

Study of Rapport Between Parental Mind-Set and Ethical Reasoning

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Abstract

Regarding the issue that influences child's growth and development is his rearing of nurturance at home. The mother is said to be the first teacher of child. Her behavior with the child in all situations and interactions of life, in a way, shapes the future development of child's personality. Similarly the father or any other person who comes in the life of a child as a significant factor model's the behavior of the child. There may be different kinds of relationships that may develop between the child and the parent depending upon the disciplinary Practices that the parents prefer and apply. In this paper we aim to study the rapport between parental mind-set and moral reasoning among young people.

Keywords

Nurturance, Child Authoritarian, Human Theoretical, Phenomenon, Embeddedness

I. Introduction

A. Parental Approach

Parental approach is of crucial significance in the development of children's moral judgment. Since the child loves his parents he identifies himself with them, imitates their behavior and learn to make an adjustment with his life as they do. Though the later influences modify the child's behavior and mind-sets, they do not completely eradicate these early influences. Psychological literature emphasizes this fact. Parental mind-set may be put under these headings:-

- Authoritarian – Democratic Mind-set
- Accepting – Rejecting Mind-set.
- Over Protecting Mind-set.

1. Authoritarian – Democratic Mind-set:

Authoritarian parents have possessive mind-sets towards their children as towards their property. They demand unquestioning obedience from their children and wish them to do as they please.

2. Accepting – Avoiding Mind-set:

Acceptance – rejection was a very significant psychological dimension at home. Accepting and rejecting mind-set of parents affects children's moral development too long. Adler also showed that rejection impair the growth of the children. Rejection of the child by the parents affects his sense of security. When the child grows up he develops various kinds of anti-social behavior like aggression, cruelty, lying, stealing, showing off etc. He creates problems in the society in order to draw the attention of its members.

Early experiences of the child of even being fondled, rocked, kissed, hugged or embraced by elders, particularly by the mother, have been noted to have great bearing. These mind-set produce security and a sense of acceptance which eventually foster self-confidence, on the other hand, children, who have been inadequately loved or are neglected by parents develop as emotionally strayed children

who later show personality disturbances. In such cases no stable system of values or conscience as an inner check is built up. Such children easily commit anti-social or criminal acts.

3. Over- Protection:

Over-Protection is found in many homes. The over-protecting parents treat their children like a precious doll. They bestow upon the child optimum of love and satisfy their every whim. On slight cough and sneezing of the child they become anxious and call the doctor at once, as if something has happened very serious to the child. The child also begins to think that he is sick, tender and weak and not in a normal condition. This makes the child timid. In trying to give too much security to the child the parents really make him insecure. The child has no freedom to experience and to know his powers and limitations. He is made to walk on crutches. This treatment may lead to aggressive personality, an indicative of unsocialized child.

B. Morality

The term morality covers the vast arena of human conduct that examines our interaction with other human beings. Morality touches every aspect of our life, every moment of our life. Our morality governs all of our contacts with members of our family, with our co-workers, with our religion, and with all aspects of our government. Morality determines our attitude to politics, to war and peace, to our children, to our parents and to spiritual questions such as life after death. When we discuss morality we do not talk about an obtuse philosophical concept, we talk about the totality of our everyday existence. If we want to be effective in our interaction with other human beings, it behoves us to understand the concept of morality with all its nuances and implications. A clear understanding of morality is of extreme importance to all of our interactions with our environment and thus, to our attainment of happiness.

II. Literature Review

Morton, Kelly R; Worthley, Joanna S. (2006) suggested that refinement of the four-component model can advance by specifying potential relationship between the components and novel operationalization's of these components across professional groups. The data in the study address the necessity of both moral motivation and moral sensitivity for moral reasoning and suggest that moral motivation impacts moral reasoning only indirectly through moral sensitivity. The lack of a direct association between moral motivation and moral reasoning without accounting for moral sensitivity means that ideals that lead to prioritization of moral values do not necessarily enhance moral decision making. In addition to moral ideals and values one must also have emotional regulation skills, perspective taking skills, as well as the desire and ability to synthesize multiple viewpoints to arrive at principled solutions to moral dilemmas.

Maria Paula et. al. (2013) investigated the development of children's sympathy, moral emotion attributions, and moral reasoning in two cultures: Chile and Switzerland. One hundred

seventy-six children in two age groups (i.e., 6 and 9 years old) were asked to report their sympathy. Moral emotion attributions and moral reasoning were measured using two hypothetical moral transgressions (i.e., omitting a prosocial duty, stealing from another child). Younger Chilean children reported higher levels of sympathy than younger Swiss children. Across cultures, older children attributed more moral emotions than did younger children. Younger Swiss children used more moral reasoning following judgements about rule violations than did younger Chilean children.

Lori Olafson et. al.(2013)

examined differences between university students who were caught and sanctioned for cheating, students admitting to cheating but who were not caught, and students reporting that they had never cheated. Our findings showed that no cheaters are older, have better grade point averages, and have more sophisticated moral and epistemological reasoning skills. Qualitative analyses revealed that denial of responsibility and injury were the most common neutralization techniques and differed between the sanctioned and self-reported cheaters. We discuss the need to examine the extent to which reasoning skills have a causal impact on cheating behaviors.

According to the Dario Bacchini et. al. (2013), moral rules are universal, not contingent on rules and authority, and are activated by avoiding harm to other people. Not all individuals, however, interpret moral events in terms of domain in a similar manner. The hypotheses of the present research were: (i) a high exposure to deviant context will affect the manner in which adolescents interpret moral events and their involvement in antisocial behaviour; (ii) the moral attribution style will directly affect involvement in antisocial behaviour and mediate the relationship between deviant context and antisocial behaviour. Four hundred fifty-three adolescents completed self-report questionnaires about their involvement in antisocial behaviours, their friends' involvement, and their exposure to community violence as a witness. Moral versus non-moral attribution (MNMA) was evaluated through a questionnaire consisting of hypothetical scenarios of moral violations followed by questions related to the above-mentioned criteria. Findings, obtained testing a model, were consistent with the hypotheses. Adolescents who live in violent contexts and attend deviant friends tend to interpret moral violation in terms of non-moral domains and are more engaged in antisocial behaviors. Results are discussed with respect to the literature about normativeness of deviance and its consequences.

III. Hypotheses of the Study

To realize these objective the following null-hypotheses have been framed.

H₁ There is no significant relationship between parental mind-set and moral reasoning among youngsters.

4. Research Methodology Sample

Population for the present investigation involved all the pre-adolescent students studying in VII class in different schools of Luck now and neighboring cities. To select the sample for the present study a list of all schools situated in selected cities would be obtained from District Education Office. From this list five schools would selected randomly. Then from each school 50 students studying in VII class would be again randomly selected using lottery method.

A. Statistical Techniques Used

There are various statistical techniques for analyzing data. To

choose an appropriate technique of statistical analysis is the challenging task to a researcher. It has two main functions:

- Interpretation of results
- Presentation of data

The major types of tests are employed for analyzing data so as to interpret the results. These are:

- Parametric statistics or tests
- Non – Parametric statistics or tests

The present study consists the well-defined population as well as the sample was representative. So, parametric statistical techniques were used for analysis of data. Which are as under:

- Mean and standard Deviation
- 't' test for measuring the significance of the difference between the two mean scores.
- Pearson’s coefficient of correlation to find the correlation between different variables.

V. Analysis and Interpretation of Data

Hypothesis No.1: “There is no significant relationship between Parental Mind-set and Moral Reasoning youngsters,”

Table: 1: Correlation of Parental Mind-set and Moral Reasoning

Variable	Value of r with Moral	Level of Significance
Parental Mind-set	0.5174	Significant at .01 level

Table 1 indicates that the value of r is 0.5174 which further indicates a significant positive correlation between Parental Mind-set and Moral Reasoning among pre -adolescents. It means that there is a significant positive relationship between Parental Mind-set and Moral Reasoning of the subjects under study. So, Hypothesis No. 1 stating that there is no significant relationship between Parental mind-set and Moral Reasoning among youngsters, is rejected and it can be reframed as: There exists a significant rapport between Parental mind-set and Moral Reasoning among youngsters.

VI. Discussion

The results of the present investigation also indicate that accepting mind-set of parents has a positive effect on the development of moral reasoning youngsters as the group of pre-adolescents with parents having high accepting mind-set were found to be better on moral reasoning as compared to not so well accepted group of subjects. At the theoretical backdrop it appears to be quite true as the development of the child cognitive or moral has a direct relationship with the mind-set of the parents. The more accepting behaviour of parents helps in the nurturance of moral reasoning among their wards because acceptance as such is a considerate behaviour and it directly promotes moral behaviour. Morality implies putting oneself into others shoes and therefore it promotes consideration for others which is an essential component of morality. Parents can bring about certain desirable changes in child’s behaviour only when they show a kind of belongingness, care, acceptance and concern for the child. Its only parents’ deep embeddedness with the children that they can help the child develop into a humane being without which education will be relegated to mere literacy. Even social psychologists hold that child develops behaviour desirable or undesirable by imitating the behaviour of „significant others“. So when the child feels that his/her parents are considerate towards him, the child also internalizes the same through imitation.

VII. Conclusion

Decline in moral values is a global phenomenon. To check the slide and reverse it requires global initiatives in which every individual has to play his / her part. In the world of consumerism, the race for unlimited accumulation is formidable; hence moral values are generally given a short shrift. Ends alone matter most and means are free-for-all. The neglect of purity and morality in the means adopted inevitably leads to further fall in moral inhibitions. Moral and ethical values are inextricably linked with purity. Humanistic values upheld by an individual are a combination of moral, ethical, and spiritual qualities acquired. This paper indicates Parental Mind-set and Moral Reasoning among youngsters are found to be significantly correlated with each other.

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