PARENTING STYLES AND MORALITY IN ADOLESCENTS

DR. SATISH KUMAR BHARDWAJ*

*Head, Department of Physical Education, Govt. P.G. College, Ambala Cantt, India.

INTRODUCTION

MEANING OF MORAL BEHAVIOR

Moral behavior means behavior in conformity with the moral code of the social group.

IMMORAL BEHAVIOR

Immoral behavior is behavior that fails to conform to social expectations.

UNMORAL BEHAVIOR

Unmoral or nonmoral behavior is due to ignorance of what the social group expects rather than intentional violation of the group's standards.

DIMENSIONS OF MORAL DEVELOPMENT

1. PSYCHOANALYTIC THEORY: Psychoanalytic theory emphasizes emotions in explaining moral development. According to Freud, the child learns moral rules by identifying with the same-sex parent during the phallic stage. The rules a child learns from her same-sex parent form during this stage. The rule a child learns from her same-sex parent form her superego, or her internal moral judge.

2. BEHAVIOURISTIC THEORY: Another way of looking at moral development is through the lens of learning theorist B.F. Skinner's operant conditioning model, which proposes that consequences teach children to obey moral rules.

3. COGNITIVE THEORY: Moral reasoning is the process of making judgment about the rightness or wrongness of specific act. As you learned earlier in this chapter, children learn to discriminate between intentional and unintentional acts in early childhood. However, using this understanding to make moral judgments is another matter. Piaget claimed that the ability to use reasoning about intentions to make judgments about the moral dimensions of behavior appears to emerge along with concrete operational thinkings.

All children need the security of knowing the rules and boundaries of behavior; without them they feel at a loss. Parents teach children appropriate behavior, expected rules and boundaries. Discipline means helping a child develop self control and a sense of limits, experience the
consequences of his/her behavior, and learn from his/her mistakes. Discipline does not mean punishment or conflict between parent and child.

**DISCIPLINE: A DEVELOPMENTAL LOOK**

Cooperation, consideration and flexibility are required to discipline as children grow. Parents must be prepared to modify their discipline approach over time, using different strategies as their child develops greater independence and capacity for self regulation and responsibility. Thus the goal of discipline is the development of self-control.

**PARENTING STYLES**

1) Permissive Style - There are a number of behaviours that characterize the permissive style, these include leaving the child to their own devices, simply providing the resources that the child requires and not passing any comment.

2) The Authoritarian Style - This style is characterized by the imposition of a set of rules and behaviours on the child that is strictly enforced.

3) The Authoritative Style - This style might be characterized as a middle road between the permissive and authoritarian styles, attempting to take the advantages of each style of parenting and combine them into a more effective approach.

**OBJECTIVE OF THE STUDY**

The objective of the study is to find out the relationship between parenting styles and self-control in adolescents.

**METHODOLOGY**

200 subjects (100 males and 100 females) were selected from the Govt. College Ambala Cantt and G.M.N. College Ambala Cantt. The age of the subjects was ranging from 18 to 20 years.

**VARIABLES**

1. “Parenting styles” (namely authoritative, authoritarian & Permissive)
2. Self Control

**TOOLS USED**

1. Brief self control scale (BSCS); Tangney, Baumeister & Boone, 2004
2. Interview and Parental Authority Questionnaire (PAQ) by Bury et al.
3. Statistical tool for Analysis T-Ratio of the means

RESULTS OF THE STUDY

Mean, Standard Deviation of Self Control Scores in relation of Permissive style, Authoritarian Style and Authoritative Style are shown in Table-I.

TABLE-I

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permissive Style</td>
<td>28</td>
<td>32</td>
<td>4.5</td>
</tr>
<tr>
<td>Authoritarian Style</td>
<td>35</td>
<td>51</td>
<td>5.2</td>
</tr>
<tr>
<td>Authoritative Style</td>
<td>41</td>
<td>60</td>
<td>4.0</td>
</tr>
</tbody>
</table>

FINDINGS OF THE STUDY

1. Third Column & Fourth Column of Table-I indicates that mean, S.D of Self Control Scores in relation to Permissive Style, Authoritarian Style and Authoritative Style are 32, 51, 60 & 4.5, 5.2 & 4.0 respectively.

2. High Authoritative Parenting Style Subscale Scorers have been found to have high level of Self control, since they are found to be high scorers on brief Self Control scale.

3. High Authoritarian parenting Style subscale Scorers and High Permissive Parenting Style Subscale Scorers have been found low Scorers on Self Control measures.

DISCUSSION & CONCLUSION

To conclude we can say that the authoritative parenting style is most desired behavior practice to discipline adolescents and develop morality. The authoritarian and permissive styles are less than ideal in adolescents. There are certain limitations which we admit and promise to remove them in the major research project in the near future.

REFERENCES


