A Survey of the Growth in Morality in Adolescences with the Management of Parents

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A B S T R A C T

One of the important aspects of development is the understanding social values and the object of teaching moral values that create self-preservation and acquiring power opposing by discriminating the illogical inclination. It is therefore it is needed to recognize the moral balance and being equal the moral scale in action. Or the output of the result, moral or immoral. There are three stages of the moral growth in the different cultures that are firm and unchangeable. The present research work has the object to study the moral growth in young girls, whom cross road of secondary school stage. There administrative relation with their parents. This work is based on two stage, of middle school and senior secondary stage. For the moral growth of the youths, moral texts to make at the base of Kohlberg's moral test; by looking at the administrative relations with the parents for that purpose a questionnaire to be prepared. The date collect on the base of that. The analysis to make on the base of statistics. The result living in the democratic atmosphere is lead to higher moral growth than living in Participatory administrative system. Also, the results of participatory leadership of parents are lead to growth in morality of adolescences.

Keywords: Adolescences, Morality, Management, Parents.

INTRODUCTION

Given the alarming the juvenile problems in recent years[1], also the appreciation that outcomes delinquent behaviors such as possible causes of risk-taking, including alcohol, drugs and violence, are considered[2] and factors are often of serious results to the youth and to society, so there is a growing interests in looking at the factors that lead adolescents to engage in juveniles[3]. Since children's mental health shows the successes of parents', this research report's is focusing on parents who are the subject of the arguments.

One of the important aspects of development is the understanding social values and the object of teaching moral values that create self-preservation and acquiring power opposing by discriminating the illogical inclination. To prevent

possible behavioral problems in children, a care plan enhancing their resilience i.e. promoting parenting skills and social supports for children should be developed[4]. Therefore, it is needed to recognize the moral balance and being equal the moral scale in action or the output of the result, moral or immoral. There are three stages of the moral growth in the different cultures that are firm and unchangeable.

Parenting might be rewarding, yet difficult task some parents react to the new responsibility with a positive sense of involvement and a feeling that they have the power to influence on their child' s future, while other parents react more negatively and do not think as effective in this parenting role[5]. The role of morality on delinquent behavior has only briefly been explored in the literature, despite the potentially important implications of research findings. Moral might be depicted as about good way or the distinction between right or wrong behavior. Morality is viewed as the "system of rules that regulate the social interactions and social relationships of individuals in societies and is based on the welfare (harm), trust, justice (treatment and distribution) and rights" [6]. Parental mentioning implicates in many studies of adolescent delinquency and recently has begun to be viewed more comprehensively.

Each theory has its share of critics, but also valuable pieces that help develop the full picture. Several authors[7, 8, 9] agree on four styles of parenting the permissive parent. Kohlberg advanced a cognitive– developmental model of morality: cognitive because morality stems mainly from structures of moral reasoning and developmental because structures of moral reasoning change in a stage like way. Kohlberg theorized that not everyone goes through all the stages of moral development or progresses at the same rate. Based on this idea, he reasoned that incomplete moral development was a major reason for deviant behavior.[10] Kohlberg (1968, 1971, 1972 & 1976) defined moral judgment using the following stages: [11, 12, 13, and 14]
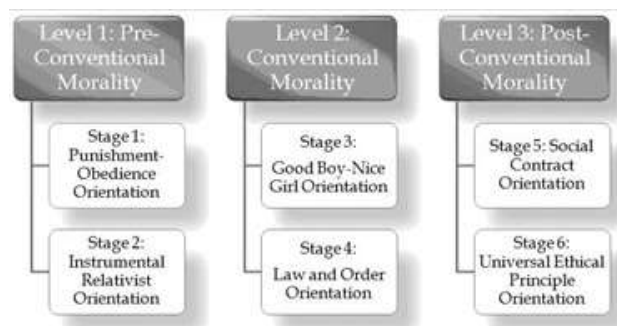

Diagram 1. Kohlberg's Theory of Moral Reasoning

REVIEW OF LITERATURE

Adolescence is a developmental period marked by increased health risk-taking and novelty seeking behaviors[15]. The role of the parent in the prevention of adolescent maladaptive risk-taking has been extensively examined [16, 17, 18, and 19].

A Survey of the Growth in Morality in Adolescences with the Management of Parents

Morrongiello & Lasenby- Lessard focused that when parents do not practice the safety behaviors that they teach to their children they are actually teaching them that safety and the avoidance of maladaptive risk behaviors is only something that children should be concerned about[20]. Barnes & et al found that greater parental monitoring relates to less maladaptive behaviors among adolescents. Consistent with predictions, researchers have discovered that parental knowledge, not monitoring, is the strongest predictor of outcome adolescent risk-taking behaviors.[19, 18, 21] Morrish and et al furthered the investigation of the influence of parents on adolescent disclosure and in turn adolescent risk-taking, through investigating the importance of several other parental variables. Parental risk-taking behaviors and safety practices have been found to be key indicators of how teens will behave and how they intend to behave when they are adults [22]. Great deal of research suggests that the quality of the parent-child bond and warmth in the parent-youth relations affect many facets of children's development[23, 24, and 25]. Kerr and Statin found that the predictive on monitoring was dependent on the relationships between parents and adolescents, as parental knowledge was more a result of youth disclosure than of parental monitoring. To fully appreciate why most research on adolescent delinquency is needed, it is needed to understand the prevalence and costs of such behavior.[18]

According to Gottman children have become more nervous and irritable, more sulky and moody, more depressed and lonely, more impulsive and disobedient. Coordination about the survey related in the moral growth of the care of the parents about the training of their children. The conclusion derived his/her parents. Mothers play more important part in the moral growth of their children that the age when the children are at their early age and at the prime of their youth. At this age of the children, mothers play important role. The result of which is the stability of the character in the children, which is the democratic way of the moral growth on their personality. The result that derived by the study and the research work is that the children are usually lacking being affected in conditions of the family environment. It is therefore, the children and the youths are deprived of the moral values, from view of the moral judgment. It is therefore there is great different.[8] Volling, Mahoney, and Rauer found strong evidence that when parents considering the sanctification their parenting role, there is positive association with their children's conscience development.[26] To date, extensive research has documented connections among parenting style, monitoring, attachment, and adolescent delinquency[27, 19], and links among deviant peer affiliations and raises in adolescent deviancy and risk-taking[28, 29]. Wrong behaviors of parents in childhood would be led to difficulties in mental health, such as depression, anxiety and other mental health problems [30]. Much research has also showed links between style of parenting and behavior of children in adolescence and into adulthood[30, 31, 32] .Brezina and Piquero showed that the relationship between peer involvement and moral beliefs is "under-developed theoretically" and make a request for further research on these topics. As the parent becomes more positively engaged with the

child, while learning to set firm limits, the relationship and the child's behavior start to improve[33].

METHODOLOGY

Methodology of research is one of the most important parts in any research work. This work too is no exception to this principle. In this research work static is based on written test of girl students of a school of Karaj and guardians or parents of these girls. The sample statics is based on 25 students of 12 to 15 years of age and parents of these twenty five students. Randomly, students selected of the school in Karaj. Then the school authorities were contacted Non- profitable school. Following that random selection of two classes was done, and students were given test investigating into moral development and growth. The test paper consisted of nine short stories having moral and deductive teachings. Questions derived from each story were given and students had to reply these questions and their moral states were to the judge from these answers. The answers were to the written separately. On similar lines question papers were proposed for parents to judge their quality of guidance and management. These question papers consisted of 20 questions proposed family by experts and teachers. The research methodology was of analytical nature.

Means of Research: The chart proposed by experts for parents was used for judging their ability of administration.

(A) Riddles in the chart: Kohlberg (1958) was to judge the stages of moral development of children based on answers of questions relating to the short stories.The short stories contained material regarding to obedience of parents, law and order etc., directly related to human life. A collection and riddles were selected for students of age group between12-15. The marking were qualitative and examines gave marks according to the quality of answers. The examiner would accordingly do the grading of the moral of student.

(B) Twenty questions were framed to judge the quality of guidance and management of the parents. Again random selections of parents were done and questionnaire was given to them. The papers had 20 questions out of which each five questions was for testing one aspect of management. In this process the simple form of management omitted and utility based management judged. The organized and common form of management took into consideration. Family objectives preferred to personal aims. The principle of support and reciprocal understanding, allotment of enough time for conversation, inculcation of self - confidence, and reciprocal treat, even in difficult situations and spirit of sacrifice in management are part of organized management. Common selection and decision making and consultation about decisions before implementation division of work and responsibilities, finding quick relation of problems with mutual consultation high class participation of hence it by all, are parts of common management can

A Survey of the Growth in Morality in Adolescences with the Management of Parents

be , the factors under consideration for each form of management ; overlap with each other's in those cases and may be common in other forms of management also, but writers and research scholars have mostly concentrated on five factors. It might be mentioned here that the omission of general and simple management from analysis is because of special cultural educational texture of the country of Iran and its Asian family tradition in contrast to the western culture and society. This happen did with the consultation of teachers and advice of experts.

RESULTS

Chart 1. Marks to parents for their management and ranks morality to students:

Number of examines	Marks of management	Marks of different types of Management				Moral rank youth of each parent		
		Dictatorial leadership	Participatory leadership	Organized leadership	Democratic leadership	Pre conventional	conventional	Post conventional
1	79	7	19	14	23		*	
2	78	14	19	20	22	*		
3	69	11	16	18	16	*		
4	88	8	22	23	20		*	
5	100	5	25	25	25			*
6	61	9	14	13	13		*	
7	82	16	21	24	23		*	
8	89	7	24	22	20	*		
9	82	9	21	21	19	*		
10	48	21	14	15	12		*	
11	87	6	20	23	20		*	
12	81	9	19	22	19		*	
13	100	5	25	25	25		*	
14	63	13	14	18	15		*	
15	90	6	22	21	24	*		
16	92	6	22	24	22		*	
17	82	12	21	22	21	*		
18	71	10	17	19	21			*
19	73	16	17	22	20		*	
20	88	9	22	23	22		*	
21	84	10	21	23	20	*		
22	96	5	21	25	25		*	
23	93	8	23	23	25	*		
24	94	6	22	24	24	*		
25	71	14	20	16	19	*		
Percent	6/81 %	7/38%	1/80%	84%	4/82%	40%	52%	8%

In the chart no 1.Marks of management of each parents (over-all rating) also in four kinds of management are given. In the same column moral rank of children of this family did and specified. Similarly percentage of parent's management and percentage in giving each category of management. Also the percentage of grading of moral rating of youth is shown on similar pattern.

Marks are based on maximum number by a family for their management. Shows the families governed by organized management and shown that they have obtained Maximum marks.

Chart No2. Types of Management

Types of Management	Participatory	Organized	Dictatorship	Democratic	Total
Frequency	3	16	1	5	25
Percent	%12	%64	%4	%20	%100

Inflated mark are based on marks got by a family in management of youth and their moral uplift. The moral growth of the youth in the rank of agreement in the families practicing systematic management was the maximum and those under pre agreement or over- agreement was the minimum.

Chart No 3. Moral growth of the youth in the rank of agreement in the families

	Dictatorship	Participatory	Organized	Democratic	Frequency
Pre conventional	---	2	5	3	10
conventional	1	1	10	1	13
Post conventional	---	---	1	1	2
Frequency	1	3	16	5	25

CONCLUSION

On basis the difference between moral developments of youth in autocratic families is worth comparing with democratic and common value families. In autocratic families, child in developing stage up to for behaviors according to agreement or pre-agreement. One can say that their behaviors are not because of moral matters; one can say that their behavior is different from morality. Behavior of child could be guided by the fear of parents or their behind following. All their happens in dictatorial environment of autocratic families. So the behavior is the result of dictatorial behavior of parents. In families where organized common and Democratic Management is practiced children follow mixed moral teachings and their behaviors are handed on understanding and they judge things accordingly. In these cases mixed feeling plays its role .Reciprocal respect exists in organized families , common efforts are guiding principles for achieving the aim , actions are guided by these principles and their generate high moral rank which is unique, unique to the youth of these families . It is difficult to determine the categories of

management are more valuables and. becomes any of the three can overtake and surpass the other. Also qualities of one could the found in the others categories too. So these three categories fall all most in the same value line.

As what stated above and can be taken as the aim of the research analysis, shows that the maximum positive development of moral values relates to the democratic families. In the families with organized and strict norms, showing moral growth of youth was at the lowest off. In the families with strict norms the surplus youth with the pre-agreement status witnessed. In the other two forms of management, the Maximum limit was in the beginning with families of common management and then with the families following democratic norms. Mostly by maximum youth with moral level higher than the pre- agreement relates to democratic families followed by the families following strict organized form of management. Any how it might be mentioned here that the difference between the two is a few. (About 14 percent). Level of morality for youth the agreement in the organized management families is more than in the families with common and democratic management, but the trend of growth is more in the families of organized management. So one might say that the growth and development is linked with management of parents and it is different in various categories of management. The moral development in the youth of families with organized management is more than what is seen in families with common management and similarly   growth morality of youth under democratic management is more than under participatory management system. Growth of morality in youth under organized management is more than under the dictatorial and autocratic management system.

Their administrative relation with their parents. This work is based on two stage, of middle school and senior secondary stage. For the moral growth of the youths, moral texts made at the base of Kohlberg's moral test; by examining the administrative relations with the parents for that purpose a questionnaire prepared. Data collected on the base of that. The analysis made on the base of statistics. The result shows that the youths who live in the democratic atmosphere have higher moral growth than those who live in the common administrative system. In the same way, the youths in the families who have common administrative values are higher in the moral growth.

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