

**RELATIONSHIP OF PARENTING STYLES
WITH PERSONALITY AND MORAL
DEVELOPMENT OF ADOLESCENTS**

BY

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B.Sc. (Hons) Home Science

**THESIS SUBMITTED TO THEACHARYA N.G.RANGA
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DECLARATION

I, **B.BABITHA**, hereby declare that the thesis entitled “**RELATIONSHIP OF PARENTING STYLES WITH PERSONALITY AND MORAL DEVELOPMENT OF ADOLESCENTS**” submitted to the Acharya N.G. Ranga Agricultural University for the degree of Master of Science in Home Science is the result of original research work done by me. I also declare that no material contained in the thesis has been published earlier in any manner.

Place:

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CERTIFICATE

Ms.**B.BABITHA** has satisfactorily prosecuted the course of research and that thesis entitled **“RELATIONSHIP OF PARENTING STYLES WITH PERSONALITY AND MORAL DEVELOPMENT OF ADOLESCENTS”** submitted is the result of original research work and is of sufficiently high standard to warrant its presentation to the examination. I also certify that neither the thesis nor its part thereof has been previously submitted by her for a degree of any University.

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CERTIFICATE

This is to certify that the thesis entitled “**RELATIONSHIP OF PARENTING STYLES WITH PERSONALITY AND MORAL DEVELOPMENT OF ADOLESCENTS**” submitted in partial fulfillment of the requirements for the degree of ‘**Master of Science in Home Science**’ of the Acharya N.G. Ranga Agricultural University, Lam, Guntur is a record of the bonafide original research work carried out by **Ms.B.BABITHA** under our guidance and supervision.

No part of the thesis has been submitted by the student for any other degree or diploma. The published part and all assistance received during the course of the investigations have been duly acknowledged by the author of the thesis.

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LIST OF CONTENTS

Chapter No.	Title	Page No.
I	INTRODUCTION	1-5
II	REVIEW OF LITERATURE	6-23
III	MATERIAL AND METHODS	24-34
IV	RESULTS AND DISCUSSION	36-57
V	SUMMARY AND CONCLUSIONS	58-61
	LITERATURE CITED	62-68
	APPENDICES	69-85

LIST OF TABLES

Table No	Title of the Table	Page no
3.1	Distribution of sample	25
3.2	Variables selected and their empirical measurement	26
3.3	Classification and scoring of Socio – economic status	29
3.4	Dimensions and number of items of parenting style four factor questionnaires	29
3.5.a.	Dimensions and number of items of big five personality test	30
3.5.b.	Classification and scoring of Big Five Factor Personality Test	31
3.6.a.	Dimensions and number of items of moral development scale	31
3.6.b.	Classification and scoring of moral development scale	32
4.1	General profile of the respondents	37 &38
4.2	Distribution of parents based on the parenting styles adopted	40
4.3	Frequency distribution of adolescents based on personality factors	42
4.4	Frequency distribution of adolescents personality factors based on gender	46
4.5	Mean difference in the personality dimensions of adolescents based on gender	47
4.6	Frequency distribution of adolescents based on levels of moral development	48
4.7	Frequency distribution of adolescents based on level of moral development and gender	49
4.8	Mean difference in the moral development of adolescents based on gender	50
4.9	Relationship between parenting styles and adolescents personality factors	51
4.10	Relationship between parenting styles and adolescents moral development	53
4.11	Relationship between demographic variables and adolescents personality factors	54
4.12	Relationship between demographic variables and adolescents moral development	56

LIST OF ILLUSTRATIONS

Figure no	Title of Illustrations	Page no
Figure 4.1.	Distribution of respondents based on parent's education	39
Figure 4.2	Distribution of respondents based on socio-economic status.	40
Figure 4.3.	Distribution of parents based on the parenting styles adopted	41
Figure 4.4.	Distribution of adolescents based on openness to experience personality factor	43
Figure 4.5.	Distribution of adolescents based on conscientiousness personality factor	43
Figure 4.6.	Distribution of adolescents based on extraversion personality factor	44
Figure 4.7.	Distribution of adolescents based on agreeableness personality factor	44
Figure 4.8.	Distribution of adolescents based on neuroticism personality factor	45
Figure 4.9.	Distribution of adolescents personality factors based on gender	47
Figure 4.10.	Distribution of adolescents based on levels of moral development	49
Figure 4.11.	Representation of adolescent's level of moral development based on gender	50

LIST OF PLATES

S.No	Title	Page no
1	Instructions given to participants	35
2	Instructions given to participants	35
3	Data collection from respondents	35
4	Personal home visit and interview of selected adolescents parents	35

LIST OF APPENDICES

S.No	Title of Appendix	Page no
1	APPENDIX-A General Information Schedule of the Respondents	69-70
2	APPENDIX-B Parenting style Four Factor Questionnaire	71-74
3	APPENDIX-C Big Five Personality Test	75-77
4.	APPENDIX-D Moral Development scale	78-83
5.	APPENDIX-E Socio-Economic Status	84-85

ABSTRACT

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Adolescence is transition period from a relatively dependent childhood to the adulthood's psychological, social and economic independence. Adolescence is an important phase for parents and children. They make special efforts to understand one another. The proper role of the parents is to provide encouragement, support and access to activities that enable the child to master key developmental tasks. Parenting style is one of the vital variables of personality growth and development in adolescence. Personality and identity formation during adolescence is influenced by the dyadic parent-child association (Schofield *et al.* 2012). Children learn about moral values from how parents share about rules and the penalties of violating them, but they absorb even more when parents conversation about people's feelings and how those feelings are affected by the child's conduct (Killen and Smetana, 2006).

The current research is about connection between parenting styles with moral and personality development of adolescents, which was conducted in Guntur district of Andhra Pradesh. Current research was planned using exploratory research design. The sample was selected randomly, 180 respondents who are in the age of 12-21 years and their parents (either of the parent). The study focused on child related, parent related and family related factors which includes age, gender, education/ class of study, ordinal position, parent education, parent occupation, type of family, size of family and socio-

economic status, parenting styles. Personality and moral development were dependent variables. The personal information of the selected sample was collected through general information schedule. The data related to parenting patterns adopted by the parents was collected through a standardized scale developed Shyny. T.Y and V. G. Omana in 2017 which consists of four parenting styles i.e. Authoritarian, Authoritative, Permissive and Uninvolved. The personality development of adolescents was assessed by using a Big Five Personality test developed by Goldberg in 1992 which comprised of 5 dimensions i.e. Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to experience. The moral development of adolescents was assessed by using Moral Development scale developed by Alpanan Sen Gupta and Shagufta Fakhrudden in 2015 which consists of five dimensions i.e. Lying, Stealing, Dishonesty, Cheating and Moral reasoning.

Most of the parents of selected adolescents were not well-educated and are from nuclear families and nearly one third of them are from upper middle, lower middle and upper lower class of socio-economic status. Majority of the parents of selected adolescents adopted democratic parenting and only few of the parents adopted permissive and authoritarian parenting styles.

The data regarding personality factors revealed that early adolescents had high level of agreeableness and low level of neuroticism. Conscientiousness and agreeableness personality factors seem to be high in middle adolescents. Late adolescents scored high on positive personality traits and low in negative traits. Irrespective of adolescents age, openness to experience, conscientiousness, agreeableness dimensions had high level in adolescents and low level of extraversion and neuroticism. Gender of the respondents did not differ much in all the personality factors.

Early adolescents had scored high in moral development as compared to middle and late adolescents. Irrespective of age, majority of the adolescents scored high level of moral development followed by low and medium. Boys and girls did not differ significantly in moral development.

The outcomes of the current study showed that, Democratic parenting was found to have positive relation with extraversion and agreeableness. Authoritarian parenting had negative relationship with conscientiousness and agreeableness personality factors. Permissive parenting had significant and negative related with openness to experience

and uninvolved parenting has a positive relation with agreeableness, neuroticism personality factors of adolescents.

Among demographic variables, age, education was correlated with openness to experience, conscientiousness and agreeableness personality factors. Gender was positively correlated with conscientiousness and negative relationship with openness to experience personality factors. Socio-economic status had positive relation with neuroticism personality factor only.

Democratic and authoritarian parenting was positively significantly correlated with adolescents moral development. Neglected and indulgent parenting had negative relation with adolescents moral development.

Among demographic variables, gender, family size, family type had positive relationship with moral development of adolescent. Socio-economic status and adolescent's moral development was found to be negatively significant.

Hence, Democratic parenting style is good than the other parenting styles and it has good impact on adolescent's personality and moral development. Similarly joint families contributing better in adolescent's moral development as compared to nuclear families.

Chapter I

INTRODUCTION

Adolescence is a phase of transition from a largely dependent childhood to adulthood's psychological, social and economic independence (Escorza and Orrelas 2018). Adolescence begins with biology and ends with culture (Cogner and Peterson 1984). Although physical growth is a universal phenomenon, the experience of adolescence is heavily influenced by the culture in which the young person lives.

The period of adolescence starts from 11-21 years which are sub categorized into 3 stages. (i) Early adolescence (11- 14 years) (ii) Middle adolescence (15-18 years) and (iii) Late adolescence (19-21 years). Children can only be 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 just what they see 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 an important phase to both the parents and children. They make special efforts to comprehend one another. The proper role of the parent is to provide encouragement, support, and access to activities that enable the child to master key developmental tasks. Parents make efforts to encourage children to think positively, spending time with them and help them to build self- confidence.

Adolescence is a period during which a person develops the attitudes and beliefs necessary for meaningful engagement in society. The adolescent begins to build his own identity in preparation for adulthood, and in the process, he is confronted with numerous questions and decisions that are a part of the adolescent experience. Discipline is a crucial tool in the process of socialization in which parents steer their children in the direction of what is socially acceptable in their culture (Hurlock, 1978)

Discipline is essentially comprised of habit formation, which is guided by particular learning principles. The removal of any of the parts of learning, regardless of the discipline tactics utilized, may result in unfavourable characteristics on the part of the kid, as well as socially unacceptable behaviour.

Diana Baumrind (1991) has categorized the methods of disciplining/ parenting in four-fold schemes. Each one of these parenting practices replicates different patterns of parental practices, values and behaviours. 1) Authoritarian 2) Authoritative/ Democratic 3) Permissive / Indulgent and 4) Uninvolved

- **Authoritative parenting style:** Authoritative parenting style is defined as parents with high demandingness and responsiveness. Parents with this parenting clearly define rules and consistent discipline and provide support and warmth.
- **Authoritarian parenting style:** Authoritarian parenting is characterized by a low attentiveness and high demand. To acquire conformity, parents with this parenting style utilize harsh punishment in an arbitrary manner, but they rarely provide explanations verbally give-and-take.
- **Permissive parenting style:** Permissive parenting style is characterized as low level of demand and high in responsiveness. Permissive parents are attentive to their children's and satisfy their needs, but they fail to establish sufficient discipline, exercise behaviour control and make demands for adult behaviours.
- **Uninvolved parenting style:** Uninvolved parenting style is characterized as low in responsiveness and demandingness. Uninvolved parents are parent-centered and they rarely involve in child rearing techniques. These parents not provide comfort nor establish guidelines for their children.

Role of parenting on personality development of adolescents

The patterns of socialization used by parents influence the child's personality. Term personality is derived from Latin word "persona" which means, "mask". Personality is the dynamic organization of the psychophysical systems that determine characteristic behaviour and thought. Adolescents are extremely personality conscious and highly motivated to improve themselves. Personality development in adolescence is due to on-going interaction with environment and hereditary.

McCrae and Costa, 1992 described personality along five dimensions, including openness to experience, conscientiousness, extroversion, agreeableness and neuroticism. Openness to experience is the desire for curiosity, imagination, aesthetics, wisdom, enlightenment and humanism. Conscientiousness is the desire for organization, discipline, autonomy, efficiency, reliability, progressiveness, logic-focused and reflection. Agreeableness refers the desire for amnesty, kindness, benevolence, confidence, empathy, obedience and sacrifice. Neuroticism is the desire to experience

anxiety, stress, self-consuming, hostility, impulsiveness, shyness, irrational thinking, depression and low self-esteem (McCrae and John, 1992; Watson and Clark, 1997).

Family is the main pillar of child's personality development. Family plays a main role in societies, and it has effect on the progress of human's socialization and acculturation. Parental aspects such as parenting and parental behaviour have a substantial effect on teenage psychosocial and personality formation. It is a psychological construct representing standard strategies that parents use in child raising practices. The best effective factors on the formation and development of adolescent personality were found to be parenting practices (Belsky and Barrendz 2002, Arulsubila and Subasree, 2016). Parenting style is one of the essential variables of personality growth and development in adolescence. Personality and identity formation during adolescence is influenced by the dyadic parent-child association (Schofield *et al.* 2012)

Role of parenting in moral development of adolescents

Moral development of the children in today's society has become more and more fascinating. Parents and their children live in a society which makes it hard to discern between what is right and wrong. Virtues like honesty, truthfulness, obedience and respect for older people were not found among adolescents, it was due to less parent child interaction. Morality is the principle concerning the distinction between right and wrong or good and bad behaviour (Oxford, 2002). Development of morality states that the mental condition of new born is like a blank slate, where direct experiences and the penalties they get are the sole sources of learning (Skinner, 1990).

The changes in moral reasoning, values and respect towards elders are due to maturation and the demands placed by the culture in which one lives, their social concepts and their manipulations that give rise to new logic of moral judgment. According to Kohlberg (1971) 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. However, social media had both positive and negative impact on adolescents moral development (Carr and Hayes, 2015).

Home is a child's first kindergarten. It is the place where child starts learning by observing their parents, imitate and adopt their moral values (Madhuri and Choudhary 2017). Parenting style is a social concept that reflects traditional techniques that parents

use in rearing their children. The participation of parents in their children's moral growth is profoundly important. Child's behaviour reflects his parental behaviour. Parents become unconsciously a role model for their child. Children learn about moral values from how parents share about rules and the consequences of violating them, but they absorb even more when parents talk about people's feelings and how those feelings are affected by the child's conduct (Killen and Smetana, 2006).

Influence of parenting styles on personality and moral development of adolescents

Rules, consistency, punishment and reward are all important aspects of discipline. Previously, parenting strategies were based on either power aggressive discipline, which involves physical punishment, or love-oriented discipline, which includes physical disappointments, isolation, withdrawal of love, praise and conditional granting of affection, as well as argumentation.

Authoritative parents exchanges ideas and thoughts with their children, grants them freedom and also makes sure to be strict when required. Children under such parents are usually matured and manage a well-organized life. Authoritarian parents are cold and rejecting towards their child and make their child follow certain principles with force, over-protective and they tend to take all decisions for their child. They often set goals for the child and have high expectations thereby leading to negative personality (like depression, indecisiveness, anti-socialism, etc.) when they grow. Permissive parents are warm and agreeable who hardly restricts the freedom of their children. Permissive parenting usually leads to over-demanding, disobedient and undisciplined children. Parents who adopted uninvolved parents are usually so overpowered with their stress life that they find it was difficult to manage time for their children. They think their child is capable enough to take such decision which is not even possible for them. Children lacking this parental interference guidance tend to suffer from insecurity and poor self-confidence.

The time period of adolescence was observed as difficult for both father and mother and their children so, understanding the importance of maintaining high- quality coupled with positive parenting is particularly essential to guide and help the adolescents to build good personality traits and morality. Very few studies were done on these aspects particularly in Indian context. It is necessary to study how the parenting style impactsthe adolescent's personality and moral development. Thus the present study “ Relationship between parenting styles with personality and moral development of

adolescents” was taken up to investigate the influence of various parenting styles on personality and moral development of adolescent. The objectives of the study are

1. To know the parenting style adopted by the parents of adolescents.
2. To assess the personality development of selected adolescents.
3. To assess the moral development of selected adolescents.
4. To find out the relationship of parenting style with personality and moral development of adolescents

Chapter II

REVIEW OF LITERATURE

A comprehensive review of a literature is an integral part of any investigation, as it not only gives an idea, it gives an idea on the work done in the past and provides basis for interpretation and discussion of findings.

The present study focuses on the relationship of personality and moral development of adolescents and parenting styles adopted by their parents. However, an earnest effort has been made to review the available literature having direct or indirect bearing of this study. The available literature has been organized and presented under the following sub headings.

- 2.1 Theoretical Perspectives
- 2.2 Studies on demographic variables and personality development.
- 2.3 Studies on demographic variables and moral development.
- 2.4 Studies on parenting style and Personality development.
- 2.5 Studies on parenting style and Moral development.

2.1 Theoretical Perspectives

There are various theoretical conceptions regarding parenting style, which include social learning theory by Watson and Bandura, Psychosocial theory by Erickson, Ecological theory by Brenner, Self- Theory by Pervin and John, Stage Environment Fit model by Lord, Baumrind's theory of parenting styles by Darling and Steinberg, and Socio cultural historical theory by Vygotsky.

2.1.1 Social Learning Theory

Social learning theory by Bandura (1986, 1909) emphasizes that parents intentionally or unintentionally set up a system of rewards and punishment that may be directed towards shaping or modifying the behaviour and personality. Through modelling or imitation adolescents incorporate the aspects of parents into their own behaviour

pattern. In many studies parents are listed as the most significant influencing adults in the lives of adolescents.

2.1.2 Psychosocial theory

Erickson (1963) emphasized that adolescence is crucial period where an individual must establish a sense of personal identity and avoid the dangers of role confusion and identity diffusion. Parents who show warmth and interest help their adolescents to build a positive identity while parents who are inconsistent in expectations and discipline, restricting and rejecting their children, experience self-doubts, role confusion. He (or) she may indulge in a self-diffusion and develop destructive withdrawal and become immature in their attitude and behaviour towards self and others.

2.1.3 Ecological theory

According to Bronfen Brenner (1979) Ecological theory, child's immediate setting is microsystem constituting of parents and sibling. The foundations for all development takes place in the micro system and parents are primarily responsible for it. Children learn many things from their parents and try to perform their roles. Therefore parents play the most critical role in the personality development of the children.

2.1.4 Self-Theory

Self-theory given by Carl Rogers, (Pervin and John 2001) stated that the development of a stable conception of oneself and one's personal qualities are a critical feature of personality and it is shaped to a large degree through interaction between children and their parents.

2.1.5 Stage Environment Fit Model

Stage Environment Fit Model (Lord 1994) suggests that the parent and adolescent can negotiate power, control and freedom to a level that is acceptable to both the parents and the adolescents. This model suggests that a variation of the freedom given for each adolescent is different. Each individual has different levels of appropriate freedom and responsibility and it is the parent's role to understand what is appropriate for their child. The success or failure of the parent adolescent relationship aids or hinders the adolescents in navigating through other important relationships, such as the relationship with the peers.

2.1.6 Diana Baumrind's Theory of parenting styles:

Diana Baumrind, created a model of parenting in 1967 in which she defined parenting styles in a three part typology authoritarian, authoritative, and permissive (Darling & Steinberg, 1993). She premised each type on the degree of demandingness and responsiveness with which the parent reacted to the child. This model was later embellished by Maccoby and Martin who broke the third permissive style of parenting into two separate styles, one being permissive and other uninvolved, sometimes referred to as indifferent (Darling & Steinberg, 1993). In addition, they relabelled Baumrind's demandingness and responsiveness into control and responsiveness.

2.1.7 Vygotsky Theory on cultural historical theory:

Vygotsky (1978) theory on cultural historical influence on human development is an appropriate example of how parents are critically important for a child's achievement. Vygotsky attributes great significance to the child-adult (parent) interactions throughout the development through his concept of "Zone of Proximal Development". The zone refers to the gap between what the child can accomplish independently, when he can accomplish when he is interacting, being motivated by others who are more competent and clear in their concepts.

Based on the child's need parents need to encourage the development of psychological autonomy in their teenage children. Psychological autonomy is nurtured in children when parents genuinely respect their teen's ideas, even when the ideas are contrary to their own. Encouraging independent thinking and the expression of original ideas and beliefs, validating feelings and expressing unconditional love are ways to nurture psychological autonomy. The opposite psychological autonomy is psychological control, which is characterized by changing the subject making personal attacks, withdrawing love resulting in depression and antisocial behaviour in teenagers.

2.2 Studies on demographic variables and personality development.

Each individual's personal factors, their parental and familial factors influence their personality development of adolescents is furnished below.

2.2.1 Adolescents factors

This includes age, gender, education and ordinal position. The reviews related to such personal factors which are influencing personality development of adolescents is furnished below.

Studies on adolescent's age and personality development of adolescents

Allitk *et al.* (2004) conducted a study on "Personality Development from 12 to 18 Years of Age: Changes in Mean Levels and Structure of Traits". A total of 2650 adolescents attending 6th, 8th, 10th, and 12th grades were selected for the study. The study revealed that the mean levels of personality traits of adolescents were similar with age and there was a developmental gap in agreeableness and conscientiousness. Openness to experience factor increased and agreeableness decreased with increase in age. Conscientiousness factor almost remained constant. Personality of adolescents becomes more differentiated with age along with the growth of mental capacities.

Studies on adolescent's education / class of study and personality development

A study on relationship between personality traits and academic achievement among secondary school students with 81 students consisting of 45 male and 36 female in Maiduguri were conducted by Abba and Isa (2019). Big five personality scale and students academic performance was used. Results of the study shown that personality traits is a predictor of student's academic performance. Results also revealed that consciousness and agreeableness are the best predictors of student's academic achievement while other personality traits such as extraversion, neuroticism and openness to experience were non-significant.

A study was conducted by Kalabalik and Aren (2018) on effects of demographic factors on the relationship between personality traits and financial risk taking with a sample of 231 participants. The study revealed that there is no significant difference between education and personality traits, respondents studied undergraduates observed better in extraversion and neuroticism personality factors than post-graduate/ PhD students. While in introvert personality traits post graduate/ PhD respondents were high than undergraduate.

Leema and Hunshal (2015) conducted a study on influence of locality, age and gender on personality traits of urban and rural adolescents. The sample comprised of 256

(128 boys and 128 girls) adolescents belonged to 13 – 19 years of age group from urban and rural areas of Dharwad, Karnataka. The demographic information was collected using self-structured questionnaire. The results revealed that, urban and rural adolescents differed significantly in terms of agreeableness, conscientiousness and emotional stability, while, they were similar in two personality traits *i.e.*, extroversion and openness to experience. Early and late adolescents differed significantly in terms of emotional stability. Boys were better in extraversion, conscientiousness and emotional stability trait, whereas, girls were better in agreeableness and openness to experience traits from their counter parts.

Klimstra *et al.* (2013) observed the interrelationship between personality traits, interpersonal identity and relationships stability. Researcher used longitudinal data on 424 female college students and 390 late adolescents. Results showed that, highly extraverted individuals were likely to become involved in a relationship. Neuroticism and conscientiousness were negatively associated but positively with agreeableness with a stronger sense of interpersonal identity within intimate relationships. Personality and identity had greater role in the initiation, maintenance, and dissolution relationships in late adolescence and young adulthood.

Nyeet *et al.* (2013) carried out a study on big five personality traits and academic performance in Russian universities with a sample of 176 second and third year students aged 18-21 years. The results showed that introversion, agreeableness, neuroticism and openness to experience have observable ties to academic performance while extraversion and neuroticism on academic performance have showed negative relationship with student's academic performance.

Brugman *et al.* (2003) investigated on perception of moral atmosphere in school and aggressive behaviour in adolescents: an intervention study with a sample of 752 students. The study found that unanimous perception of moral atmosphere was negatively related to self-report norm whereas, school moral atmosphere proved as strong predictor of pro social behaviour of students.

Studies on gender and personality development of adolescents

O Akinawo *et al.* (2020) studied on perceived parenting styles and psycho-social wellbeing of Nigerian 332 adolescents who were purposively selected. The study showed non-significant difference between levels of total psychosocial wellbeing and gender of

the adolescents. Female observed high scores than their counter parts and there was no significant difference between the mean level of psychosocial wellbeing and the family size of the adolescents.

Biswas and Sharma (2019) investigated the gender-wise difference in parenting styles of mother and father with a sample of 40 children aged 11 to 15 years. The study revealed that there was a significant difference between parenting styles adopted by parents and their children. Mothers were more likely to be authoritative with boys as compared to girls. Whereas the fathers were more likely to be authoritarian with the girls as compared to boys.

Kalabalik and Aren (2018) conducted a study on the effects of demographic factors on the relationship between personality traits and financial risk taking. Simple random sampling method was used to select the sample of 231 participants. From the findings of the study it is evident that there is no significant difference between gender and personality traits.

A study on influence of parenting style on personality and moral development of the child was conducted by Loudova and Lasek (2015) with 431 adolescents. Big five personality test by Hrebickova and Urbanek (2001), moral dilemma questionnaire by Kohlberg's theory(1971) and the inventory of the parental behaviour (modified by researcher) were used to collect the data. The study shown that girls were found to be high in neuroticism and conscientiousness dimensions of personality than boys.

Studies on ordinal position and personality development of adolescents

Khayat and Adwan (2016) conducted a study on the effect of birth order on personality traits and academic performance on adolescents in 60 families. The study found that there weresignificant differences for the Industry vs. Inferiority. The differences were in favour of the oldest than lonely child. Whereas in Intimacy vs. Isolation the result were in favour of the middle child than the oldest. Child dimensions and academic performance were in favour of the oldest children.

The relationship between birth order and personality, self-esteem, intelligence, and career choices were examined by Collins during 2006 with a sample size of 100 students. The study observed that first born children were having better personality traits

and characteristics than middle child and last born. Positive significant relationship was found between first born children and predicted traits.

The ordinal position of a child among the siblings plays a significant role in the development of personality and behaviour. The study found that both first and last born children were found to have better performance than middle born, the difference was found to be more significant between last and middle born as compared to the first and middle born. No significant differences were observed between single female children and female children with siblings on personality development (Jose 1983).

2.2.2 Parental factors

This includes parental education and parental occupation. The review related to such parental factors influencing on personality and moral developments of adolescents are furnished below.

Studies on parental education and personality development of adolescents

Kiadarbandsari *et al.* (2016) examined the role of parenting style and parents education in positive youth development of adolescents with a sample of 496 adolescent students of 14 to 16 years. The study revealed that authoritative parenting styles, uninvolved parenting styles, and father's level of education are positively significantly correlated to youth development.

A study on parenting style and its influence on the personality and moral development of the child was conducted by Loudova and Lasek in 2015 and found that Personality factors, parenting style and age of parents were positively correlated. The study also revealed that, a highly critical attitude towards the educational approach of parents showed impact on adolescents. Older the parents the more they regard themselves as agreeable and conscientious. Adolescents under authoritarian parenting style perceived positive behaviour of the mother and the negative behaviour of the both parents.

A study on the relation of parenting style with adolescent's school performance with a sample of 7,836 high school students was conducted by Dornbusch *et al.* (1987). The results of the study indicated that, higher parental education corresponds to a lower amount of authoritarian and permissive parenting. Parental education may shape parent's behaviour so that they will not be permissive or authoritarian. This shaping could occur

from modelling behaviours experienced in higher educational and economical atmosphere.

Studies on parental occupation and personality development of adolescents

Singh and Kiran (2014) examined the impact of mother's working status on personality of adolescents with a sample of 120 adolescents. The study highlighted that personality of adolescents was more influenced by working mothers than non-workers. There were no significant differences in health, routine work, altruistic behaviour, cognitive ability, self-development, self-awareness, and integrity in adolescents of working and non-working mothers.

Mendolia (2014) conducted a study on maternal working hours and the well-being of adolescent of 11 to 15 years with a sample of 9092 adolescents living with their mothers. Results suggested that full-time maternal employment had negative impact on the propensity of adolescents to smoke which, means maternal employment had negative impact on adolescents behaviour.

A study on examination of parental work schedules and adolescent risky behaviours with a sample of 12686 on 14 to 21 year old was conducted by Han *et al.* in 2010. The study results revealed that mothers who worked more often at night spent significantly less time with children and had lower quality home environments hence home environment was significantly impacting adolescent risky behaviours.

2.2.3. Familial factors

This includes studies on type of family, size of the family and socio-economic status. The reviews related to such familial factors influencing personality developments of adolescents are furnished below.

Studies on type of the family and size of the family

Kauts and Kaur (2016) conducted a study on children's behaviour in relation to family environment and technological exposure at pre-primary stage. The study revealed that children living in joint families were having less behavioural problems than children living in nuclear families. Child's behaviour was better in families with good family environment than in families with poor family environment.

Mohakud and Das (2015) conducted an investigation on perceived parenting styles of university students with relation to some demographic variables with a sample of 60 post graduate students in Jadavpur University. The study stated that, there was no significant relationship between gender, habitat, family size and parent's income with respondent's perceived parenting styles.

Studies on Socio-economic status and personality development of adolescents

Kalabalik and Aren (2018) conducted a study on the effects of demographic factors on the relationship between personality traits and financial risk taking. Simple random sampling method was used to select the sample of 231 participants. The findings showed significant effects between personality traits (agreeable, conscientious, emotional stable and traditional individuals) and different income groups. Personality traits tend to be more likely to take risk in income group of Rs. 10,000+ as compared to income group Rs. 5001 – 10,000.

Azhar *et al.* (2014) examined impact of parental education and socio-economic status on academic achievement of university students with a sample of 250 respondents". The study stated that students belonging to strong financial status performed better in their academics than those who faced financial problems. It clearly indicated that financial status of parents had impact on adolescent's academic achievement.

A study on socio- demographic factors predicting perceived parenting styles: An implication for counselling was conducted by Jaradat in 2012. Results showed that the fathers of high family income were adopted authoritative parenting style whereas, the fathers of low income families were adopting permissive parenting style.

A study conducted on the prevalent trend of parents- adolescent's relationship in high income group service and business class families comprising of 60 boys and girls belonging to the age group of 16-18 years, (Qin *et al.* 2012) revealed that adolescents from upper income group in general had healthy relations with their parents. However, as compared to boys, girls perceived their parents as less aggressive, less strict and more affectionate.

2.3 Studies on demographic variables and moral development of adolescents.

2.3.1 Adolescents factors

This includes age, gender, education and ordinal position. The reviews related to such personal factors which influencing moral development of adolescents is furnished below.

Studies on adolescent's age and moral development

Zulfiqar (2021) studied on parenting styles and adolescent's moral judgment through cultural lens: age, sex and SES as moderators with a sample of 287 Pakistani adolescents. Parental authority questionnaire and padua moral judgment scales were used. The findings showed significant negative correlation between moral judgment and adolescent's age, moral judgment decreased with growing age. Young adolescents were at advanced level of moral development than older adolescents. The study found that gender and adolescent's moral development were found to be non-significant.

Donala and Hamilton (1996) investigated older and more moral age related changes in performance on Piagetian moral reasoning tasks with 110 subjects. Age ranged 14- 78years were divided into three groups (below 50 years - teenage, 50-65 years- middle aged, 65-78 years - old age) were selected for the study. The results of the study found that significant differences in performance by subjects in each age group. Lying and stealing dimension of middle age group recorded higher level responses, followed by older age group and teenager. Overall the old age group recorded high scores than middle age group followed by teenage.

Studies on adolescent's education / class of the study

The relationship between moral atmosphere of school and moral development of secondary school students with a sample of 1,239 students studying 9th and 10th class was examined by Safder and Hussain (2018). Findings of the study indicated that moral role of teachers had greater impact on student's morality. There was a significant relationship between moral atmosphere of school and moral development of students.

A study was conducted by Taneja (2017) on moral values of government and private secondary school students. 100 students were selected randomly from different secondary schools of Abohar. The study found that there was a significant difference between the moral values of government and private school students. Government school student were having high moral value compared to private school students.

Li *et al.* (2013) studied relationship between moral atmosphere of school and moral development of secondary school students with a sample of 1239 in Punjab. The findings of the study showed that students' moral atmosphere had positive significant impact on moral judgment of adolescents. The moral roles of teachers and students had major impact on student's morality.

Brugman *et al.* (2003) conducted a study on perception of moral atmosphere in school and norm trans aggressive behaviour in adolescents: an intervention study with a sample of 752 students. The study found that unanimous perception of moral atmosphere was negatively related to self-report norm whereas, school moral atmosphere proved as strong predictor of pro social behaviour of students.

Studies on gender and moral development of adolescents

Safder and Hussain (2018) examined the relationship between moral atmosphere of school and moral development of secondary school students. Findings revealed that there was no significant difference between the perception of male and female in the level of moral development. Moral development was high in girls as compared to boys.

A study on moral values of government and private secondary school students was conducted by Taneja in 2017 with 100 adolescents. Morality of adolescents was assessed with moral value scale Dr. A. Sen Gupta and Prof. A.K. Singh (1998). The study shown that gender role had significant impact on moral values of adolescents. Females possessed higher moral values when compared with males.

Kadivar *et al.* (2016) examined perception of school moral atmosphere and elementary student's moral development with 412 participants. The study found that girls had high moral competence than boys and school moral atmosphere is positively significant with moral competence of students.

2.3.2 Parental factors

This includes parental education. The review related to such parental factors influencing moral developments of adolescents are furnished below.

Parental education

A study on the moral judgment of pre-adolescent students was conducted by Saritha in 2015. Moral judgment test was used to measure the moral judgment of the students. The results indicated that, moral judgment of pre- adolescent was significantly

associated with mother's education but non-significant association with father's education.

2.3.3. Familial factors

This includes type of family, size of the family and socio-economic status. The reviews related to such familial factors influencing on moral developments of adolescents are furnished below.

Studies on type of family and size of family and moral development of adolescents

A comparative study of moral values among the children belonging to nuclear and joint families of Lucknow district was evidenced by Yadav and Shukla during 2017. The results revealed that, there was no significant difference in lying and stealing dimensions of moral value of children from nuclear and joint families. However significant difference observed between dishonesty and cheating behaviour of children from nuclear and joint families.

Studies on Socio-economic status and moral development of adolescents

Zulfiqar (2021) studied on parenting styles and adolescent's moral judgment through cultural lens: age, sex and SES as moderators with a sample of 287 Pakistani adolescents. The study found that socio-economic status operated as a significant moderator of relationship between all three parenting styles and adolescent's moral judgment. SES and adolescents moral judgment had significant negative relationship. Hence, SES weekend the effects of authoritarian, authoritative and permissive parenting styles on adolescent's moral judgment.

Singh (2011) studied on moral judgment of school children belonging to different socio- economic status and school backgrounds with a sample of 200 students. The study indicated that students who belong to low socio-economic status group shown better moral judgment than the students of higher socio- economic status.

Igba *et al.* (2016) investigated on factors affecting the inculcation of moral behaviour in youths within families in Ohaozara. The findings of the study revealed that there is a significant difference between moral behaviour of youths and socio-economic status in both urban and the rural families. Moral behaviour of urban youth had high scores compared to rural youth within families.

A study conducted on the prevalent trend of parents- adolescent's relationship in high income group service and business class families comprising of 60 boys and girls belonging to the age group of 16-18 years, (Qinet *et al.* 2012) it was found that adolescents from upper income group in general had healthy relations with their parents. However, as compared to boys, girls perceived their parents as less aggressive, less strict and more affectionate.

2.4 Studies on parenting style and Personality development.

O Akinawo *et al.* (2020) studied on perceived parenting styles and psycho-social wellbeing of Nigerian adolescents with a sample of 332 adolescents who were selected purposively. The study found that authoritative parenting style was significantly related with psychosocial wellbeing of adolescents.

A study was conducted by Tomsik *et al.* (2017) on adolescent's personality in relation with parenting styles. The study revealed that there was a positive correlation between parenting styles and adolescents personality dimensions. An integrative and liberal parenting styles supported the personality dimensions as the consciousness, extraversion and openness, while autocratic and indifferent parenting styles supported the neuroticism.

Arulsubila and Subasree (2016) conducted a study on parenting styles influencing personality development of catering students. The study revealed that parenting styles of father and mothers were similar on care and overprotection dimensions. Parents care dimension had positive influence on student's personality whereas over protection influences negatively.

Gupta and Mechtani (2015) studied on parenting styles and psychological well-being among adolescents: a theoretical perspective. Study explained that child rearing patterns nurtures the child physically and contributes to overall well-being. Their research findings indicated that an authoritative parenting style produced positive developmental outcomes.

Basirion *et al.* (2014) studied personality factors, perceived parenting styles, and perfectionism among academically gifted students. Paternal authoritative style had positive influence on student's perfectionism and openness to experiences whereas

maternal authoritative style influenced on conscientiousness. On the other hand, negative perfectionism was significantly predicted by maternal authoritarian style and neuroticism. Paternal authoritarian style and permissive parenting styles were not contributed in predicting positive and negative perfectionism.

Ghani *et al.* (2014) conducted case studies on parenting styles and their relation to teenager's personality profile in single mother families. The findings showed that authoritative parenting was widely practiced in single-parent families. Agreeableness personality trait was the most dominant personality among teenagers. Authoritarian parenting style had a significant relationship with openness to experience and conscientiousness personality profiles. However, there was no significant relationship between authoritative and permissive parenting style of single mothers with all other personality traits i.e. Openness to experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism.

Khodabakhsh *et al.* (2014) examined the relationship between Psychological wellbeing and parenting styles with mental health of 278 students. The results indicated that Psychological well-being and authoritative parenting styles were significantly related with mental health of students. Permissive parenting styles also had significant positive relationship with mental health status of students.

Vijila *et al.* (2013) examined the relationship between parenting styles and adolescent social competence with a sample of 43respondents. The study evidenced that authoritative parenting style has a positive influence towards the adolescent's social competence.

Hasumi *et al.* (2012) investigated parental involvement and mental well-being of Indian adolescents (13-14 years). The study revealed that parental involvement decreased with increasing age, while poor mental health was significantly associated with a decreased likelihood of parental involvement (low levels of depression, loneliness and anxiety). The study recommended health care professionals to encourage parents to be actively involved in adolescent's lives for development of psychological well-being.

A study on relationship between parenting styles and personality dimensions was conducted by Maddahi *et al.* in 2012 with a sample of 272 students. The results revealed a direct and significant relationship between authoritarian parenting style and neuroticism. It was found that authoritative parenting style contributes to positive

characteristics like agreeableness, extraversion and openness to experience among children.

A longitudinal study was conducted on personality development and identity formation from adolescence to emerging adulthood by Syed and Krenke from 2009 to 2013. The results indicated that personality development was more rapid during adolescence and extends to emerging adulthood. Development of ego was instrumental in earlier period and developmental takes place in adolescence.

Datu (2012) studied on personality traits and paternal parenting style as predictive factors of career choice with a sample of 200 students aged 15-23 years. Data was collected through big five inventory, parental authority questionnaire and demographic survey. The results of the study revealed that career preference was significantly associated with neuroticism personality trait and authoritarian paternal parenting style.

Schofield *et al.* (2012) studied parent personality and positive parenting as predictors of positive adolescent personality development over time. The results suggested that parenting style play a significant role in the development of adolescent personality traits that promote competence and personal well-being across the life course.

Maddahi *et al.* (2012) studied parenting styles with personality traits of adolescents. The results revealed that three personality traits (agreeableness, extroversion and openness) had a positive relationship with authoritarian, permissive parenting style and negative relationship with authoritative parenting style. It also revealed that personality traits has a positive relationship with authoritative and authoritarian parenting style and negative relationship with permissive parenting style.

Huver *et al.* (2010) conducted a study on parent's personality and parenting style in 688 Dutch parents. Big five personality traits questionnaire and Derived Parenting Styles questionnaire (Authoritative, authoritarian, permissive, and uninvolved) were used for the study. The results indicated that extraverted, agreeableness are less emotionally stable and more likely to be an authoritative parent.

A study on personality development of adolescents was conducted by Sravanth and Devi (2009) in Hyderabad. A self-developed questionnaire and MAP series scale were used to assess the personality of adolescents. The result showed that there is a significant difference between gender and personality development of adolescent. Girls

had scored high in morality, maturity, sensitivity, social warmth and tension dimensions. Girls had better positive personality than boys.

The relationship between parents personality factors and parenting by Prinzie *et al.* (2009) by using Big five personality factors and three dimension questionnaire was developed (parenting- warmth, behavioural control, and autonomy support) and with a sample of 30 parents. The results of the study indicated that higher levels of extraversion, agreeableness, conscientiousness, openness and lower levels of neuroticism were related to more warmth and behavioural control, whereas higher levels of agreeableness and lower levels of neuroticism were related to more autonomy support. Personality can be seen as an inner resource that affects parenting.

Branje *et al.* (2004) studied relations between Personality characteristics and perceived support in Adolescent's families with a sample of 285 families with two adolescents. The results of the study revealed that stability in the supportive environment was positively associated with individual's stability and personality changes.

2.5 Studies on parenting style and Moral development.

Zulfiqar (2021) studied on parenting styles and adolescent's moral judgment through cultural lens: age, sex and SES as moderators with a sample of 287 Pakistani adolescents. The study found that authoritarian parenting was a positive predictor while authoritative and permissive parenting style were negative predictors of moral judgment.

Bidyalakshmi (2016) conducted a study on moral values of secondary school students at Manipur with a sample of 246 students. The result of the study revealed that majority of the secondary schools students had higher level of moral values. Boys were having higher level of moral value than the girls. Inculcation of moral values by the parents and teachers at home and school as well as keen involvement with their peer was associated with level of moral values.

Kaur (2016) conducted a study on "Moral values among school going students in relation to their gender". The data was collected from different private schools of Punjab with a sample of 100 students age ranged 9 to 10 years (50 boys and 50 girls). Moral value scale developed by Guptha and singh, (2010) was used to measure moral values of the respondents. Results of the study indicated that girls had high moral values than boys. But in overall results, it was found that both boys and girls had very low moral values.

Parenting styles and moral judgment among adolescents among senior secondary students of Rajasthan was conducted by Kumari and Khanna (2016). The results of the study revealed that adolescent's moral judgment was positively correlated with permissive and authoritative parenting styles whereas negatively correlated with authoritarian parenting.

Hooda (2015) studied on moral judgement and social maturity among adolescent students with a sample 300. Moral judgment test by Km. Ranjana Gupta and Social Maturity Ccale by Dr. Nalini Rao(1986) were used for data collection. The study revealed that moral judgement positively correlated with social maturity. Hence, Socially matured adolescents were good at moral judgment.

A study on Moral judgment of adolescents in relation to emotional intelligence was done by Kumari and Khadi (2015) with a sample of 72 adolescents. The study depicted that there was a positive and significant association between level of moral judgment and emotional intelligence. Adolescents with high emotional intelligence were better in moral judgment.

Uzoka *et al.* (2015) made a study entitled "Environmental factors influencing the moral behaviour of secondary school students in Nigeria". Results showed that home, school and culture are some of the environmental factors that strongly influenced the moral behaviour of secondary school students.

Saritha (2015) studied the moral judgment of pre-adolescent students with a sample of 80 pre-adolescents. The findings of the study revealed that, there was a significant difference in the moral judgment and locality they live. Moral judgment and academic achievement of pre-adolescents students were positively correlated. It indicates that high academic achievement increases the moral judgment ability of pre-adolescents.

Bharti (2014) studied the effect of parental and non- parental care on moral judgment of 6 – 12 year old children and found family environment had significant effect on moral judgment. Significant difference was observed in moral judgment of 6-12 years old children who are living in orphanage and homes and children living in home were good at moral judgment than orphans.

Scott and Tara (2007) conducted a study on the effect of moral judgments and moral identity on moral behaviour: An empirical examination of the moral individuals

with a sample of 500 students. Results revealed that moral identity and moral judgments both independently influenced moral behaviour. A moral judgment shapes the moral identity and behaviour. Individual's with good moral judgment and moral identity were adopted socially acceptable moral behaviour.

Conclusion:

Most of the research studies revealed that majority of parents adopted authoritative parenting style and children under authoritative parenting style had good personality and moral development.

Chapter III

MATERIAL AND METHODS

The present study was undertaken to analyse the “Relationship of parenting styles with personality and moral development of adolescents”. The methodology followed during the course of investigation is discussed in this chapter under the following sections.

- 3.1 Research design
- 3.2 Location of the Study
- 3.3 Sample and sampling procedure
- 3.4 Variables and their empirical measurements
- 3.5 Operational definitions
- 3.6 Measurement tools
- 3.7 Data collection procedure
- 3.8 Analysis pattern

3.1 Research design

The research design is the most important and crucial aspect of research methodology. In a broad sense “Research Design” is the entire process of planning and carrying out the research or investigation. The present study is aimed to study the Relationship of parenting styles with personality and moral development of adolescents. Exploratory research design was used for the study as the variable chosen has already resulted.

3.2 Location of the study

The study was conducted at Guntur district of Andhra Pradesh.

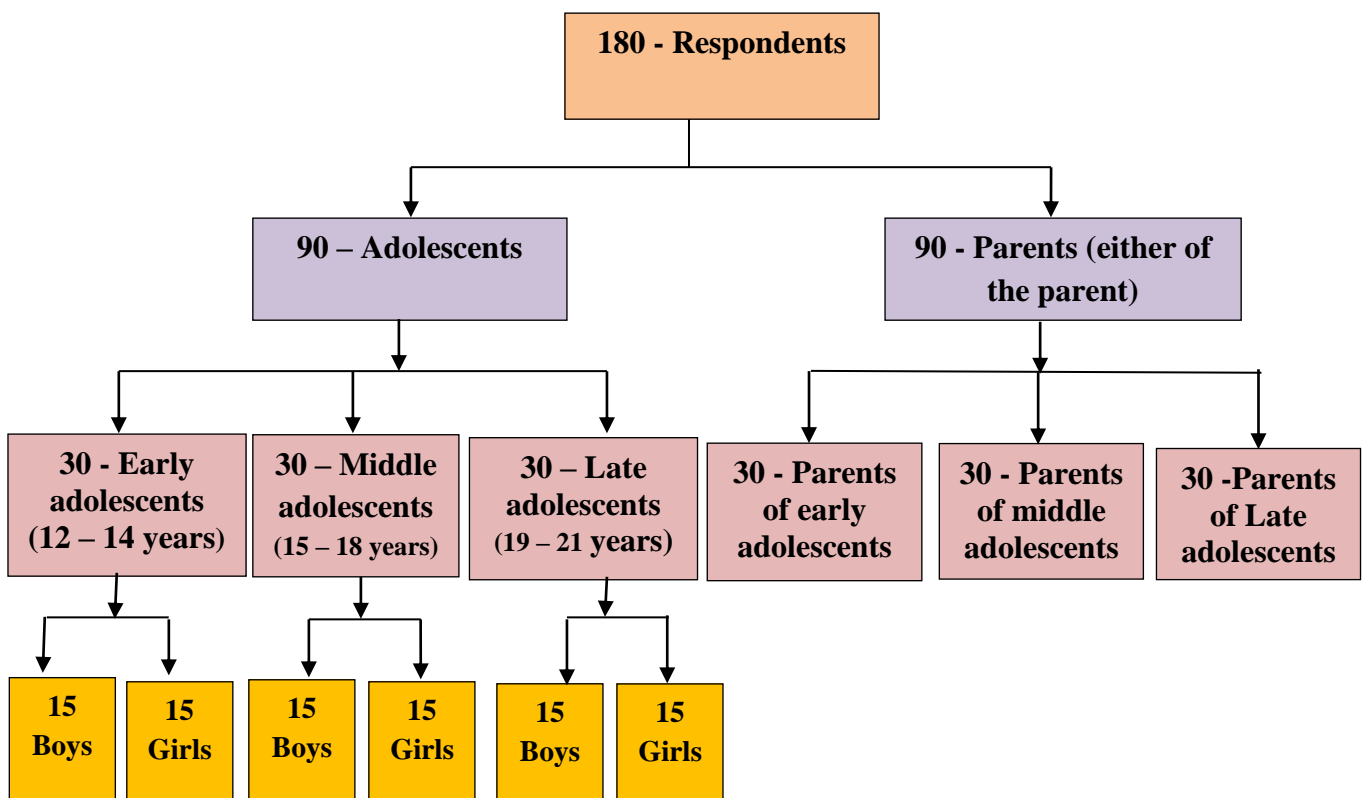
3.3 Sample and Sampling procedure

Random sampling method was used to collect the sample for this study. Sample comprised of 180 respondents, 90 adolescents and 90 parents (either of the parent) of the respective adolescents. Adolescents were selected from schools and colleges located at Guntur district.

3.3.1 Selection of sample.

For collecting the data, two Government Zilla Parishad high schools, two Intermediate colleges and two Degree colleges located at Guntur district were selected. After taking permission from head of the institution attendance registers were taken. Based on the age, the students were listed out randomly by following odd number selection (1, 3, 5, 7...). Parent's data was collected by making personal home visits.

Table 3.1 Distribution of sample



3.4 Variables and empirical measurement

In the present study independent and dependent variables were taken to find out the relationship between them. The details about these variables and the tools that were used to measure them are as follows.

Table 3.2 Variables selected and their empirical measurement

A.	Independent variables	Measuring tools
1.	<p>Child related</p> <ul style="list-style-type: none"> • Age • Gender • Education / Class of study • Ordinal position <p>Parent related</p> <ul style="list-style-type: none"> • Parent education • Occupation <p>Family related</p> <ul style="list-style-type: none"> • Type of family • Size of family • Socio Economic Status 	<p>General information schedule was developed for the study by the researcher.</p> <hr/> <p>Kuppuswamy Socio Economic Status scale (2020)</p>
2.	<p>Parenting style</p> <ul style="list-style-type: none"> • Authoritarian • Authoritative • Permissive • Uninvolved 	<p>Parenting Style Four Factor Questionnaire by Shyny.T.Y and V.G.Omana (2017).</p>
B. Dependent variable		
1.	<p>Moral Development</p> <ul style="list-style-type: none"> • Lying • Stealing • Dishonesty • Cheating • Moral Reasoning 	<p>Moral Development scale by AlpananSen Gupta and ShaguftaFakhrudden(2015)</p>
2.	<p>Personality development</p>	

	<ul style="list-style-type: none"> • Extraversion • Agreeableness • Conscientiousness • Neuroticism • Openness to experience 	Big five personality test by Goldberg (1992)
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3.5 Operational Definition

According to Kerlinger (1995) operational definition means giving meaning to a variable by spelling out what the investigator must do to measure it.

Socio - economic status: Socioeconomic status is the position of a person or group in a society as determined by combination of social and economic factors. (Kuppuswamy,2020)

Parenting style

Parenting style refers to the approach adopted by parents to treat, control and socialize their child in their daily life activities which is categorized into four groups. (Baumrind, 1991)

- **Authoritarian** - A parenting style that is demanding but low in responsiveness to adolescent's rights and needs. Conformity and obedience are valued over open communication.
- **Authoritative/Democratic** - A parenting style that is demanding and responsive. A rational, democratic approach in which both parents and adolescent's rights are respected.
- **Permissive** - A parenting style that is responsive but undemanding. An overly tolerant approach to child rearing.
- **Uninvolved** - A parenting style that has little knowledge of what their children are doing. Children may not receive much guidance, nurturing and parental attention.

3.5.2 Dependent Variable

The dependent variable is the factor that is measured to determine the effect of independent variables. In the present study personality and moral development of adolescents were considered as dependent variable.

Personality development

According to Goldberg 1992, Personality is the characteristic patterns of thoughts, feelings and behaviours that make a person unique and help in predicting and explaining person's behaviour.

- **Extraversion** - Extraversion is the personality trait of seeking fulfilment from sources outside the self or in community.
- **Agreeableness** – Agreeableness is the personality trait where individuals adjust their behaviour to suit others.
- **Conscientiousness** – Conscientiousness is the personality trait of being honest and hardworking.
- **Neuroticism** - Neuroticism is a personality of being emotional.
- **Openness to experience** – Openness to experience is the personality trait of seeking new experience and intellectual pursuits.

Moral Development

Moral development is defined as ability of an individual to judge what is wrong and right and to differentiate between good and bad (Alpana Sen Guptha, 2015).

3.6 Measurement tools

General information schedule, Parenting style four factor questionnaire, by Shyny. T. Y. and Omana. V. G. (2017) Big five factor questionnaire by Goldberg (1992) and Moral development scale by Alpanan Sen Gupta and Shagufta Fakhrudden (2015) were used to collect the data form the sample. The details of the scales are explained in the following paragraphs. The scales and schedules are enclosed in appendix.

3.6.1 General information schedule

After a thorough review of research an effort was made to develop a schedule by carrying out discussion with the advisory committee members. The schedule was

prepared to elicit information from respondents regarding child related (age, gender and education) parent related (age, education and occupation) and family related (size of the family, type of family) variables.

3.6.2 Socio-Economic Status Scale (Kuppuswamy – 2020)

Socio – Economic Status may be defined as a position attained by any individual within a system of hierarchical social structure. The scale measures the data related to education, occupation and income. The scoring ranges from 26 – 1 and categorized into five socio- economic classes. The classification and scoring is furnished below.

Table 3.3 Classification and scoring of Socio – economic status

Sl.No	Score	Socioeconomic Class
1.	26 – 29	Upper
2.	16 – 25	Upper Middle
3.	11 – 15	Lower Middle
4.	5 – 10	Upper Lower
5.	Less than 5	Lower

3.6.3 Parenting Style Four Factor Questionnaire

The parenting style four factor questionnaire (PSFFQ) developed by Shyny. T.Y and V.G. Omana in 2017 was used to measure the parenting style. The scale is classified into four categories like Authoritarian, Authoritative, Permissive and Uninvolved parenting styles. The PSFFQ is mainly constructed as a tool for measuring parenting styles of adolescent’s parents.

Table- 3.4 Dimensions and number of items of parenting style four factor questionnaires

Sl.No	Dimensions	No. of items
I.	Authoritarian	8
II.	Authoritative	8
III.	Permissive	8
IV.	Uninvolved	8
Total No. of items		32

Administration and scoring:

The questionnaire has 32 items, each item consists of five alternatives i.e., All of the time, most of the time, some time, rarely and never) under four categories A1, A2, P and U of parenting styles (Authoritarian-A1, Authoritative-A2, Permissive-P and Uninvolved-U). Each style has eight items.

It is a five point likert questionnaire and scores of each response is 5 - All of the time, 4 - most of the time, 3 - sometime, 2 - rarely and 1 – never respectively. Parents are asked to read the statements carefully and indicate response by putting a “tick” mark in the appropriate box. Personal interview was done for the illiterate parents and their responses were noted. Scores for each parent were taken separately and sum of scores of each items were taken for overall score of parenting styles. Highest score obtained in four dimensions is considered as parenting style adopted by parent.

Reliability of the scale

Reliability of scale was determined by using Cronbach’s alpha. The obtained alpha value of 0.92 which was found to be significant and reliable.

3.6.4 Big Five personality test

The big five personality traits are the widely accepted and most commonly used model of personality in academic psychology. The Big five personality test developed by Goldberg in 1992 is used in the study. The five personality dimensions are Extraversion, Neuroticism, Agreeableness, Conscientiousness and Openness to experience.

Table- 3.5.a. Dimensions and number of items of big five personality test.

Sl.No	Dimensions	No. of items
I.	Extraversion	10
II.	Agreeableness	10
III.	Conscientiousness	10
IV.	Neuroticism	10
V.	Openness to experience	10
Total No. of items		50

Administration and scoring:

The test consists of fifty items in five dimensions extraversion, neuroticism, agreeableness, conscientiousness and openness to experience. Each dimension consists of 10 items on how true they are about respondent on a five point scale which consists of both positive and negative items. Where items are scored 1- Disagree, 2- Slightly Disagree, 3-Neutral, 4-Slightly Agree and 5-Agree. The scores are calculated using the specific math string for each personality trait. Each dimension score is between 0-40. The math string (score card) is enclosed in (appendix III).

Table 3.5.b. Classification and scoring of Big Five Factor Personality Test

Scores	Category
21-40	High
0-20	Low

3.6.5 Moral Development scale

Moral development scale developed by Alpana Sen Gupta and Shagufta Fakhruddin in 2015 for adolescents was used to assess the level of moral development. The test consisted of five dimensions, like, Lying, Dishonesty, Stealing, Cheating and Moral reasoning.

Table- 3.6.a. Dimensions and number of items of moral development scale

Sl.No	Dimensions	No. of Items
I.	Lying	7
II.	Stealing	7
III.	Dishonesty	6
IV.	Cheating	7
V.	Moral reasoning	8
Total No. of items		35

Administration and scoring:

Adolescents were asked to give responses either “Yes” or “No” in case of all dimensions except moral reasoning. Each correct answer carries 1 mark and incorrect answer carries 0 mark. Whereas in moral reasoning there are four alternative options i.e., a, b, c and d, which are scored as 3, 2, 1, 0 respectively. Respondents were asked to select one correct answer from them. The maximum score of the scale is 51. The levels of moral development scale are furnished below. Raw scores are converted into percentile ranks as per the scale. Based on the percentile ranks the respondents were classified into different levels of moral development.

Table – 3.6.b. Classification and scoring of moral development scale

Percentile Rank	Level
70 – Above	High
50 – 69	Medium
49 – below	Low

Reliability and validity of the scale

The reliability was determined by test-retest method and was reported 0.82. The validity co-efficient was found by using concurrent validity. The obtained correlation co-efficient was 0.73 which was found to be high and hence concurrent validity is high.

Data collection procedure

Data was collected from 180 respondents by using general information schedule developed for the purpose of the study, Parenting Style Four Factor Questionnaire, Big Five personality test and Moral Development scale.

After obtaining necessary permission from the institutions, respondents were selected and rapport was built with the respondents prior to administering of tests/ scales. The purpose of the study was explained to the respondents. The data was collected on personality development and moral development from selected adolescents. Adolescent’s parents were interviewed personally by making home visits for collecting the information on adopted styles of parenting.

3.8 Analysis pattern

S. No	Details	Variables under study	Measuring tools	Analysis pattern
1.	General profile of the respondents	Child related <ul style="list-style-type: none"> • Age • Gender • Education / Class of study • Ordinal position Parent related <ul style="list-style-type: none"> • Parent education • Parent occupation Family related <ul style="list-style-type: none"> • Type of family • Size of family • Socio Economic Status 	<p>General information schedule was developed for the study by the researcher</p> <p>Kuppuswamy Socio Economic Status scale (2020)</p>	Frequency and percentages
2.	To know the parenting style adopted by the parents of adolescents.	Parenting style <ul style="list-style-type: none"> • Authoritarian • Authoritative • Permissive • Uninvolved 	Parenting Style Four Factor Questionnaire by Shyny.T.Y and V.G.Omana (2017).	Frequency and percentages
3.	To assess the personality development of selected adolescents.	Personality development <ul style="list-style-type: none"> • Extraversion • Agreeableness • Conscientiousness • Neuroticism • Openness to experience 	Big five personality test by Goldberg (1992)	Frequency, percentages and t-test
4.	To assess the moral development of selected adolescents.	Moral Development <ul style="list-style-type: none"> • Lying • Stealing • Dishonesty • Cheating • Moral Reasoning 	Moral Development scale by AlpananSen Gupta and ShaguftaFakhrudden(2015)	Frequency, percentages and t-test
5.	To find out the relationship of	Parenting style <ul style="list-style-type: none"> • Authoritarian 	Parenting Style Four Factor Questionnaire by	Karl Pearson

	parenting style with personality and moral development of adolescents.	<ul style="list-style-type: none"> • Authoritative • Permissive • Uninvolved <p>Personality development</p> <ul style="list-style-type: none"> • Extraversion • Agreeableness • Conscientiousness • Neuroticism • Openness to experience <p>Moral Development</p> <ul style="list-style-type: none"> • Lying • Stealing • Dishonesty • Cheating • Moral Reasoning 	Shyny.T.Y and V.G.Omana (2017), Big five personality test by Goldberg (1992) and Moral Development scale by Alpanan Sen Gupta and Shagufta Fakhrudden (2015)	Correlation coefficient
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Plate 1: Instructions given to participants on Moral development scale



Plate 2: Instructions given to participants on Big five personality test



Plate 3: Data collection from respondents



Plate 4: Personal home visit and interview of selected adolescents parents

Chapter IV

RESULTS AND DISCUSSION

The present chapter deals with the outcomes of the study. The data was collected from respondents living in Guntur district of Andhra Pradesh. The total sample consists of 180 respondents distributed as 90 adolescents and 90 parents (either of the parent). The data obtained from the study was coded, consolidated, tabulated and analysed using suitable statistical methods and are presented under following headings.

- 4.1 General profile of the respondents
- 4.2 Distribution of parents based on the parenting styles adopted
- 4.3 Frequency distribution of adolescents based on personality factors
- 4.4 Frequency distribution of adolescents personality factors based on gender
- 4.5 Mean difference in the personality dimensions of adolescents based on gender
- 4.6 Frequency distribution of adolescents based on levels of moral development
- 4.7 Frequency distribution of adolescents based on level of moral development and gender
- 4.8 Mean difference in the moral development of adolescents based on gender
- 4.9 Relationship between parenting styles and adolescents personality factors
- 4.10 Relationship between parenting styles and adolescents moral development
- 4.11 Relationship between demographic variables and adolescents personality factors
- 4.12 Relationship between demographic variables and adolescents moral development

4.1 General profile of the respondents

The data related to general profile of the respondents was collected from the parents and adolescents. The demographic factors include

1. Child related factors: It includes age, gender, education and ordinal position.
2. Parent related factors: It includes parents education and occupation
3. Family related factors: It includes type of family, size of family and socio-economic status.

Table 4.1 General profile of the respondents

N=90

Adolescents			
S. No	Variables	Frequency	Percentage
1.	Age		
	Early adolescents (12 -14 years)	30	33.33
	Middle adolescents (15 – 18 years)	30	33.33
	Late adolescents (19 – 21 years)	30	33.33
2.	Gender		
	Boys	45	50.00
	Girls	45	50.00
3.	Education		
	Secondary school	30	33.33
	Intermediate	30	33.33
	Degree	30	33.33
4.	Ordinal Position		
	1 st born	63	70
	2 nd born	23	25
	3 rd born	04	04
5.	Parents Education		
	Illiterate	22	24
	Secondary school	27	30
	Intermediate	17	19
	Degree	20	23

	Post Graduate and above	04	04
6.	Occupation		
	Government	29	32
	Private	61	68
7.	Income		
	High	15	17
	Medium	63	70
	Low	12	13
8.	Type of Family		
	Nuclear Family	83	92
	Joint Family	07	08
9.	Size of family		
	Small (<4 members)	65	72
	Medium (5 to 8 members)	18	20
	Large (>8 members)	07	08
10.	Socio-economic status		
	Upper	04	05
	Upper Middle	24	27
	Lower Middle	21	23
	Upper Lower	38	42
	Lower	03	03

Child related factors:

The table 4.1 showed that an equal number of early, middle and late adolescents were selected. Forty five boys and forty five girls studying in secondary school, intermediate and degree colleges were selected. Regarding ordinal position (70%) of the adolescents were 1st born followed by 2nd born (25%) and 3rd born (4%).

Parent related factors:

It was observed from the data that 24 per cent of parents were illiterate and nearly one third of them had finished secondary school education, (22%) of them had completed

degree followed by intermediate (19%) and only few of them had studied up to post – graduation (4%).

Regarding parent’s occupation (68%) of them were working in private sector and remaining were in government sector. Majority of the parents (70%) belong to medium income level followed by high and low income respectively (17% and 13%).

Family related factors

It was interesting to note that majority of the respondents were from nuclear families (92%). Regarding family size two third of the respondents were in small size followed by medium and large size of the family.

Data regarding socio-economic status revealed that (48%) of the respondents belonged medium level followed by lower level (47%) and only 3 per cent were in upper level of socio-economic status.

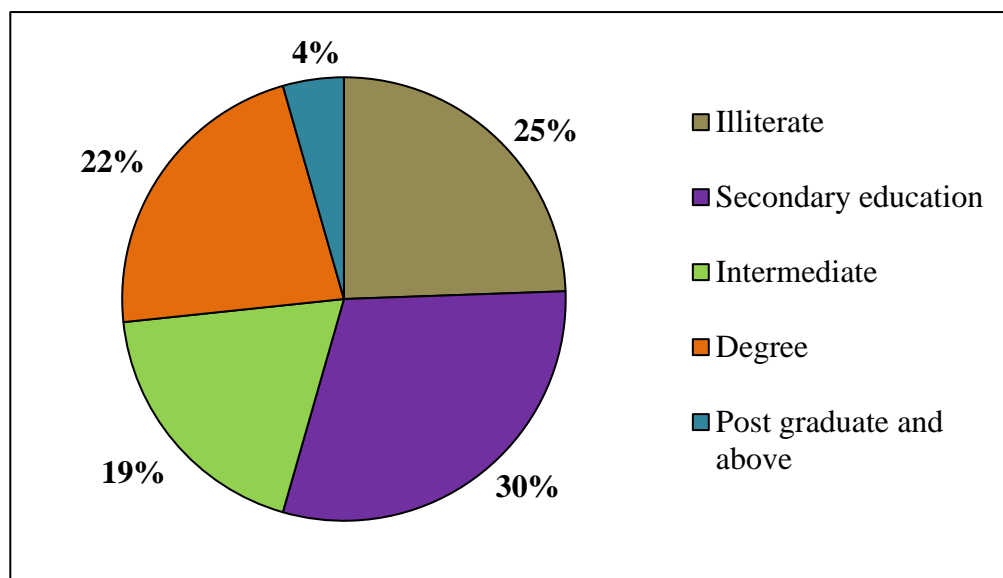


Fig 4.1 Distribution of respondents based on parent’s education.

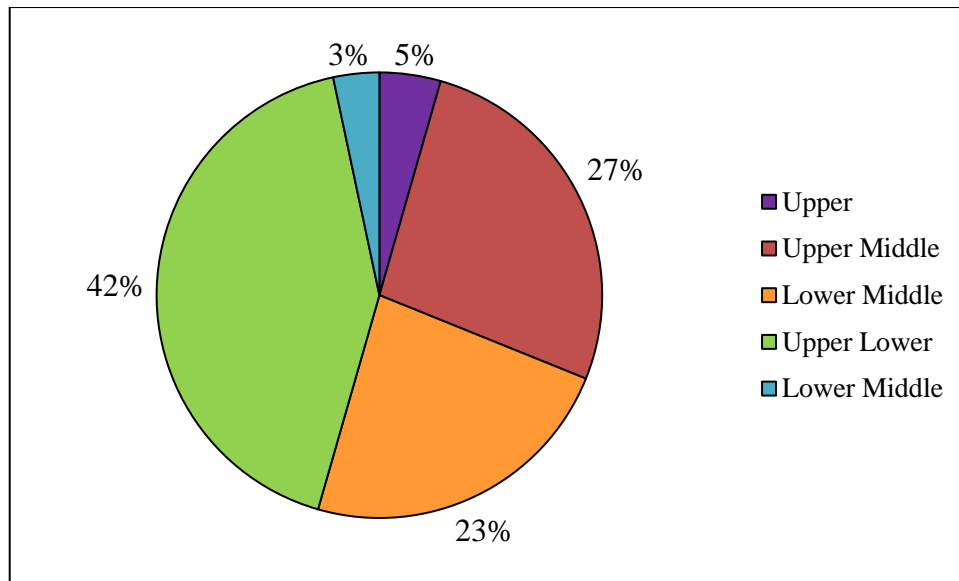


Fig 4.2 Distribution of respondents based on socio-economic status.

4.2 Distribution of parents based on the parenting styles adopted.

To assess the parenting styles adopted by parents, Parenting Styles Four Factors questionnaire developed by Shyny. T.Y and V.G.Omana (2017) was used and based on the scores obtained parents were characterized into four types. The data is furnished in the following table.

Table 4.2 Distribution of parents based on the parenting styles adopted

N=90			
S. No	Types of parenting styles	Frequency	Percentage
1.	Authoritarian	09	10.00
2.	Authoritative	66	73.33
3.	Permissive	11	12.22
4.	Uninvolved	04	04.44
TOTAL		90	100.00

The table 4.2 gives the data regarding parent's parenting style. Majority of the parents belonged to authoritative parenting style (73.33%). Authoritative parents are demanding and responsive. They monitor and tell clear standards for their children's conduct. Ten per cent of the parents adopted permissive and authoritarian parenting style. The

permissive parents are little responsive but not demanding, they allow self-regulation and avoid confrontation whereas parents with authoritarian parenting are highly demanding and directive but not responsive and expect to follow their orders to obeyed without explanation. The uninvolved parenting was adopted only by 4.44 per cent parents. They provide freedom for the children at extreme extent. The results is in line with Kiadarbandsari *et al.* (2016) study which revealed that majority of the parents adopted authoritative parenting styles followed by permissive, authoritarian and uninvolved parenting styles in their study.

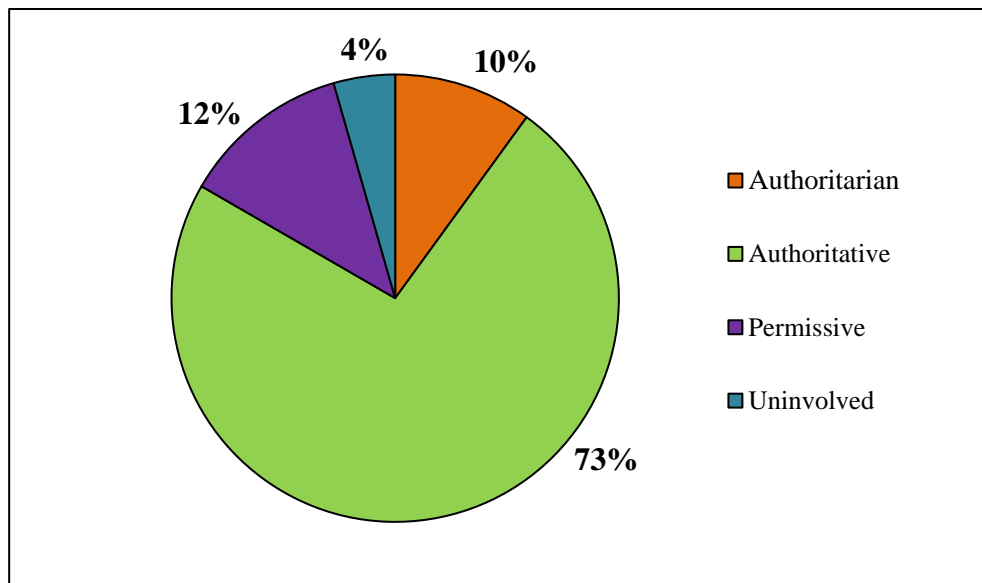


Fig 4.3 Distribution of parents based on the parenting styles adopted.

4.3 Frequency distribution of adolescents based on personality factors.

To assess the personality of adolescents, Big Five Personality test developed by Goldberg (1992) was used. The personality factors assessed include Openness to experience, Conscientiousness, Extraversion, Agreeableness, Neuroticism. The data was furnished in the following table.

Table 4.3 Frequency distribution of adolescents based on personality factors

N= 90

S. No	Personality Factors	Adolescents age							
		Early adolescents (n=30)		Middle adolescents (n=30)		Late adolescents (n=30)		Total N = 90	
		High	Low	High	Low	High	Low	High	Low
		f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
1	Openness to experience	14 (47)	16 (53)	20 (67)	10 (33)	24 (80)	06 (20)	58 (64)	32 (36)
2	Conscientiousness	15 (50)	15 (50)	25 (83)	05 (17)	20 (67)	10 (33)	60 (67)	30 (33)
3	Extraversion	12 (40)	18 (60)	12 (40)	18 (60)	15 (50)	15 (50)	39 (43)	51 (57)
4	Agreeableness	25 (83)	05 (17)	24 (80)	06 (20)	26 (87)	04 (13)	75 (83)	15 (17)
5	Neuroticism	09 (30)	21 (70)	13 (43)	17 (57)	04 (13)	26 (87)	26 (29)	64 (71)

*Figures in parenthesis indicate percentages

Table 4.3 depicts the personality factors of selected adolescents.

Openness to experience

The high level of openness to experience was experienced by late adolescents (80%) followed by middle adolescents (67%) and early adolescents (47%). Late adolescents were low in expressing (53%) than the other adolescents. This data concludes that as the age increases there is increase in openness to experience factor. The overall score of openness to experience indicates that most of the adolescents had scored high.

Conscientiousness

Majority of the middle adolescents (83%) had high conscientiousness level followed by late adolescents (67%). Interestingly equal number of early adolescents (50%) had scored high and low in the conscientiousness dimension. It was observed that majority of the middle and late adolescents had high in conscientiousness as compared to early adolescents. Overall, (67%)of the adolescents were experienced high conscientious level.

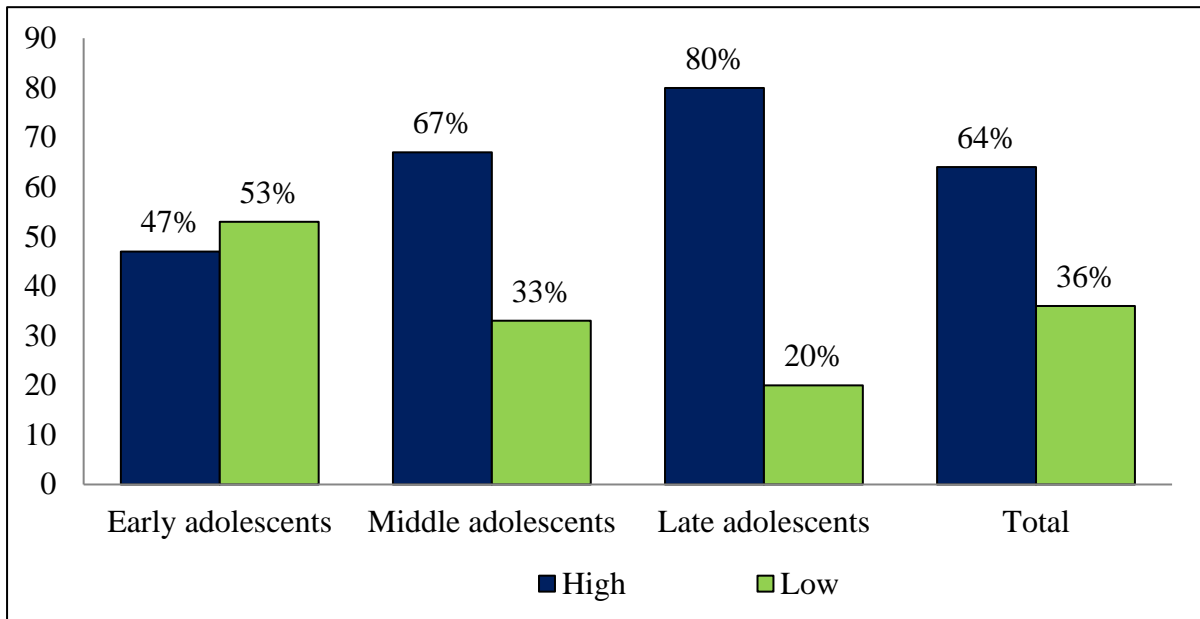


Fig 4.4 Distribution of adolescents based on openness to experience personality factor.

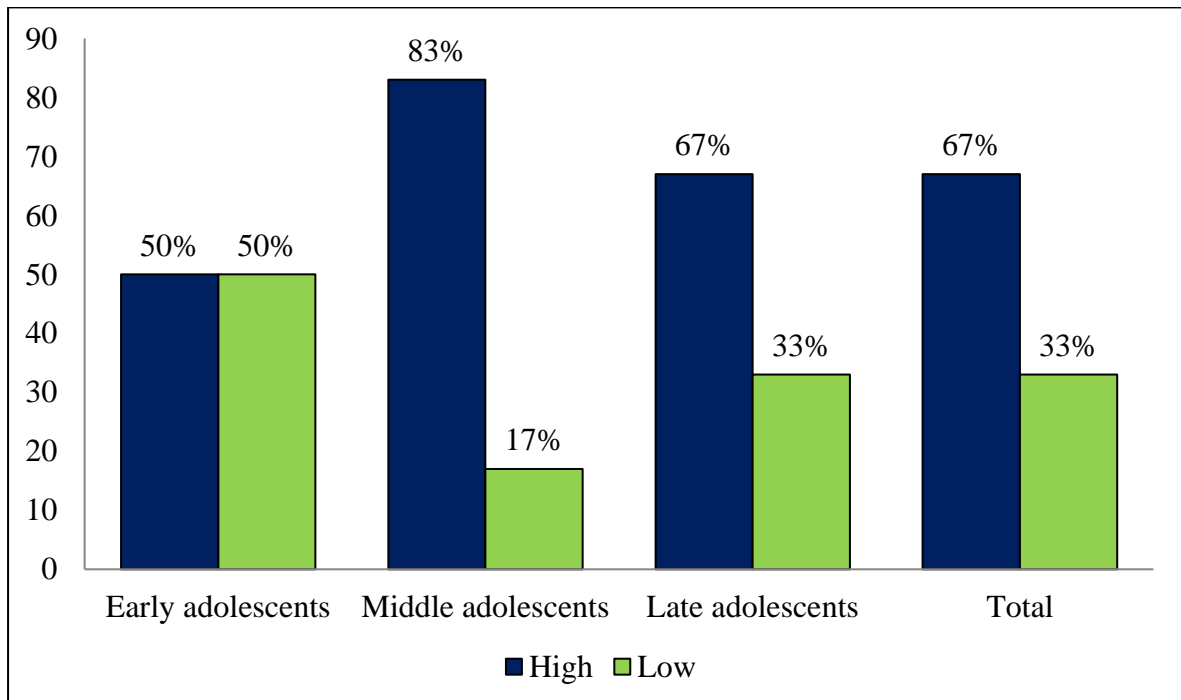


Fig 4.5 Distribution of adolescents based on conscientiousness personality factor.

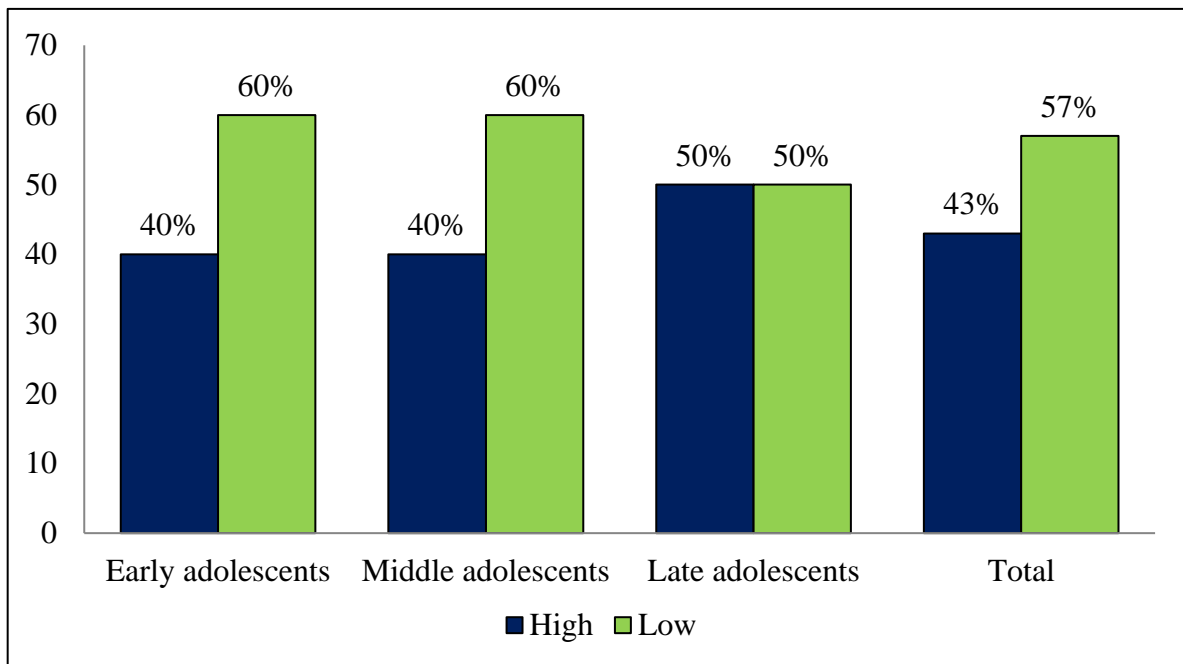


Fig 4.6 Distribution of adolescents based on extraversion personality factor.

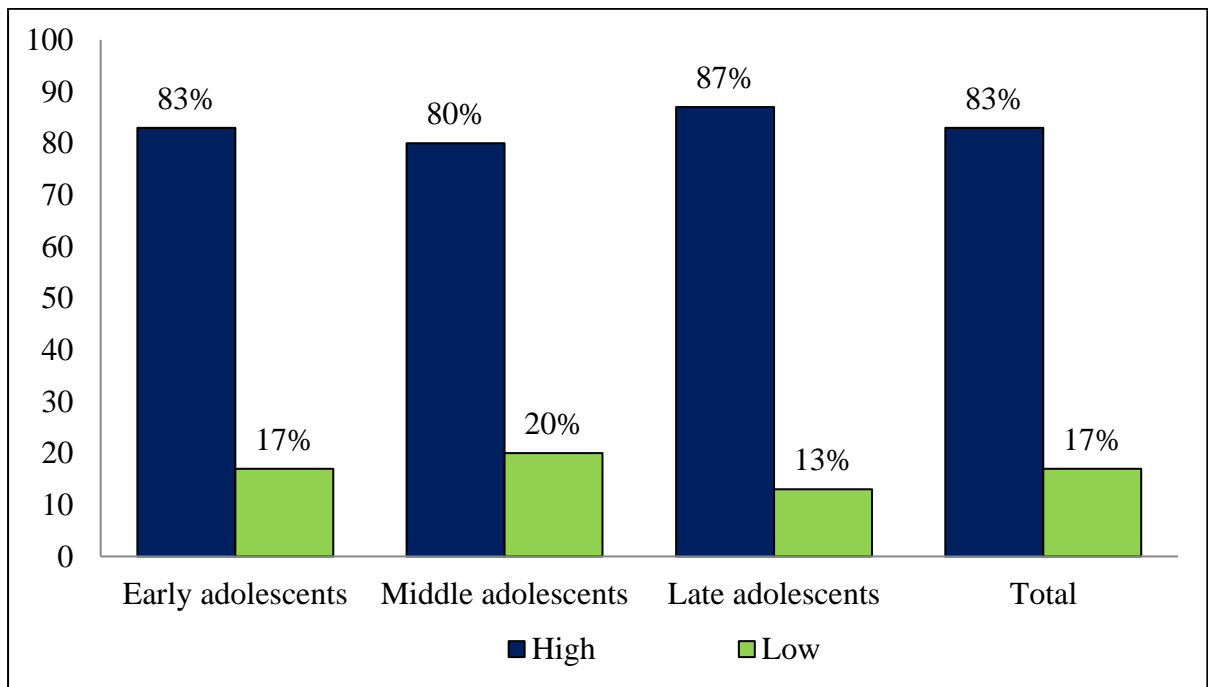


Fig 4.7 Distribution of adolescents based on agreeableness personality factor.

Extraversion

As per the data it was found that irrespective of age more than fifty per cent of adolescents were found to have low extraversion. This shows that fifty per cent of adolescents were less sociable and expressive.

Agreeableness

It was exciting to note that majority of early (83%), middle (80%) and late (87%) adolescents had high level of agreeableness. Hence the data depicted that most of the adolescent respondents were co-operative, polite and liked by other people.

Neuroticism

Results on neuroticism dimension of personality revealed that eighty seven per cent of late adolescents had low level of neuroticism followed by early and middle adolescents (70% and 57% respectively). The scores on neuroticism dimension of personality of adolescents clearly indicate a significant decrease in the score as the age increases.

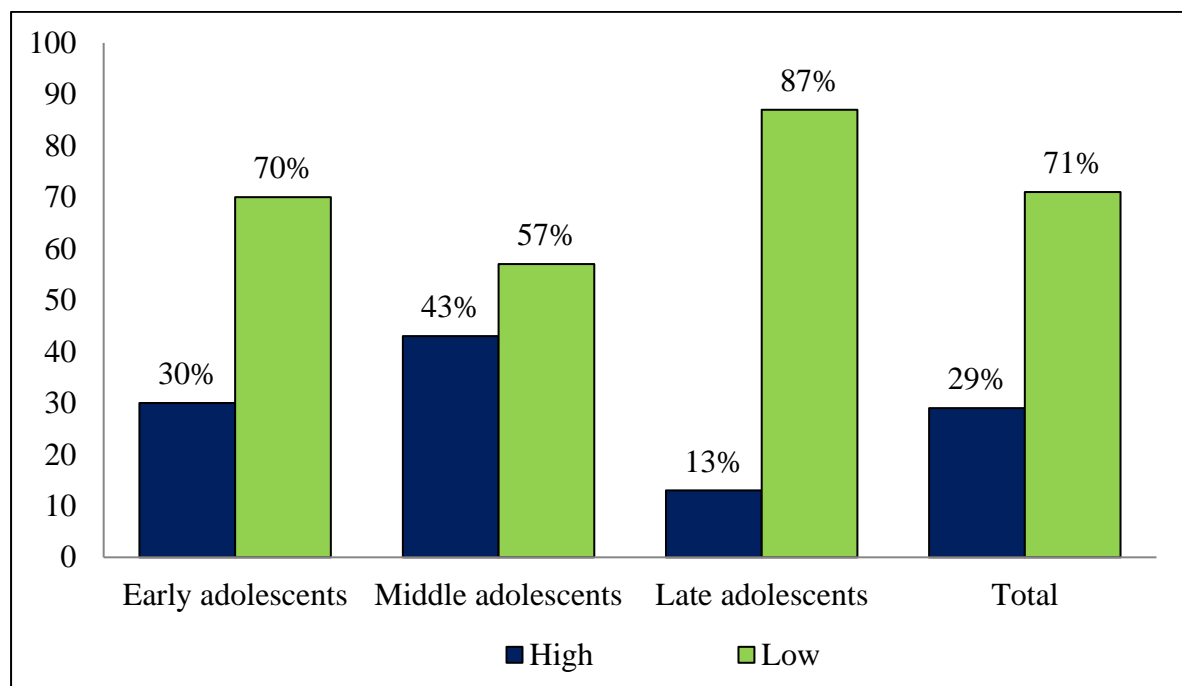


Fig 4.8 Distribution of adolescents based on neuroticism personality factor.

4.4 Frequency distribution of adolescents personality factors based on gender

Gender plays an important role in developing personality. The roles and duties are defined based on gender in any society. The upbringing practices, culture and values mould the personality of individual.

Table 4.4 Frequency distribution of adolescents personality factors based on gender

N=90

S. No	Personality Factors	Adolescents			
		Boys (n=45)		Girls (n=45)	
		High	Low	High	Low
		f (%)	f (%)	f (%)	f (%)
1	Openness to experience	28 (62)	17 (38)	30 (67)	15 (33)
2	Conscientiousness	28 (62)	17 (38)	32 (71)	13 (29)
3	Extraversion	15 (33)	30 (67)	24 (53)	21 (47)
4	Agreeableness	38 (84)	07 (16)	37 (82)	08 (18)
5.	Neuroticism	10 (22)	35 (78)	16 (36)	29 (64)

*Figures in parenthesis indicate percentages

Table 4.4 shows the data on personality factors of adolescents based on gender. More than fifty per cent of the respondents had high level (62% and 67% respectively) of openness to experience. Girls scored better than boys. Majority of the girls (71%) scored high on conscientious than boys (62%) indicating that girls follow the rules, have good impulse control and prefer clean environment than the boys. Similarly in extraversion, fifty three per cent of girls had high in extroversion personality factor while sixty seven per cent boys had low extroversion. It was interesting to observe that irrespective of gender boys and girls scored high (84% and 82% respectively) on agreeableness factor and majority of boys and girls had experienced low level (78% and 64%) of neuroticism.

This is due to good peer relationships, influence of media. Similar findings were supported by Sravanth and Devi (2009) stated that girls had better and positive personality than boys.

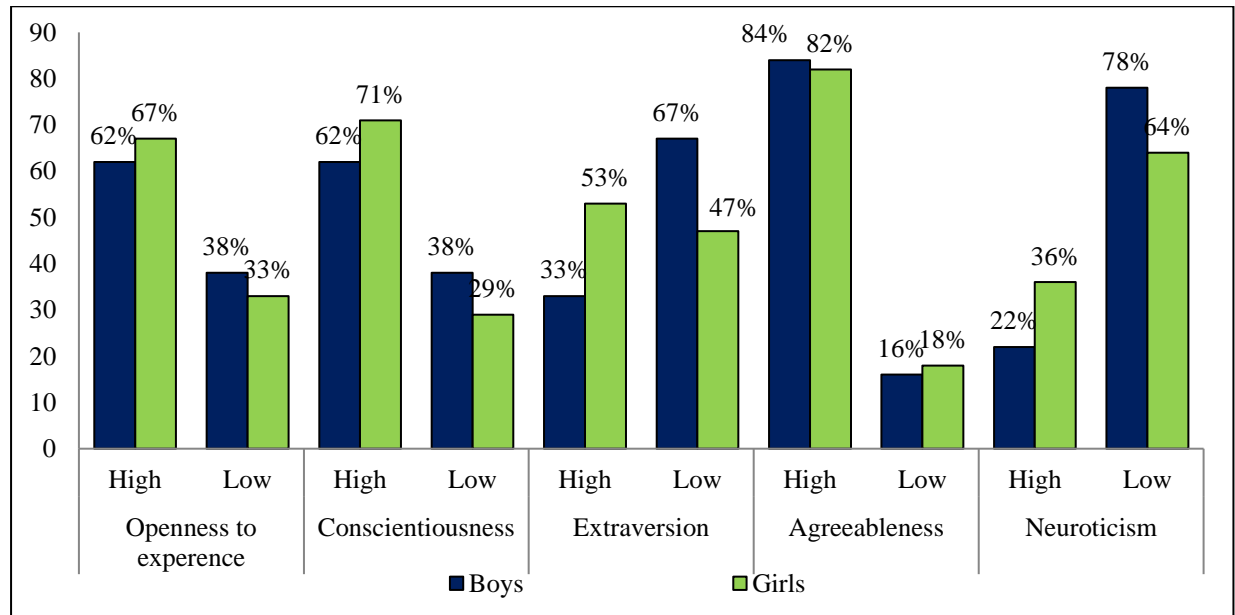


Fig 4.9 Distribution of adolescents personality factors based gender.

4.5 Mean difference in the personality dimensions of adolescents based on gender

Gender difference was studied on different dimensions of personality. To establish the significant difference gender 't' test was used and the data obtained is presented in the following

Table 4.5 Mean difference in the personality dimensions of adolescents based on gender

N = 90				
S. No	Personality factors	Gender	Mean ± S.D	t- value
1.	Openness to experience	Girls	22.76 ± 6.467	0.008 ^{NS}
		Boys	22.93 ± 4.382	
2.	Conscientiousness	Girls	24.67 ± 6.234	0.158 ^{NS}
		Boys	21.51 ± 5.442	
3.	Extraversion	Girls	20.29 ± 5.755	0.126 ^{NS}
		Boys	19.56 ± 5.159	

4.	Agreeableness	Girls	26.40 ± 6.062	0.116 ^{NS}
		Boys	25.29 ± 4.841	
5.	Neuroticism	Girls	18.51 ± 6.642	0.341 ^{NS}
		Boys	17.16 ± 6.094	

Table 4.5 depicts the mean scores of personality factors of adolescents. The mean difference between respondents with regard to all the dimensions of personality factors indicated that girls seem to be high than the boys but there were non-significant difference was observed. It indicated that girls were more curious, eager to learn new things and enjoy new experiences as compared to boys. Usually girls were more conscious about their work and tend to follow rules and regulations correctly than boys. Talkativeness, sociability and high amount of emotional expressiveness seems to be high in girls. At the same time girls were polite, kind and affectionate. Girls experienced mood swings, anxiety, irritability and sadness. The similar finding by Loudava and Lasek (2015) stated that girls were observed to be high in conscientiousness and neuroticism dimensions of personality than the boys. Similarly Sravanth and Devi (2009) stated that girls had better positive personality traits than boys.

4.6 Frequency distribution of adolescents based on levels of moral development

According to Kohlberg (1958) adolescents will be in conventional and post conventional phases of Moral development. To assess morality of adolescents Moral Development scale developed by Alpanan Sen Gupta and Shagufta Fakhrudden (2015) was used. The obtained data was in the following table.

Table 4.6 Frequency distribution of adolescents based on levels of moral development

N = 90

S. No	Age	Moral development		
		High	Medium	Low
		f (%)	f (%)	f (%)
1.	Early adolescents	17 (57)	05 (17)	08 (26)
2.	Middle adolescents	12	09	09

		(40)	(30)	(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 4.6 showed that 70% of late adolescents had high level of moral development followed by early and middle adolescents (57% and 40% respectively), while medium and low level of moral development was equally observed in middle adolescents and (30%) low level of moral development was found in early adolescents. This data clearly indicates that moral development increases with increase in age.

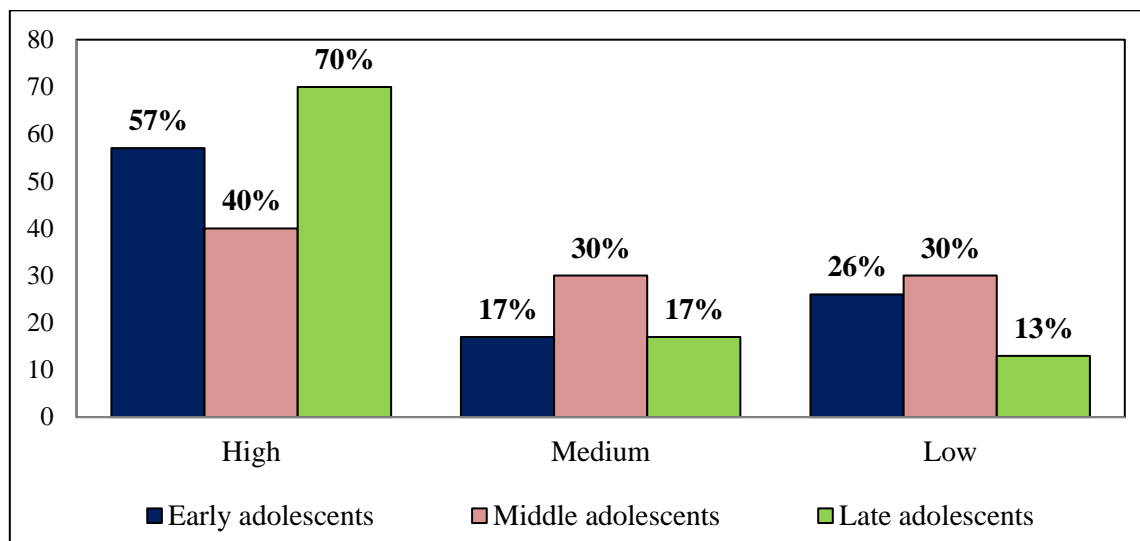


Fig 4.10 Distribution of adolescents based on levels of moral development.

4.7 Frequency distribution of adolescents based on level of moral development and gender

Gender plays a significant role in the moral development of adolescents. Gender and moral development were found to be positively related with each other. The distribution of adolescents moral development scores is presented in the following table into three categories.

Table 4.7 Frequency distribution of adolescents based on level of moral development and gender

N=90

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

*Figures in parenthesis indicates percentages

From the above table 4.7 it is clearly shown that sixty seven per cent of the girls had high in moral development than boys (45%). Nearly fifty per cent of respondents were observed in medium and low level of moral development. 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. Adjustment, caring, nurturing, cooperation and mutual understanding nature was more found in adolescent girls than boys. The findings were in line with the study of Safer and Hussain (2018) which indicated that boys had low level of moral development in comparison with girls. Another study by Taneja in 2017 also stated that females possessed higher moral values when compared with males.

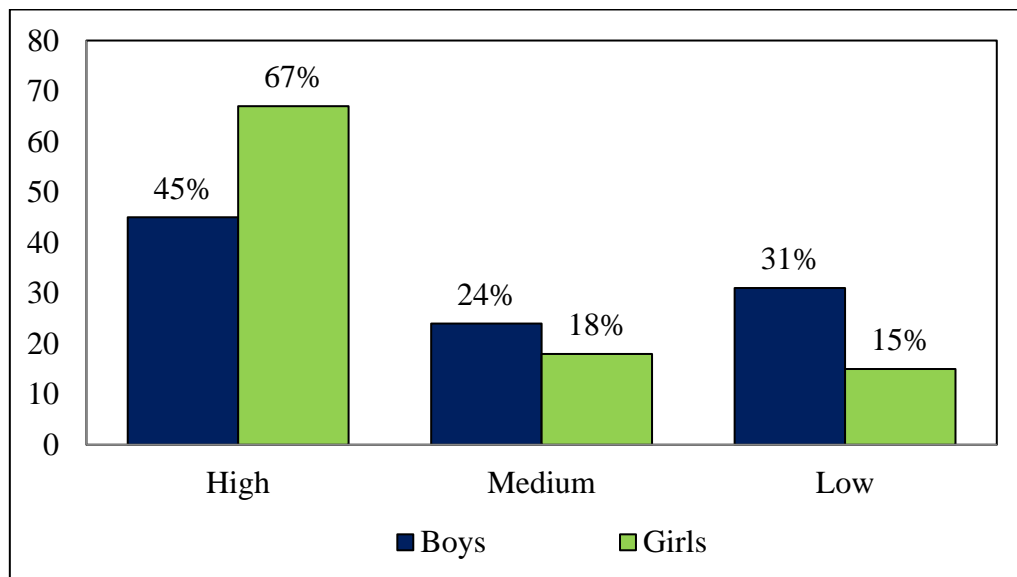


Fig 4.11 Representation of adolescent's level of moral development based on gender

4.8 Mean difference in the moral development of adolescents based on gender

Gender difference was studied on moral development of adolescents. To establish the significant difference gender 't' test was used and the data obtained is presented in the following

Table 4.8 Mean difference in the moral development of adolescents based on gender

N = 90

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

The mean difference between adolescents moral development reported in table 4.8 clearly stated that girls were high in moral development than boys, however the difference was found to be non-significant. The findings were in line with the study of Safder and Hussain (2018) which stated that there was no significant difference between the perception of male and female in the level of moral development. Another study by Taneja in 2017 also stated that females possessed higher moral values when compared with males. Bidyalakshmi (2016) reported that boys were having higher level of moral values than the girls which is contradictory to present findings.

4.9 Relationship between parenting styles and adolescents personality factors

To study the relationship between parenting styles and personality factors of adolescents, Pearson correlation was used and the data obtained is depicted in the following table.

Table 4.9 Relationship between parenting styles and adolescents personality factors

N = 90

Sl. No	Parenting styles	Personality factors	r- value
1.	Authoritative parenting style	Openness to experience	0.024 ^{NS}
		Conscientiousness	0.026 ^{NS}
		Extraversion	0.266 ^{**}
		Agreeableness	0.274 ^{**}
		Neuroticism	0.140 ^{NS}

2.	Authoritarian parenting style	Openness to experience	0.005 ^{NS}
		Conscientiousness	-0.528**
		Extraversion	0.078 ^{NS}
		Agreeableness	-0.489**
		Neuroticism	0.078 ^{NS}
3.	Permissive parenting style	Openness to experience	-0.638**
		Conscientiousness	-0.569**
		Extraversion	0.477**
		Agreeableness	-0.260**
		Neuroticism	-0.309**
4.	Uninvolved parenting style	Openness to experience	-0.904**
		Conscientiousness	-0.638**
		Extraversion	-0.216**
		Agreeableness	0.510**
		Neuroticism	0.970**

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

Authoritative parenting style:

Table 4.9 portrays relationship between parent's parenting style and adolescent's personality factors. It was seen that democratic parenting style was correlated with extraversion and agreeableness personality factors while non-significant with remaining dimensions. Authoritative parent usually demanding and responsive. They are democratic and respect the children's rights, due to this reason their children have better in sociability, emotional expressiveness, pro-social behaviour, kindness and affectionate. Similarly Vijila *et al.* (2013) reported that (authoritative) parenting style has a positive influence towards the adolescent's social competency. Tomsik *et al.* (2017) indicated that an integrative and liberal parenting style supports the extraversion dimension. Even Maddahi *et al.* (2012) in their study stated that parenting style (authoritative) was significant and correlated with openness to experience personality trait.

Authoritarian parenting style:

In case of authoritarian parenting a negative relation was observed with conscientiousness and agreeableness personality factors. Whereas extraversion, openness to experience and neuroticism dimension were observed to be non-significant. Authoritarian parents are dominating but less in response to children's rights and needs. Therefore they do not impact on shaping the personality of children. Even a study by Datu (2012) revealed that authoritarian parenting style significantly associated with neuroticism of adolescents.

Permissive parenting style:

Permissive parenting was positively related with extraversion whereas negatively significant with openness to experience, conscientiousness, agreeableness and neuroticism personality factors. These parents are undemanding but not much responsive and overly tolerant. Hence the undemanding nature of permissive parents negatively influences their adolescent's imagination, insight, curiosity, openness to learn new things and enjoy new experiences.

Uninvolved parenting style:

Uninvolved parenting was positively related with agreeableness, neuroticism personality factors of adolescents whereas a negative significant relation was observed with openness to experience, conscientiousness and neuroticism personality factors. Children of uninvolved parents do not get much guidance, care and attention. In this case adolescents are susceptible to neuroticism personality trait. The results are in line with the study by Tomsik *et al* (2017) who stated that autocratic and indifferent parenting style supports neuroticism.

4.10 Relationship between parenting styles and moral development of adolescents

To study the relationship between parenting styles and moral development of adolescents, Pearson correlation was used and the data obtained is presented in the below table.

Table 4.10 Relationship between parenting styles and adolescent's moral development

N = 90

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

When we observe the relationship between parent's parenting styles and adolescent's moral development (table 4.10) it was worth to note that democratic and authoritarian parenting styles were highly positively significant with adolescent's moral development whereas permissive parenting was observed to be non-significant. When we consider uninvolved parenting a negative relation was observed with adolescents moral development. A responsive and democratic parental approach influences the moral development and helps to shape the moral judgment, moral identity and behaviour among adolescents. While demanding, uninvolved parenting styles do not have any important contribution towards the moral development of adolescents. The finding of the present study are in line with studies of Zulfiqar (2021) who concluded that authoritarian parenting was positive predictor while democratic and permissive parenting were negative predictor of moral judgement. The findings of Kumari and Khanna (2016) and Bhardwaj (2012) found that adolescent's moral judgment was positively correlated with permissive and authoritative parenting styles whereas negatively correlated with authoritarian parenting style.

4.11 Relationship between demographic variables and adolescent's personality factors

Pearson correlation was used to study the relationship between demographic variable (Age, gender, class of the study, ordinal position, size and type of family and socioeconomic status) and personality factors (Openness to experience,

conscientiousness, extraversion, agreeableness and neuroticism)of adolescents and the data obtained is present in the following table.

Table 4.11 Relationship between demographic variables and adolescent’s personality factors

N = 90

S. No	Independent variables	Openness to experience (r – value)	Conscientiousness (r – value)	Extraversion (r – value)	Agreeableness (r – value)	Neuroticism (r – value)
1.	Age	0.261**	0.278**	0.056	0.285**	-0.196*
2.	Gender	-0.016	0.263**	0.067	0.101	0.106
3.	Education	0.252**	0.272**	0.093	0.264**	-0.214*
4.	Ordinal position	-0.022	-0.148	-0.094	-0.041	0.019
5.	Size of the family	0.033	-0.111	-0.058	0.102	-0.008
6.	Type of the family	-0.045	0.010	-0.065	-0.030	-0.038
7.	Socio – economic status	0.039	0.091	-0.106	-0.054	0.195*

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

Age:

The relation between selected demographic variables and adolescents personality factors was represented in Table 4.11. It was interesting to note that adolescent’s age was highly and positively related with openness to experience, conscientiousness and agreeableness dimensions of personality factors at 0.01 level and negatively significantly related with neuroticism personality factor at 0.05 level. Whereas, extraversion dimensions was found to be non-significant. As the individual’s age increases their mental capacities also increases, similarly get more opportunity to expose themselves to different environment and

get more chance for exploration. This resulted in increase of openness to experiences, conscientiousness and agreeableness personality traits. Allitk *et al.* (2004) also supported that openness to experience factor increases with increase in age whereas agreeableness

decreases. Interestingly age does not show any relationship with extraversion and neuroticism dimensions of personality.

Gender:

Gender was observed a positive relation with conscientiousness. Other personality factors clearly demonstrated that respondents did not differ significantly in four out of five dimensions of personality, which includes openness to experience, extraversion, agreeableness and neuroticism.

Education/ Class of the study:

It is interesting to note from the results that class of the study/ education is significantly and positive relation with openness to experience, conscientiousness, and agreeableness dimensions and negative relation with neuroticism dimension was observed. When adolescents pursued higher education, they get more opportunities to involve in group and community activities as well as learning process moulds their nature and helps in stabilizing their emotions. At the same time adolescents who are highly educated are better in emotional stability indicating that low levels of neuroticism.

Ordinal position, size and type of family and socio-economic status:

The relationship between personality dimensions and with the other demographic variables like ordinal position, size and type of family did not showing significant relationship with personality factors which includes openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. Socio-economic status which is positively significant with neuroticism personality factor at 0.05 level and remaining dimensions of personality were non-significant. In contrast, the outcomes of the study by Collins during 2006 reveals that first born child were having better personality traits and characteristics than middle and last born. Another study by Kine(1997) who reported that educated parents were friendlier with children and helps to adopt good personality traits.

4.12 Relationship between demographic variables and adolescent's moral development

To study the relation between demographic variables and moral development of adolescents Karl Pearson correlation was used and the data obtained is in the following table.

Table 4.12 Relationship between demographic variables and adolescent’s moral development

N = 90

S. No	Independent variables	Moral development (r – value)
1.	Age	0.059 ^{NS}
2.	Gender	0.288**
3.	Education	0.124 ^{NS}
4.	Ordinal position	0.005 ^{NS}
5.	Size of the family	0.232**
6.	Type of the family	0.231**
7.	Socio – economic status	-0.178*

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

Gender, Family size and family type:

Table 4.12 indicates the relation between demographic variables and adolescent’s moral development. Gender, size and type of family were found to have positive and significant relationship with adolescent’s moral development at 0.01 level. It is interesting to note that Socio-economic status was found to be negatively significant with adolescent moral development at 0.05 level. Joint families consists more number of family members than the nuclear families. If the family is joint, adjustment, cooperation, following the social rule and ethics, rules and moral values, seem to be high in the adolescents due to involvement with more number of family members but in case of nuclear family adolescents may not get these opportunities because of less number of family members. Therefore both size and type of family have impact on adolescent’s moral development. The result are in line with one of the study by Yadav and Shukla (2017) which stated that there is a significant difference between moral values of children from nuclear and joint families where children from joint family had more moral values than the children from nuclear family.

Adolescents age, education and ordinal position:

Age, education and ordinal position of adolescents were found to be non-significant with moral development. As the individual’s age increases and pursue higher education, it has positive impact on moral development. Because of socialization, pro-social

behaviours, ethics, cultural values *etc.*. adolescents acquire more exploration towards the community. Thus higher age and higher education gives an opportunity to adolescents to attain better moral development. However in present study adolescent's age and education were not correlated with moral development. But in contrast, Zulfiqar (2021) showed negative relation between moral judgment and adolescent's age, moral judgment decreased with growing age. Young adolescents were at advanced level of moral development than older adolescents. When ordinal position was considered, positive relation with moral development was observed but it was non-significant. However study by Gupta (2015) suggested that maturity is necessary condition for development of moral judgment ability. Significant difference was observed between older and younger children, older children were high in sharing, cooperation and moral values.

Relationship between Socio-economic status and Moral development:

In present study socio-economic status of the respondents had negative relationship with moral development of adolescents. The individuals from higher socio-economic status were more independent, specific and showed less in inevitableness, in adjustment, sharing, co-operation, cultural values, ethics, morality and control over emotions. Hence, this leads to low level of moral development among adolescents. From the study of Singh (2011) also evident that students who belong to low socio economic status group shown better moral judgement than the higher socio-economic status group.

Chapter V

SUMMARY AND CONCLUSION

The present study “Relationship of parenting styles with personality and moral development of adolescents”, investigates the relation between parenting styles adopted by parents and personality and moral development of adolescents. The present study is taken up with the following objectives.

1. To know the parenting style adopted by the parents of adolescents.
2. To assess the personality development of selected adolescents.
3. To assess the moral development of selected adolescents.
4. To find out the relationship of parenting style with personality and moral development of adolescents.

The study was piloted in Guntur district of Andhra Pradesh. The sample size was 180 respondents which includes 90 adolescents and 90 parents (either of the parent) of the respective adolescents. The adolescents (12 to 21 years) were selected from different educational institutions located at Guntur district.

Major findings of the study

General profile of the adolescents and parents

- More than two third of the adolescents were first born followed by second (28%) and third (4%) born.
- Majority of the parents of selected adolescents (76%) were literate and only 24% of the parents were illiterate.
- Majority of the respondents (92 %) belong to nuclear family and only 8 per cent of them belong to joint families.
- Nearly three fourth of the (72%) respondents belonged to small family and remaining one fourth (28%) of them belong to large families.

- With regard to socio-economic status, majority (95%) of the respondents were in medium and lower and very few (5%) were from upper socioeconomic status.

Parenting styles adopted by parents.

- Nearly three fourth of the parents (74%) adopted authoritative parenting style followed by permissive and authoritarian parenting style. Very negligible were adopted uninvolved parenting.

The personality factors of adolescents.

- Among the personality factors, early adolescents had high (83%) level of agreeableness and low level of neuroticism.
- Conscientiousness and agreeableness personality factors found to be high in middle adolescents.
- Late adolescents had high level of agreeableness, openness to experience and low level of neuroticism.
- Irrespective of age, adolescents had high level of openness to experience, conscientiousness, agreeableness and low level of extraversion and neuroticism.
- Girls had high level of openness to experience, conscientiousness and neuroticism whereas boys scored high in agreeableness and low in extraversion.

Relationship between parenting styles and personality factors.

- Democratic parenting was positively related with extraversion and agreeableness.
- Authoritarian parenting style had negative relationship with conscientiousness and agreeableness personality factors.
- Permissive parenting style was negatively correlated with openness to experience, Conscientiousness, Agreeableness and neuroticism..
- Uninvolved parenting has a positively correlated with agreeableness, neuroticism personality factors of adolescents whereas negative significant relation was

observed with openness to experience, conscientiousness and neuroticism personality factors.

Relationship between demographic variables and personality factors.

- Adolescent's age was positively related with openness to experience, conscientiousness and agreeableness.
- Negative significant relation was observed with neuroticism personality trait and adolescent's age.
- A positive correlation was observed between gender conscientiousness and a negative relation was found with openness to experience.
- Adolescent's education has positive relation with openness to experience, conscientiousness and agreeableness.
- Neuroticism was negatively correlated with adolescent's education.
- Socio-economic status had positive relationship was found with neuroticism personality factor.

Moral development of adolescents

- Majority of the early adolescents had high levels of moral development compared to middle and late adolescents.
- Irrespective of age, Majority of the adolescents were in high level of moral development followed by low and medium levels.
- Girls had high level of moral development than boys, whereas significant difference was not observed among them.

Relationship between parenting styles and moral development.

- Democratic and authoritarian parenting and adolescents moral development were positively significantly correlated.
- Uninvolved and permissive parenting styles had negative correlation with moral development of adolescents. But significant relationship was observed with uninvolved parenting style only.

Relationship between demographic variables and moral development.

- Positive relationship was found with gender and moral development of adolescent.

- Adolescent's moral development was positively correlated with family size and type of the family.
- Socio-economic status and adolescent's moral development to be negatively significant.

Conclusion

The findings of the study concluded that authoritative parenting style was adopted by majority of the adolescents parents and it had relationship with adolescent's personality factors. Authoritarian, permissive and uninvolved parenting styles had negative influence on personality factors of adolescents. Democratic and authoritarian parenting had positive impact on adolescent's moral development whereas in contrast permissive and uninvolved parenting styles had negative impact.

Demographic variables like age and education of the adolescents had positive relation with all the personality factors except neuroticism. Size and type of family had significant impact on moral development. However, socio-economic status had negative impact on adolescent's moral development.

Hence, Democratic parenting style is good than the other parenting styles and it has good impact on adolescent's personality and moral development. Similarly joint families contributing better in adolescent's moral development as compared to nuclear families.

Limitations

- The research is restricted to six institutions in two mandalas of Guntur district only due to COVID- 19 pandemic lockdown period.
- The outcomes were based on the opinions of the respondents.

Implications of the study

- The outcomes of the present study could be used to create awareness among parents about the prominence of parenting practices and its influence on personality and moral development of children.
- The study helps counsellors/ teachers to plan the intervention programmes on positive parenting.

Suggestions for future research:

- Similar study can be taken up in other districts of Andhra Pradesh.
- The study can be repeated with large sample and more mandalas to derive at generalization.
- A comparative study can be taken up to know difference between rural and urban areas.

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APPENDICES

APPENDIX A

GENERAL INFORMATION SCHEDULE

“Relationship of parenting styles with personality and moral development of adolescents”

CHILD RELATED

Date: /.... /...

Name:

Gender: Boy/ Girl

Age: **Date of birth:**

Ordinal position: 1st born child/ 2nd born child/ 3rd born child/ 4th born child.

Education:

.....

Name of the Institution (School/ College):

.....

FAMILY RELATED

Name	Relation to the child	Age	Education	Occupation	Income

Type of Family: Single family/ Nuclear family/ Joint family/ Extended family.

Family Size:

Small (1 - 4 members) ()

Medium (4- 6 members) ()

Large (6- 9 members) ()

Very Large (more than 9 members) ()

Area: Urban Rural Semi-Urban

Name of Village/ Town:.....

Address:

.....

Contact No:,

E-mail:

APPENDIX B

PARENTING STYLE FOUR FACTOR QUESTIONNAIRE

Name of Parent: Age: Sex: M/F

Name of Child: Age: Sex: M/F

Instructions: Read the following statements carefully and indicate your single response by putting a “tick” mark in the appropriate box.

S. No	Statements	All of the time	Most of the time	Some time	Rarely	Never
1	I want my child to follow my instructions because I am the authority to decide what to do or what not to do.					
2	I would like to be a friend, Philosopher and guide to my child.					
3	I am very soft with my child so that I cannot correct him/her at proper time by punishment.					
4	I do not have any demand or control on my child and I give total freedom.					
5	I have little patience to tolerate any misbehaviour of my child or to listen to the excuses in any kind of mistakes.					
6	I used to understand the feelings of my child in any situation and always try to get the opinion of my child whenever I buy something for him/her.					
7	Whenever the child comes with low marks, I will not give any punishments rather I feel he/she will become better next time.					
8	As I am very sad and depressed I cannot show much care and deep emotional tie up with my child.					
9	I strongly believe that my child’s future is in my hand and so there is a strict timetable for my child to follow.					
10	Important decisions of the family are done together and I give full freedom to my child to share everything with me.					
11	I give valuable reward to my child for					

	obeying me or behaving well.					
12	As I am very busy with my household and office duties, I get less time to involve my child's studies or to listen his/her needs and wishes.					
13	I have clear expectations regarding my child's behaviour and I am not much bothered about the likings of my child regarding his/her future.					
14	As I understand the strength and weakness of my child, I set some appropriate rules for him/her and give friendly corrections whenever necessary.					
15	Though I have definite goal and planning about my child's future I cannot follow it strictly because of my leniency.					
16	I have enough stress and strain myself and hence I cannot take care of my child's welfare.					
17	I usually like to give physical punishment than giving advices to my child because I am sure he/she will not listen to it.					
18	I will not force my child in any of his/her future career and I also help him/her to set a realistic goal.					
19	As I was brought up by strictly disciplined parents, I am very liberal with my child.					
20	I usually give more importance to my own likes and wishes but not bother much about needs or misbehaviours of my child.					
21	I believe that only through punishment a child can be corrected and I also do not like to give any financial freedom to my child.					
22	Whenever my child fails to follow the time table given to him/her, I remind the consequences with a touch of love and affection.					
23	I like to be a very affectionate parent towards my child and also I take the responsibility of my faulty parenting on my child.					
24	As I am busy and get little time to care my child, he/she is quite free to move on his own way.					

	to take decisions.					
25	The punishment I give to my child depends upon my mood.					
26	My child talks with me out of being punished after he/she has done something wrong.					
27	I always threaten my child with punishment but do not actually do it because of my leniency.					
28	As I am burdened with severe life problems, I ignore my child's misbehaviour and I have no idea about his/her life outside the home.					
29	Whenever my child shows disobedience, I scold and criticise him/her with a bursting anger.					
30	Even though I am busy I have enough time to visit my child's school & to meet teachers to know his/her progress.					
31	Because of excessive love and sympathy I have shown towards my child, he/she has no self-discipline.					
32	I never like to tell my child where I am going or why I am late.					

Note:

Have you responded to all the statements Yes/ No

Have you entered your responses in the correct boxes Yes/ No

Have you responded accurately and honestly Yes/ No

ANSWER SHEET

Score	5	4	3	2	1	Score	5	4	3	2	1	score	5	4	3	2	1	score	5	4	3	2	1
Q	All of the time	Most of the time	Some time	Rarely	Never	Q	All of the time	Most of the time	Some time	Rarely	Never	Q	All of the time	Most of the time	Some time	Rarely	Never	Q	All of the time	Most of the time	Some time	Rarely	Never
1						2						3						4					
5						6						7						8					
9						10						11						12					
13						14						15						16					
17						18						19						20					
21						22						23						24					
25						26						27						28					
29						30						31						32					

A1 =; A2 =; P =; U =

(A1= Authoritarian, A2= Authoritative, P= Permissive, U= Uninvolved)

Name of Parent: Age: Sex: M/F

Name of Child: Age: Sex: M/F

APPENDIX C

BIG FIVE PERSONALITY TEST

Name:

Age:

Sex: Male/Female

Instructions:

In the table below, for each statement 1-50 mark how much you agree with on the scale 1-5, where 1-Disagree, 2-Slightly Disagree, 3-Neutral, 4-Slightly Agree, 5- Agree, in the box to the left of it.

S.No	Statements	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree
1.	I am the life of the party.					
2.	I feel little concern for others.					
3.	I am always prepared.					
4.	I get stressed out easily.					
5.	I have a rich vocabulary.					
6.	I don't talk a lot.					
7.	I am interested in people.					
8.	I leave my belongings around.					
9.	I am relaxed most of the time.					
10.	I have difficulty understanding abstract ideas.					
11.	I feel comfortable around people.					
12.	I insult people.					
13.	I pay attention to details.					
14.	I worry about things.					
15.	I have a vivid imagination.					
16.	I keep in the background.					
17.	I sympathize with other's feelings.					
18.	I make a mess of things.					
19.	I seldom feel blue.					
20.	I am not interested in abstract ideas.					
21.	I start conversations.					

22.	I am not interested in other people's problems.					
23.	I get chores done right away.					
24.	I am easily disturbed.					
25.	I have excellent ideas.					
26.	I have little to say.					
27.	I have a soft heart.					
28.	I often forget to put things back in their proper place.					
29.	I get upset easily.					
30.	I do not have a good imagination.					
31.	I talk to a lot of different people at parties.					
32.	I am not really interested in others.					
33.	I like order.					
34.	I change my mood a lot.					
35.	I am quick to understand things.					
36.	I don't like to draw attention to myself.					
37.	I take time out for others.					
38.	I shirk my duties.					
39.	I have frequent mood swings.					
40.	I use difficult words.					
41.	I don't mind being the centre of attention.					
42.	I feel others emotions.					
43.	I follow a schedule.					
44.	I get irritated easily.					
45.	I spend time reflecting on things.					
46.	I am quiet around strangers.					
47.	I make people feel at ease.					
48.	I am exacting in my work.					
49.	I often feel blue.					

50.	I am full of ideas.					
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SCORING:

$$E = 20 + (1) _ - (6) _ + (11) _ - (16) _ + (21) _ - (26) _ + (31) _ - (36) _ + (41) _ - (46) _ = _$$

$$A = 14 - (2) _ + (7) _ - (12) _ + (17) _ - (22) _ + (27) _ - (32) _ + (37) _ + (42) _ + (47) _ = _$$


$$C = 14 + (3) _ - (8) _ + (13) _ - (18) _ + (23) _ - (28) _ + (33) _ - (38) _ + (43) _ + (48) _ = _$$

$$N = 38 - (4) _ + (9) _ - (14) _ + (19) _ - (24) _ - (29) _ - (34) _ - (39) _ - (44) _ - (49) _ = _$$

$$O = 8 + (5) _ - (10) _ + (15) _ - (20) _ + (25) _ - (30) _ + (35) _ + (40) _ + (45) _ + (50) _ = _$$

APPENDIX D

MORAL DEVELOPMENT SCALE

 <p style="font-size: small;">T.M. Regd. No. 56-4834 Copyright Regd. No. © A-73256/2005 Dt. 13.5.05</p> <p>Dr. Alpana Sen Gupta (Patna) Dr. Shagufta Fakhruddin (Patna)</p>	<p>Consumable Booklet of MDS-GAFS (English Version)</p>
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Please fill the following personal information **Date**

Name _____ **Father's Name** _____

Age _____ **Sex** : Male Female

Class _____ **Education of Parent** _____

School _____

Town / Village _____

Area : Urban Rural Semi-Urban

Instructions

In proceeding pages there are some statements that is related with morality. You read each statement carefully and out of two answers, tick any one correct answer according to how you feel.

Your answers and scores remained always confidential.

Scoring Table

Page	Raw Score						Total Score	Percentile	Level of Morality
	3	4	5	6	7	8			
Score									
Total Score									

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NATIONAL PSYCHOLOGICAL CORPORATION

UG-1, Nirmal Heights, Near Mental Hospital, Agra-202007

Sr. No	Statements	Alternative	Score
1.	Come without doing homework, what do you do to avoid teacher's Punishment ?	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
	(a) Make excuses		
	(b) Tell the truth.		
2.	If you want to go see the movie with friends and your father deny to give the money than what do you do ?	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
	(a) Break the piggy - Box		
	(b) Take out money silently from father's pocket.		
3.	If you get a purse with address written that contain more money than what do you do ?	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
	(a) Keep the purse with you		
	(b) Send the purse to the written address.		
4.	If your uncle has come to your home and while going he forgot to take his costly thing than what do you do ?	<input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
	(a) You keep it		
	(b) You give it back.		
5.	Mohan doesn't tell lie, Sohan and Rohan don't it steal then who is the good boy ?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
	(a) Mohan		
	(b) Sohan and Rohan.		
	(c) Mohan, Sohan and Rohan		
	(d) None of these.		
6.	While going to school Rahul saw an old man met an accident than what should be done by him ?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="text"/>
	(a) He left him as it is		
	(b) He himself should take him to hospital		
	(c) Tell othes and he himself left for school		
	(d) Should inform the police.		
Total Score Page 3			<input type="text"/>

Sr. No	Statements	Alternative	Score
7.	If your mother made some favorite sweets for you and after eating your own share you also wish to eat more, than what do you do ?		
	(a) You asked more sweets from mother and eat it ?	<input type="checkbox"/>	
	(b) Eat brother's share silently.	<input type="checkbox"/>	1
8.	If you have only one fake currency and you are hungry than what do you do ?		
	(a) By not telling give fake currency to the hotel owner	<input type="checkbox"/>	
	(b) By telling truth asked for food.	<input type="checkbox"/>	1
9.	Gopal and Ramesh beat Rohan, Rohit save Rohan, that's why Gopal and Ramesh also beat Rohit than who is out of them from the following ?		
	(a) Rohan	<input type="checkbox"/>	
	(b) Rohit	<input type="checkbox"/>	
	(c) Gopal and Ramesh	<input type="checkbox"/>	2
	(d) None of these.	<input type="checkbox"/>	
10.	If your parents doesn't like any of your friend and you have to go to his birthday than what do you do ?		
	(a) By telling truth you obey their saying	<input type="checkbox"/>	
	(b) By making any excuse you went.	<input type="checkbox"/>	1
11.	You went to your friend's house and you like your friend's watch very much than what do you do ?		
	(a) Praise about the watch to your friend	<input type="checkbox"/>	
	(b) As soon as friend left room keep the watch in pocket.	<input type="checkbox"/>	1
12.	If you went to market to buy something and shopkeeper give you more money by mistake than do you do ?		
	(a) You return extra money to the shopkeeper	<input type="checkbox"/>	
	(b) Feel happy by having money and keep it.	<input type="checkbox"/>	1

Sr. No	Statements	Alternative	Score
13.	If you and your friend went to market and both like the same watch than what do you do ?	<input type="checkbox"/>	
	(a) He bought watch for his friend	<input type="checkbox"/>	
	(b) In front of your friend you criticize about the watch and later on himself buy it.	<input type="checkbox"/>	
14.	Sita and Gita likes Radha because she doesn't tell a lie, Nilu, Rinu and Minu annoyed with Radha because she doesn't tell a lie than what likes Nilu, Rinu and Minu ?	<input type="checkbox"/>	
	(a) Annoyance	<input type="checkbox"/>	
	(b) Friendship	<input type="checkbox"/>	
	(c) Radha	<input type="checkbox"/>	
	(d) Telling Lie.	<input type="checkbox"/>	
15.	If you don't know any answer in examination that what do you do ?	<input type="checkbox"/>	
	(a) By imitating friend write it down	<input type="checkbox"/>	
	(b) Leave the question.	<input type="checkbox"/>	
16.	If you don't have electricity in your house for the last five days then what do you do ?	<input type="checkbox"/>	
	(a) Wait for to restore electricity	<input type="checkbox"/>	
	(b) Take electricity from other place.	<input type="checkbox"/>	
17.	If you buy CD of a film and your friend like the film very much than what do you do ?	<input type="checkbox"/>	
	(a) By increasing the cost of CD you told so that he can't by it	<input type="checkbox"/>	
	(b) You give it in the same price.	<input type="checkbox"/>	
18.	Your health is bad and your mother asked to take the medicine than what do you do ?	<input type="checkbox"/>	
	(a) Take the medicine by closing eyes	<input type="checkbox"/>	
	(b) By telling that take it, throw the medicine.	<input type="checkbox"/>	
Total Score Page 5			

Sr.No	Statements	Alternative	Score
19.	You have cough and ice-cream is kept in home than what do you do ?	<input type="checkbox"/>	<input type="text" value="1"/>
	(a) You eat ice-cream by hiding others eyes	<input type="checkbox"/>	
	(b) Try to avoid eating ice-cream.		
20.	If your friend give money for bringing book than what do you do ?	<input type="checkbox"/>	<input type="text" value="1"/>
	(a) By telling wrong price keep the money	<input type="checkbox"/>	
	(b) By telling right price return the balance money.		
21.	If your friends one nice pen left in your house than what do you do ?	<input type="checkbox"/>	<input type="text" value="1"/>
	(a) You return it	<input type="checkbox"/>	
	(b) You keep it.		
22.	Brother of Chandrabhan never become angry if Chandrabhan take away his watch than what he would do ?	<input type="checkbox"/>	<input type="text" value="1"/>
	(a) Take revenge	<input type="checkbox"/>	
	(b) Becorr e angry	<input type="checkbox"/>	
	(c) Doesn't show anger	<input type="checkbox"/>	
	(d) Do what he likes.	<input type="checkbox"/>	
23.	In examination, if your friend doesn't know the answer of a question and he asked you to tell repeatedly than what do you do ?	<input type="checkbox"/>	<input type="text" value="1"/>
	(a) You deny him due to less time	<input type="checkbox"/>	
	(b) Giving excuse by telling that you don't answer that question.		
24.	If your brother brought other's things than what do you do ?	<input type="checkbox"/>	<input type="text" value="1"/>
	(a) You scold him	<input type="checkbox"/>	
	(b) You feel happy for this.		

Total Score Page 6

Sr. No	Statements	Alternative	Score
25.	If your sister asked you to keep Rs, 500/- and she forgot to take it than what do you do ?	<input type="checkbox"/>	<input type="text"/>
	(a) Never return the money	<input type="checkbox"/>	
	(b) By reminding this return the money.		
26.	If you and your brother make a programme to see film and which is favorite hero's film for both of them. When you went to buy the ticket you get only one ticket, than what do you do ?	<input type="checkbox"/>	<input type="text"/>
	(a) You tell your brother about getting only one ticket	<input type="checkbox"/>	
	(b) You tell your brother that ticket is unavailable and you went to see the film.		
27.	Sohan is a poor boy and his mother is ill than from where he is able to treat his mother ?	<input type="checkbox"/>	<input type="text"/>
	(a) By stealing	<input type="checkbox"/>	
	(b) By begging	<input type="checkbox"/>	
	(c) By labour	<input type="checkbox"/>	
	(d) By talking debt.	<input type="checkbox"/>	
28.	If you beat your brother due to some reason and after hearing his cry mother ask you than what is your reply ?	<input type="checkbox"/>	<input type="text"/>
	(a) You told the reason for beating	<input type="checkbox"/>	
	(b) You told that he is crying because he fell down.		
29.	If ball come to your house from your neighbour's child than what do you do ?	<input type="checkbox"/>	<input type="text"/>
	(a) Keep the ball by hiding	<input type="checkbox"/>	
	(b) Give the ball.		
30.	How you give all answers in examination ?	<input type="checkbox"/>	<input type="text"/>
	(a) By asking friend	<input type="checkbox"/>	
	(b) By honesty.		

Total Score Page 7

APPENDIX E
SOCIO-ECONOMIC STATUS

Occupation of the head of the family

S.No	Occupation of the Head	Score
1	Legislators, Senior Officials & Managers	10
2	Professionals	9
3	Technicians and Associate Professionals	8
4	Clerks	7
5	Skilled Workers and Shop & Market Sales Workers	6
6	Skilled Agricultural & Fishery Workers	5
7	Craft & Related Trade Workers	4
8	Plant & Machine Operators and Assemblers	3
9	Elementary Occupation	2
10	Unemployed	1

Education of the Head of the family

S.No	Education of the Head of the family	Score
1	Profession or Honours	7
2	Graduate	6
3	Intermediate or diploma	5
4	High school certificate	4
5	Middle school certificate	3
6	Primary school certificate	2
7	Illiterate	1

Total monthly income of the family

S.No	Updated Monthly Family Income in Rupees (2012)	Updated Monthly Family Income in Rupees (2018)	Updated Monthly Family Income in Rupees (2019)	Updated Monthly Family Income in Rupees (2020)	Score
1	≥ 30,375	≥ 126,360	≥ 78,063	≥ 199,862	12
2	15,188-30,374	63,182-126,359	39,033-78,062	99,931-199,861	10
3	11,362-15,187	47,266-63,181	29,200-39,032	74,756-99,930	6
4	7594-11,361	31,591-47,265	19,516-29,199	49,962-74,755	4
5	4556-7593	18,953-31,590	11,708-19,515	29,973-49,961	3
6	1521-4555	6327-18,952	3,908-11,707	10,002-29,972	2
7	≤1520	≤6326	≤3,907	≤10,001	1

Kuppuswamy's socio-economic status scale 2020

S. No	Score	Socioeconomic class
1	26-29	Upper (I)
2	16-25	Upper Middle (II)
3	11-15	Lower Middle (III)
4	5-10	Upper Lower (IV)
5	≤5	Lower (V)