



Research Paper

Impact of Authoritative Parenting on Moral Behaviour of Secondary School Students in Southwest Nigeria

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Abstract

The study examined the impact of authoritative parenting on moral behaviour of secondary school students in Southwest Nigeria. It also examined the contribution of variable of parenting style on moral behaviour of secondary school students. The study employed descriptive design of survey type with a sample of 1,500 students drawn through multistage sampling technique from the population of all the public secondary school students in the six states of Southwest Nigeria with a total population of 1,804,278. Two questionnaires constructed and validated by the researcher were used for data collection. The questionnaires were administered by the researcher and research assistants to the respondents. The data obtained were analyzed using statistics of frequency counts, mean, standard deviation and correlation matrix. The study revealed that the level of moral behaviour among students was moderate. There was significant relationship among authoritative parenting, and moral behaviour of the students. Based on these findings, it was recommended among others, that parents should improve on their relationship with their children and do things that will increase the moral behaviour of students.

Keywords: Moral Behaviour, Authoritative Parenting, Students

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I. Introduction

Morals are rules and standard made by the society or culture which is to be followed by people while deciding what is acceptable and unacceptable. Behavior is the way in which one acts or conducts oneself towards others. According to Surbhi (2015), ‘morals’ is derived from a Greek word ‘Mos’ meaning custom. Morals are the social, cultural and religious beliefs or values of an individual or group which tells us what is right and wrong. Morals are rules and standards made by the society or culture which is to be followed while deciding what is right or wrong Moral behavior can, therefore, be defined as the conduct of one towards another on what is culturally acceptable as wrong or right in society. Among these are acceptable behavior in the society (honesty, obedience, handwork, punctuality, and compoment) and unacceptable behaviour in society (dishonesty, disobedience, laziness, lateness, truancy).

It is generally believed that parents’ involvement influence children’s academic performance positively, this may equally enhance children’s behavior at home and in the classroom as parents and teachers work together to enhance social functioning and address behavioural problems. They are responsible for day-to-day needs of their children. Based on this, children depend on parents and have full confidence in them. The researcher’s casual observation of secondary school students in Southwest Nigeria, showed that most of them are seen with tattered school knickers, loose button on shirt and blouse, unbuttoned shirt, torn and unpolished school sandals, unkempt hairdo and so on and so forth. Observing most of these students on their way to and from school on a daily basis, one can hardly differentiate them from hooligans, some even engage in street fight as a result, disrupting the peace of the society, while some play stones ,plastic bottles as football on the road. They are also seen engaging in the free use of foul languages in abusing one another. Moreover, some of these

students are seen roaming the street aimlessly even when they are expected to be at home with their parents, resting and preparing for the next day's work.

Parenting style is characteristics of a parent that changes the effectiveness of family socialization practices and children receptiveness to such practices. Akhtar (2012) defined parenting style as the ways parents take care of their children which can have impact on the children's personality development and the ways of interacting with social and close relations. Macoby and Martin in Michelle (2010) identified four parenting styles namely: Authoritative, Authoritarian, Indulgent and Neglectful. The major difference among the four parenting styles are mainly whether a parent creates many or few rules for his/her child and whether a parent is emotionally responsive or neglectful. Authoritative parents are demanding and responsive. They can be referred to as a balanced parenting. This type of parenting is characterized by a child-centered approach that holds high expectation of maturity. Parents that adopt this style can understand their children's feelings and teach them how to regulate them. They guide the children on problem solving strategy; children are encouraged to be independent but checks and balances are put in place. The parents are warm and nurturing.

Based on the researchers' observation on the moral behaviour of secondary school students in southwest Nigeria in spite of the characteristics of authoritative parenting, there is need to carry out an empirical study to determine the impact of authoritative parenting on moral behaviour of the students. The study examined the impact of authoritative parenting on moral behaviour of students in southwest Nigeria.

Research Questions

This research question was raised to guide the study:-

1. What is the level of moral behaviour among students in Southwest Nigeria?

Research Hypothesis

H₀1: There is no significant relationship among authoritative parenting and moral behaviour of secondary school students.

II. Methodology

The study adopted the descriptive design of the survey type. The population for this study consisted of 1,804,278 secondary school students in Southwest Nigeria. The Southwest Nigeria geo-political zone has six states namely: Ekiti, Lagos, Ogun, Ondo, Osun and Oyo. As at the time of this study, the enrolment of students and schools in Southwest Nigeria are, Ekiti – 84,146 students and 188 secondary schools, Lagos-650,802 students and 678 secondary schools, Ogun-253,468 students and 383 secondary schools, Ondo-229,843 students and 304 secondary schools, Osun - 225,708 students and 489 secondary schools, Oyo – 360,311 students and 678 secondary schools (Ministries of Education in Southwest Nigeria, 2019).

The sample for the study was 1500 secondary school students selected from fifteen secondary schools. The sample was selected through multistage sampling procedure. Stage one involved the selection of three states in Southwest Nigeria with the use of simple random sampling technique to select the three states. Stage two involved the use of simple random technique to select five Local Government Areas (LGAs) from each of the selected states to make a total of fifteen LGAs. Stage three involved the use of simple random sampling technique to select two schools from each of the LGAs selected to make a total of ten schools from each of the LGAs. Stage four involved the use of simple random sampling technique to select fifty students from each school making a total of 500 students per state giving a total of 1500 students from the three States.

The research instrument used for the study was two self-constructed questionnaires by the researcher tagged "Authoritative Parenting questionnaire (APQ) and Student Moral Behaviour Questionnaire (SMBQ)" respectively. The first questionnaire, Authoritative Parenting questionnaire (APQ) has two sections (sections A and B). Section A gathered information on bio - data of the respondents, such as name of school, location of school, education level of parents, and parenting type. Section B has items seeking information on authoritative parenting. Students' Moral Behaviour Questionnaire (SMBQ) is made up of 22 items. Items 1- 5 are on honesty, items 6-9 are on neatness, items 10- 14 are on comportment, items 15 – 18 are on hard work while items 19-22 are on punctuality.

The two instruments, Authoritative Parenting questionnaire (APQ) and Students' Moral Behaviour Questionnaire (SMBQ) were given to experts in Guidance & Counselling, Educational psychologists and Tests and Measurement who subjected the instruments to proper vetting. The reliability of this instrument was determined by administering the instrument on 30 students that are not part of the sample of the study. The reliability coefficient was determined by Cronbach Alpha. And the result showed a reliability coefficient of 0.851 which is good enough for internal consistency.

The data collected were scored and subjected to statistical analysis using descriptive and inferential statistics. Frequency count, percentage and standard deviation were adopted to answer the research questions. Pearson's Product Moment Correlation Statistics was used to test for the hypothesis at 0.05 level of significance.

III. Results

Research Question 1: What is the level of moral behaviour among secondary school students in South west Nigeria?

In answering this question, data on student moral behaviour questionnaire were collected from the responses of the respondents (items 1 – 22) in the questionnaire. The data were collated and analyzed using descriptive statistics. The result is presented in table 1 and 2.

Table 1: Mean and Standard Deviation of Moral Behaviour among Secondary School Students

S/N	ITEMS	N	Mean	S.D	Remark
1.	I don't tell lies.	1,447	2.30	0.62	Disagreed
2.	I don't bear false witness.	1,447	2.35	0.63	Disagreed
3.	I am not partial in dealing with people.	1,447	2.74	0.74	Agreed
4.	I don't take other people's property without permission.	1,447	2.73	0.74	Agreed
5.	I don't deceive people.	1,447	2.35	0.63	Disagreed
6.	My uniform is always clean.	1,447	2.73	0.73	Agreed
7.	My sandals are always well polished.	1,447	2.37	0.64	Disagreed
8.	My hair is always well cut.	1,447	2.92	0.86	Agreed
9.	The buttons of my shirt/blouse are well fixed.	1,447	2.67	0.96	Agreed
10.	I obey set rules and regulations.	1,447	2.62	0.57	Agreed
11.	I use stone /stocks to play football on the street.	1,447	2.63	0.58	Agreed
12.	I don't use abusive words on my mates.	1,447	2.65	0.59	Agreed
13.	I don't roam about the street during school hours.	1,447	3.07	0.74	Agreed
14.	I don't walk about the school aimlessly while teaching is going on.	1,447	2.66	0.60	Agreed
15.	I am diligent with my school work	1,447	3.21	0.64	Agreed
16.	I do my assignment on time.	1,447	3.13	0.72	Agreed
17.	I submit my assignment at the right time.	1,447	3.09	0.73	Agreed
18.	I always prepare for tests and examination.	1,447	2.65	0.59	Agreed
19.	I don't absent myself from school without official permission.	1,447	2.39	0.66	Disagreed
20.	I am regular at school.	1,447	2.66	0.59	Agreed
21.	I don't go late to school.	1,447	3.09	0.71	Agreed
22.	I am always seated in class before the arrival of the teacher.	1,447	3.25	0.43	Agreed

Mean Cut-off: 2.50

Table 1 shows moral behaviour among secondary school students in southwest Nigeria. Based on the mean cut-off mark of 2.50, the respondents agreed to item 3, 4, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21 and 22 because their mean marks were greater than mean cut-off mark of 2.50. Most of the respondents disagreed to other items because their mean marks were less than 2.50.

Table 2 shows the level of moral behaviour among secondary school students.

Table 2: Level of Moral Behaviour among Secondary School Students

Levels of moral behaviour	No of Respondents	Percentage
Low (22.00 – 55.67)	304	21.0
Moderate (55.68 – 64.82)	957	66.1
High (64.83 – 88.00)	186	12.9
Total	1,447	100

Table 2 revealed the level of moral behaviour among secondary school students. The mean score and standard deviation of the responses were used to determine the levels as either low, moderate or high. The low level of moral behaviour was determined by subtracting the standard deviation from the mean score ($60.25 - 4.58 = 55.67$). The moderate level of moral behaviour was determined by the mean score (60.25) while the high level of moral behaviour was determined by adding the mean score and standard deviation ($60.25 + 4.58 = 64.83$). Therefore, low level of moral behaviour starts from 22.00 to 55.67, the moderate level starts from 55.68 to 64.82 and the high level of moral behaviour is from 64.83 to 88.00.

The result showed that out of 1,447 respondents, 304 respondents representing 21.0 percent had low level of moral behaviour. Those who had moderate level of moral behaviour were 957 respondents representing 66.1 percent while 186 respondents representing 12.9 percent had high level of moral behaviour. This showed that the level of moral behaviour among secondary school students in Southwest Nigeria was moderate.

Test of Hypothesis

Hypothesis 1: There is no significant relationship among authoritative parenting and moral behaviour of secondary school students.

In testing this hypothesis, data on authoritative sub-variable of parent-child relationship were collected from the responses of the respondents to items under Section B (items 1, 2,3,4,5,6,7, 8, 9, 10, 11, 12, 13, 14, 15, and 16) in the questionnaire. Data on moral behaviour were collected from the responses of the respondents to items under Student Moral Behaviour Questionnaire (SMBQ), (items 1 – 22) in the questionnaire. The three were compared for statistical significance using Correlation matrix at 0.05 levels. The result is presented in table 3.

Table 3: Relationship between authoritative parenting and moral behaviour

Variables	N	Authoritative Parenting	Moral Behaviour	Mean
Authoritative Parenting	1447	1		44.66
Moral Behaviour	1447	0.372*	1	60.25

*P < 0.05

Table 3 shows the relationship among authoritative parenting and moral behaviour of secondary school students. The r-calculated value of 0.372 for authoritative parenting and moral behaviour is significant at 0.05 level ($r = 0.372$, $n = 1447$, $p < 0.05$). This indicated that there was significant positive relationship among authoritative parenting and moral behaviour of secondary school students. The null hypothesis was rejected. This implies that, as authoritative parenting increases moral behaviour increases.

IV. Discussion

The study revealed that the level of moral behaviour among secondary school students in Southwest Nigeria was moderate. The probable reason could be because the students were made to evaluate their moral behaviour from time to time.

The study revealed that there was significant relationship among authoritative parenting and moral behaviour of secondary school students. This implies that authoritative parenting is related to moral behaviour. As authoritative parenting increases, achievement motivation and moral behaviour increases. The probable reason could be because of the balance nature of authoritative parenting which involved demanding and being responsive. In consonance with this finding, Kavita and Rajkumar (2016), and Vickram (2015) concluded that authoritative parenting influences moral behaviour of students. Erianger, Megan and Robert (2009) equally found out that authoritative parenting continues to influence the moral behaviour of students.

V. Conclusion

Sequel to the findings of this study it was concluded that the level of moral behaviour was moderate. Also that authoritative parenting was related to moral behaviour.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. Importance of authoritative parenting to moral behaviour of students should further be stressed among parents during Parent Teacher Association meetings.
2. Parents should improve on their relationship with their children by getting involved in mentoring, communicating and monitoring

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