojjagani Babitha

Research Scholar, Department of Human Development and Family Studies, Advance Post Graduate Centre, ANGRAU, Guntur, Andhra Pradesh, India

Relationship between parenting styles and moral development of adolescence

Bojjagani Babitha, L Uma Devi, Bilquis and K Dhanasree

Abstract

The present study examined the relationship between parenting styles and moral development of adolescents. An explorative study was conducted on 180 respondents, which includes 90 adolescents aged 12-21 years and 90 parents (either of the parent). Moral development test developed by Alpanana sen Gupta and Shagufta Fakhrudden (2015) and parenting style four factor questionnaire developed by Shyny. T.Y and Omana. V.G (2017) was used for data collection. The results interpreted that majority of late adolescents scored high in moral development followed by early and middle adolescents. Irrespective of age girls had high scores than boys on moral development however non-significant difference was found between gender and moral development of adolescents observed. Democratic and Authoritarian parenting practise had positive effect on adolescent's moral development while indulgent and uninvolved parents styles had negative influence on moral development of adolescents.

Keywords: parenting styles, moral development, adolescents

Introduction

Transition from a relatively dependent childhood to the psychological, social and economic self-sufficiency of adulthood occurs in adolescence period (Escorza and Orrelas 2018) [6]. Adolescence originates in biology and terminates in culture (Crockett *et al.* 1984) [5]. Although physical growth is a universal phenomenon, the experience of adolescence is influenced by the culture in which the young person lives.

As children raise through a series of developments stages (infants → childhood → teens → adults) that are significant to all aspects of their personhood including physical, intellectual, personality, emotional and social. Physical changes like early sign of maturation. Children can only able to think logically whereas adolescents has abstract thinking and can see infinite possibilities beyond limits and can think in terms of what might be true, rather than what they observe is true. Adolescents develop socially and emotionally during this period. The most important task in adolescent's period is searching for "an identity" which is often a lifelong voyage.

Adolescence is a significant phase for youth and parents, they make special efforts to understand one another. The parent's duty is to encourage, assist and offer access to activities that enable the child to master key developmental tasks. Parents make efforts to encourage children to think positively and support them to build self- confidence.

In socialization process discipline plays a special role, in which parents lead their children toward what is socially acceptable in their society (Hurlock, 1978). Habit building is the most vital aspect of discipline. Irrespective of the discipline used, the elements of learning may lead to unsupportable attributes on the child and behaviour that will not get approved socially.

Diana Baumrind (1991) [1] has categorized the techniques of disciplining parenting in four-fold schemes. These parenting styles imitate different patterns occurring naturally of parental values, practices, and behaviours and balance of demandingness and alertness. 1) Authoritarian 2) Democratic 3) Permissive / Indulgent and 4) Uninvolved.

Role of parenting in moral development of adolescents

Moral development of the children in today's community has become more challenging. Today's parents and children live in a society which makes it hard to decide what is wrong and right. Virtues like honesty, truthfulness, respect for elderly and obedience are not regarded well it is due to less parent child interaction. Morality is an informal public system applying to all rational persons, governing behaviour that affects others, and has the lessening of evil or harm as its goal (Stanford Encyclopaedia of Philosophy, 2002).

The mind of new born is a so-called blank slate, where direct practices and the consequences they produce are the primary sources of all learning and morals (Skinner, 1990)^[11].

The changes in moral reasoning, values and respect towards elders during adolescents is due to development and the demands placed by the culture in which they lives, their social concepts and their manipulations that give rise to new logic of moral judgment. According to Kohlberg (1958) adolescents will be in conventional and post-conventional stages of moral development. Social media are e-channels that provide opportunity for mankind to socialize, to know, to explore, to find and to self-present with enormous audiences who draw value from online believes (Carr and Hayes, 2015). However, social media had mutual negative and positive impact on adolescents moral development.

Home is a child’s first kindergarten. It is the place where child starts learning by observing their parents they imitate and adopt their moral values (Madhuri and Choudhary 2017). Parenting is a social concept that reflects traditional techniques that parents use in raising their children. Participation of parents in their children’s moral growth is profoundly important. Child behaviour reflects the parental behaviour. Parents become unconsciously a role model for their children. Children learn about moral values from how parents guide about the rules and the penalties of violating them, but they absorb even more when parents talk about people’s feelings and how those emotions are affected by the child’s conduct (Killen and Smetana, 2006). Hence, the role of parents is really important in the moral development of their children. In this context, it is interesting to study how parenting styles effect the adolescent’s moral development.

Materials and Methods

The study was conducted to find the relationship between parenting styles and moral development of adolescents. The present study was carried out in Guntur district of Andhra Pradesh with a sample of 180 respondents, 90 adolescents and

90 parent (either of the parent). Adolescents of early (12 – 14 years), middle (15 – 18 years) and late (19 – 21years) aged studying in secondary schools, intermediate colleges and degree colleges was selected and parents of the adolescents (either of the parent) was selected. Purposive random sampling method was used select the respondents. Exploratory research design was adopted for the study. Parenting style four factor questionnaire developed by Shyny. T.Y and Omana. V.G (2017) was used to found the parenting style of parents and Moral development test developed by Alpanana sen Gupta and Shagufta Fakhrudden (2015) was used to assess the moral development of adolescents. The data was analysed through frequency, percentages and person’s correlation respectively.

Results and Discussion

Table 1: Distribution of adolescents based on moral development scores N = 90

S. No	Age	Moral development		
		High f (%)	Medium f (%)	Low f (%)
1.	Early adolescents	17(57)	05(17)	08(26)
2.	Middle adolescents	12(40)	09(30)	09(30)
3.	Late adolescents	21(70)	05(17)	04(13)
Total		50(56)	19(21)	21(23)

*Figures in parenthesis indicates percentages

The above table 1 reveals that majority (70%) of late adolescents had high level of moral development followed by early and middle adolescents (57% and 40% respectively). Whereas low and medium level of moral development was equally observed in middle adolescents (30%) less scores of moral development was observed in early adolescents. Hence this data indicates that moral development increases with increase in age.

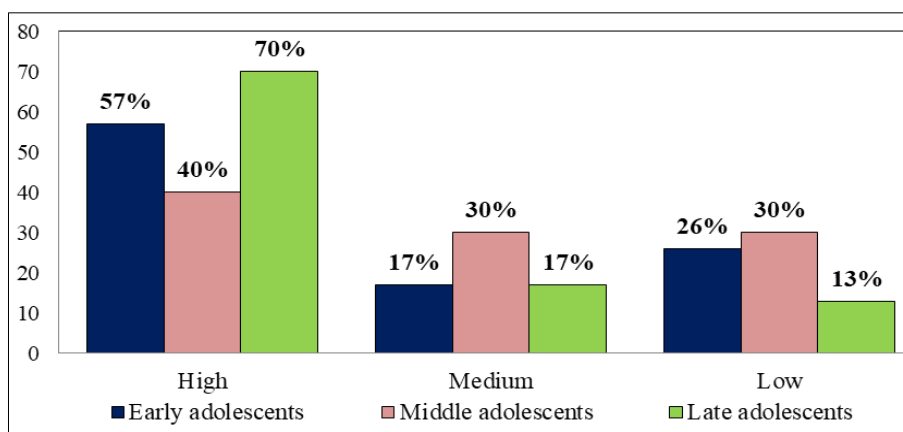


Fig 1: Representation of adolescents level of moral development.

Table 2: Distribution of adolescent’s moral development based on gender N=90

S. No	Gender	Moral development		
		High F (%)	Medium F (%)	Low F (%)
1.	Boys	20(45)	11(24)	14(31)
2.	Girls	30(67)	08(18)	07(15)

*Figures in parenthesis indicates percentages

The above table 2 exposed that 60% of the girls were high in

moral development as compared to boys (45%). Nearly (50%) had medium and low scores of moral development. This is because of the gender differences shown during bringing up of children in the family environment and the community. Usually rigid and social regulation pressure from the parents will be more on females to follow social rules, cultural ceremonies and rituals compared to boys. Similarly adjustment, caring, nurturing, cooperation and mutual understanding nature was more observed in adolescent girls than boys.

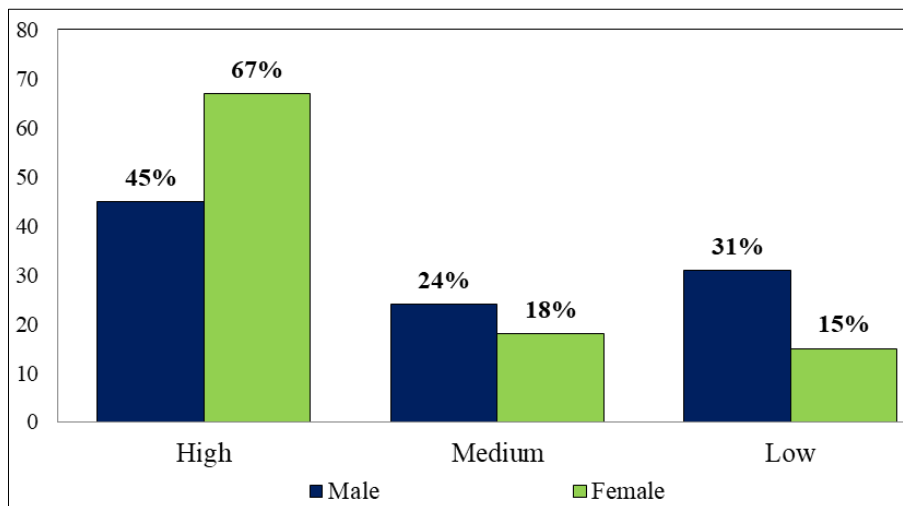


Fig 2: Representation of adolescents level of moral development based on gender

Table 3: Moral development of adolescents based on parenting styles N=90

S. No	Parenting styles	Moral development			
		High F (%)	Medium F (%)	Low F (%)	Total F
1	Authoritarian	04(45)	02(22)	03(33)	09
2	Authoritative	41(62)	10(15)	15(23)	66
3	Permissive	05(45)	05(45)	01(10)	11
4	Uninvolved	01(25)	02(50)	01(25)	04

*Figure in parenthesis indicates percentages

The results in the above table 3 evident that parenting styles based on adolescent’s moral development was explained below.

Authoritarian Parenting style

High level of moral development (45%) was observed in adolescents of authoritarian parenting style followed by (33%) low and (22%) medium level of moral development.

Authoritative parenting style

Majority of adolescents scores high followed by low (23%) and medium (15%) level of moral development.

Permissive Parenting style

Forty five per cent of the adolescents had high and medium level and only (10%) of the adolescents had to low level of moral development.

Uninvolved Parenting style

Fifty per cent of the adolescents had medium level of moral development and few (25%) of the adolescents had high and medium level of moral development.

Table 4: Mean difference of adolescents moral development N = 90

S. No	Dependent variable	Gender	Mean ± S.D	t- value
1.	Moral development	Girls	42.93 ± 3.850	0.275 ^{NS}
		Boys	40.24 ± 5.078	

The mean difference between adolescents moral development reported in table 4 clearly indicates that girls were high in moral development as compared to boys, however non-significant difference was observed. A study by Taneja in 2017 [12] stated that females possessed higher moral values than males whereas in contrast Bidyalakshmi (2016) [3]

reported that boys had high level of moral values than the girls.

Table 5: Relationship between parenting styles and adolescent’s moral development N = 180

S. No	Parenting styles	Moral development (r - value)
1.	Authoritative parenting style	1.000**
2.	Authoritarian parenting style	0.465**
3.	Permissive parenting style	-0.135 ^{NS}
4.	Uninvolved parenting style	-0.266**

*- Significant at the 0.05 level **- Significant at the 0.01 level NS- Non Significant

Results in the table 5 explained that relationship between parent’s parenting styles and adolescent’s moral development it was worth to note that authoritative and authoritarian parenting practice were positively and significant with adolescent’s moral development whereas indulgent parenting styles were non-significant. Similarly uninvolved parenting style had negative relation with moral development of adolescents. A responsive and democratic parental approach influence the morality and helps to shape the moral judgment, moral identity and behaviour among adolescents. While demanding, uninvolved parenting styles had no influence towards the moral development of adolescents. The study conducted by Kumari and Khanna during 2016 [8] found similar results stating that adolescent’s moral judgment was positively and correlated with authoritative and permissive parenting practice whereas negatively correlated with democratic parenting style. Bhardwaj (2012) [2] found that authoritative parenting style is most desired parenting behaviour practice to discipline their adolescent children and develop morality. Zulfiqar (2021) [13] predicted contrast results that authoritarian parenting was positive predictor while indulgent and authoritative parenting style were negative predictor of moral judgement.

Conclusion

The study concluded that as age increases adolescents develop high level of moral development. Non-significant difference was observed in moral development between boys and girls where girls had high mean scores than boys. Authoritarian and democratic parenting styles had positive impact on adolescent’s moral development. In contrast, indulgent and uninvolved parenting practice had negative

impact. Adolescents under authoritative parenting have good morality, honesty, discipline, empathy and parents understand their offspring and gives importance to their children decisions. Overall, the parenting was found to be an essential factor contributing for moral development of adolescents.

References

1. Baumrind D. effective parenting during the early adolescent transition. In P. A. Cowan and M. E. Hetherington (Eds.). Family transitions: Advances in family research 1991;2:111-164.
2. Bhardwaj SK. Parenting styles and morality in adolescents. Asian journal of multidimensional research 2012;1(3):167-170.
3. Bidyalakshmi K. Moral values of secondary school students of Impahal east and west districts of Manipur. International journal of scientific research 2016;5(4):244-245.
4. Carr CT, Hayes RA. Social media: Defining, Developing, and Divining. Atlantic Journal of Communication 2015;23(1):46-65.
5. Crockett L, Losoff M, Petersen AC. Perceptions of the Peer Group and Friendship in Early Adolescence. The Journal of Early Adolescence 1984;4(2):155-181.
6. Escorza YH, Orrelas DCC. Level of moral development of adolescents susceptible to antisocial behaviour. Open access journal sciences 2018;2(5):317-324.
7. Killen M, Smetana JG. Handbook of moral development. Lawrence Erlbaum Associates Publishers 2006.
8. Kumari C, Khanna A. Parenting styles and moral judgment among adolescents. International journal of applied research 2016;2(2):572-574.
9. Madhuri, Choudhary P. moral judgement of adolescents with respect to their home and school environment. Scholarly Research Journal for Humanity Science & English Language 2015;4(19):4309-4315.
10. Safder M, Hussain ACH. Relationship between moral atmosphere of school and moral development of secondary school students. Bulletin of Education and Research 2018;40(3):63-71.
11. Skinner BF. Can psychology be a science of mind? American Psychologist 1990;45(11):1206-1210.
12. Taneja M. Moral values of government and private secondary school students. International Journal of Advanced Educational Research 2017;2(6):324-325.
13. Zulfiqar N. Parenting styles and adolescents moral judgment through cultural lens: Age, sex, and SES as moderators. International journal of scientific research 2021;2(2):1-21.