



Influence of Parenting Styles on Moral Skills Acquisition of Primary School Pupils: Community Service Perspective

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ABSTRACT

This study investigated the influence of parenting styles on the moral skills of primary school pupils, which was taken from the community service program. The sample consisted of 378 pupils from both public and private schools, with their parents selected through the pupils. A descriptive survey design was employed. Four hypotheses were formulated and tested using inferential statistics, specifically Linear Regression, with a significance level of 0.05. The collected data were analyzed using descriptive statistics, including percentages and frequency counts. The findings of the study revealed a significant influence of parenting styles on the moral skills of primary school pupils. Each parenting style was examined individually to determine its influence on moral skills. The results revealed that the authoritarian parenting style influenced pupils' moral skills. Additionally, the authoritative parenting style influenced pupils' moral skills. However, the permissive parenting style had no significant influence on pupils' moral skills, and the neglectful parenting style had no significant influence on pupils' moral skills. In conclusion, it was found that authoritarian and authoritative parenting styles had a significant influence on the acquisition of pupils' moral skills. Therefore, it is recommended that parents be educated on the importance of adopting authoritative and authoritative parenting styles to promote the moral development of their children.

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1. INTRODUCTION

The prevalence of social vices in our society today is increasing, indicating a lack of emphasis on the development of moral skills from childhood. It is rare to find an educational institution that is free from social vices, as they exist in primary, secondary, and tertiary settings. Social vices encompass various immoral activities and bad habits such as prostitution, indecent dressing, robbery, cultism, pickpocketing, drug addiction, gambling, and rape. These issues stem from a lack of moral skills development at the grassroots level.

Moral development refers to the gradual and progressive development of an individual's understanding of right and wrong principles, conscious and ethical values, religious beliefs, social attitudes, and behaviors. According to the Psychology Dictionary, moral development suggests that as humans grow older and gain more experience, their comprehension of moral concepts improves (see <https://psychologydictionary.org/moral-development/>). Merriam-Webster (2022) defines morality as what is right and wrong in human behavior, while the APA Dictionary of Psychology describes moral skills development as the gradual formation of an individual's concepts of right and wrong, conscience, ethical and religious values, social attitudes, and behavior.

Marvin Berkowitz, Ph.D., an expert advisory board member at the Center for Character and Citizenship at the University of Missouri-St. Louis recognizes the importance of moral development in children and adolescents. He acknowledges that no society, community, or family can thrive or even survive without members who possess the fundamental moral qualities necessary for effective and nurturing interactions.

It is up to every generation to intentionally focus on fostering the development of morality in their younger youth because eventually, they will take over running the world. So, human morality is that which promotes the well-being, flourishing, and autonomy (rights) of everyone and the world in which they all live.

Some moral development features are the following. Reasoning, everyone needs to be able to think about and figure out what is morally right. Self-Control, there is a need to be able to control our impulses and behavior and direct them toward what is right. Self-Knowledge, it is very important to work to understand ourselves, others, and relationships between people, as we need to know how we feel, think, and what works or doesn't work, we all know some people who seem to have a very accurate sense of why they do the odd things they (and all of us) do, and we likely know others who seem not to have a clue about themselves, perhaps thinking they never make mistakes or are never at fault for the problems they routinely cause. Identity is your sense of self and what kind of person you are and part of that is your "moral identity" This is about how important it is to you to be a moral (good) person, that seems universal, but sadly it is not, there are lots of parts of identity (like gender, age, race, intelligence, sense of humor), morality is only one piece for some people, it is central and for others, it is less so, moral development requires a strong moral identity, morality must be central to both who we think we are and who we want to be. Also, social intelligence, we need to understand, form, support, and repair a wide range of relationships, we need to be aware of the thoughts, feelings, and motives of others. Conscience, we need to care about what is right and we must feel appropriate negative feelings when we do not do the right thing, or when we simply think about doing otherwise. Pro-Social Values We also need a solid set of pro-social values, for example, we need to care about what happens to other people, even people we do not know.

Parents are expected to play a vital role in the moral skills development of a child. This is an active role in shaping the foundation of morality in your child and can utilize it to help your

child grow up to become a considerate human being. Guidelines on how to promote moral development in children, set rules and utilize teaching opportunities: your child must have a clear demarcation between what to do and what not to do. Take time to explain to your child why certain behaviors like lying or hurting someone are wrong, and use this as an opportunity to teach a moral lesson to your child. Positive reinforcement, reward a morally right behavior with positive reinforcement this encourages the child and he continue the behavior. Be a good role model: children are very impressionable and mimic adults sometimes, this is why it is important to exercise kindness and compassion in the way you deal with others and your children. participation: tasks like volunteering can instill a strong sense of community and the idea of giving back to your child. Working side by side with your children as you clean up parks or help out at senior homes can help your child grow into a socially and emotionally skilled individual (see <https://wowparenting.com/blog/tips-to-promote-moral-development-inchildren/>).

The following moral skills that parents should try to instill in their children during early childhood. Gratitude is the readiness to show appreciation and thankfulness for what you have. It begins with contentment. Cultivate contentment and gratitude in your child by teaching them to be thankful for what they have in life. Teach them to never take anyone or anything for granted.

Children read in books that “honesty is the best policy.” But to learn its true meaning, they need to practice it continuously. A child can nurture honesty by being truthful toward their parents, teachers, and others around them. Acquaint the child with the fact that it is always best to accept a mistake with honesty instead of lying to cover it up. Show them how they can begin with small steps, such as being honest with their teacher and classmates.

Sharing is caring. Thus, a child must know the importance of sharing with those in need of them. Sharing is an act that should bud out of selflessness. You can teach your child to share their belongings/resources with others who might need those things desperately. Encourage the child to share their toys with their siblings and cousins or donate some books, food, and clothes to the less privileged children.

Empathy is considered the capacity to which an individual can understand another person’s problems, issues, and concerns. It is like putting yourself into someone else’s shoes. To raise an empathetic child, you need to be empathetic to them first. Listen to their concerns, issues, and problems, and try to help them. Come up with mutually agreed solutions.

Compassion is the feeling of love and care that you feel towards others. It is a step ahead of empathy since you not only feel the other person’s feelings but also strive to help them with their problems. The development of this positive emotion will help your child develop positive relationships with others.

Cooperation is an act of extending help to others to attain a goal that is often mutual. Collaboration at home is the first step towards developing a sense of cooperation. Doing household chores together and listening to each other’s problems are some acts of cooperation that a family should follow. Such actions help a growing child think of “we” rather than “me.”

Young children should learn to respect every individual irrespective of age, caste, creed, religion, ethnicity, beliefs, and difference of perspective. It is a crucial step to develop healthy social and professional relations when a child grows up. Talking politely to the school bus driver or house help is an example that you can set for your child.

Equality is an integral part of several moral values, such as justice. Treating all individuals equally in terms of rights, opportunities, and status is essential for eradicating thoughts of

supremacy. You can set the right examples by allowing your child to play with other children, irrespective of their social differences.

Justice equips a child to stand against unfair and unjust behaviors and attitudes. It helps them decide between right and wrong and then choose the right path. Set examples of justice right at home. For instance, set the same lights-out time for the child and their sibling with no exceptions. You could politely explain why elders get extra time to stay awake since they have to wind up all the household chores.

A willingness to do difficult things in difficult situations is called courage. This ethical practice prepares an individual to do what is right. The next time your child shows the courage to complain about a classmate who was bullying a new student, praise them for their courage. Tell them that it is a proud moment for you to know that they are courageous.

It is the ability to accept the difference of perspective with another person. It widens the child's perspective and helps them see a situation in a relatively different way. For instance, if a child and their sibling disagree on some issue, ask them to calmly listen to each other's opinions without prejudice. Teach them to accept the other person's perspective and arrive at the best solution through discussion.

It plays a vital role in making your child a kind and socially responsible person. A generous child will be ready to give his/her time and help others liberally and irrespective of any prerequisites. Let your child extend their hand of help to others who need it. Whatever little they can do, let them do.

The best way to make your child responsible is to set an example yourself. A few acts of responsibility that you can adopt at home are washing your dishes, filling empty water bottles, keeping shoes at designated places, spending time with family, and following a routine. You can help them learn better by assigning them responsibilities and showering praise when they complete all the assigned tasks.

Perseverance is an act of putting in persistent efforts to achieve a goal or accomplishment. Teaching perseverance is about acquainting your child with a never-say-die attitude. Inculcate it in daily life. For instance, if the child gets poor grades, then instead of berating them, motivate them to keep working until they attain the best grades. Shower words of motivation, whenever possible, to teach the child to be perseverant.

Although by age 6 years most children will have a conscience (internalized rules of society), they vary greatly in their level of moral development ([Guthrie, 2006](#)). For the younger youth, many still subscribe to the notion that rules are established and enforced by an authority figure (parent or teacher), and decision-making is guided by self-interest (avoidance of negative and receipt of positive consequences). The needs of others are not strongly considered in decision-making. As they grow older, most will recognize not only their own needs and desires but also those of others, although personal consequences are still the primary driver of behavior. Social behaviors that are socially undesirable are considered wrong. By age 10-11 years, the combination of peer pressure, a desire to please authority figures and an understanding of reciprocity (treat others as you wish to be treated) shapes the child's behavior. The parenting styles of an individual also determine how a child will behave in society. There are different families, such as single-parent homes, two-parent homes, and multiple parents' homes which are generally known as polygamy. In these homes you find different styles of parenting being used in the upbringing of their children.

Parenting is the process of raising children and providing them with protection and care to ensure their healthy development into adulthood. The key functions of a child's family are to raise the young child in a healthy manner as possible. The parent's role is to provide the child with safe, secure, nurturing, and loving as well as support the child's environment, as one that

allows the offspring to have a happy and healthy youth life. This sort of experience allows the youth to develop in knowledge, value, attitude, and behavior necessary to become an adult, making a productive contribution to themselves, the family community, and the larger society. What a parent does to fulfill these “duties” or roles is termed parenting in other words, parenting is a term that summarizes the behavior of a person, usually a mother or father in the process of raising a child.

Furthermore, parenting styles are the methods that parents use to raise their children. By these methods, they express their attitudes towards their children and the rules and standards that they apply to their children. Parenting style is a psychological construct representing standard strategies that parents use in their child-rearing. The quality of parenting can be more essential than the quantity of time spent with the child. For instance, the parent may be engaging in a different activity and not demonstrating enough interest in the child. Parenting styles are the representation of how parents respond to and make demands on their children. Parenting practices are specific behaviors, while parenting styles represent broader patterns of parenting practices. There are various theories and opinions on the best ways to rear children, as well as differing levels of time and effort that parents are willing to invest, children go through different stages in life, therefore parents create their parenting styles from a combination of factors that evolve as children begin to develop their personalities. During the stage of infancy, parents try to adjust to a new lifestyle in terms of adapting and bonding with their new infant. Developmental psychologists distinguish between the relationship between the child and parent, which ideally is one of attachment, and the relationship between the parent and child, referred to as bonding. In the stage of adolescence, parents encounter new challenges, such as adolescents seeking and desiring freedom.

Parenting styles are categorized into four (4) types (1. permissive, 2. authoritative, 3. uninvolved, and 4. authoritarian), these are based on the work of Diana Baumrind, a developmental psychologist, and Stanford researchers Eleanor Maccoby and John Martin. Each parenting style has different effects on children's behavior and can be identified by certain characteristics, the psychologists also found that two main components determine each of the parenting styles, one is responsiveness, meaning how much input and freedom you are willing to give your child. And the other is demandingness (or demand), meaning how strict you are, or how much obedience you demand from your children. Based on this, researchers have identified 4 types of parenting styles as follows: Authoritarian parenting styles (low responsiveness/ high demand: Authoritarian parents are demanding, but not responsive. Meaning they are big believers in setting rules for children to follow, but not much interested in considering their children's point of view. As a result, this type of parent is very strict and controlling, authoritarian parents tend to use punishment instead of discipline the most, so rather than teaching a child how to make better choices, they focus on getting children to feel “sorry” for their actions and be obedient [\(Cabanatuan & Ahmad, 2022\)](#)).

Authoritative parenting styles (mid responsiveness/ mid demand): Authoritative parents seek a balance between a child's desire for freedom and their need to be listened to. These parents are both demanding and responsive; meaning they have rules and consequences but they also consider their child's opinions. Authoritative parents use a positive discipline model where they focus on problem-solving and strategies to reinforce good behavior. This type of parent sets high expectations, but also values open communication with their child, so while an authoritative parent is ultimately in charge, they make the effort to understand and support their children as well. Permissive parenting styles (high responsiveness/ low demand): Permissive parents, while loving and accepting, make few demands of their

children. They are lenient and may worry about stopping a child's creativity by interfering. Permissive parents tend to give children what they ask for and they avoid conflict whenever possible, if they do use consequences, they don't always stick with them. A child can often get privileges back if they beg and promise to be good. Permissive parents will encourage their kids to talk about issues, but they rarely put much effort into helping them problem-solve or teaching them how to make better choices. Uninvolved parenting styles (no responsiveness/ no demand): Of all the parenting styles, this one is the most dangerous. Uninvolved parents demand almost nothing and give almost nothing in return. Uninvolved parents expect children to raise themselves. They don't set expectations, boundaries, or consequences. They may spend a lot of time away from home, leaving kids to fend for themselves. In a worst-case scenario, these parents may not even put in the energy needed to meet their children's basic needs. It can verge into neglected territory. Uninvolved parents may have another issue at play that interferes with their ability to care for their child; such as substance abuse problems, mental health issues, lack of education, severe financial stress, etc.

Most people default to one particular style, but it is possible to shift between the 4 types of parenting styles in different scenarios. For example, you may be primarily authoritative, but in certain situations, you give in to your children and become permissive. Each style takes a different approach to raising children, offers different pros and cons, and can be identified by many different characteristics. People often want to know which parenting style they are using—and which the best is. The truth is that there is no one right way to parent, but the general parenting style that most experts, including the American Academy of Pediatrics (AAP), recommend is an authoritative approach (see <https://www.verywellfamily.com/types-of-parenting-styles-1095045>).

One of the objectives of primary education in Nigeria as written in the National Policy on Education is to mold the character and develop a sound attitude toward "morals" in the child.

The problem addressed in this study is the influence of parenting styles on the acquisition of moral skills among primary school pupils. As children progress through their educational journey, the development of moral skills becomes crucial for their overall growth and societal integration. However, the impact of different parenting styles on the formation of moral skills in primary school pupils remains understudied. Understanding how parenting styles influence the acquisition of moral skills is important for educators, parents, and policymakers in fostering the development of ethical behavior and responsible decision-making among primary school children. By investigating the relationship between parenting styles and moral skills acquisition, this study aims to fill the existing gap in knowledge and provide valuable insights into effective strategies for promoting positive moral development among primary school pupils.

The following hypotheses are formulated to guide this study as stated.

- (i) Ho1 There is no significant influence of authoritarian parenting style on moral skills development in Ilorin South, Local Government, Area Kwara state
- (ii) Ho2 There is no significant influence of authoritative parenting style on moral skills development in Ilorin South, Local Government, Area Kwara state.
- (iii) Ho3 There is no significant influence of permissive parenting style on moral skills development in Ilorin South, Local Government, Area Kwara state.
- (iv) Ho4 There is no significant influence of neglected parenting style on moral skills development in Ilorin South, Local Government, Area Kwara state.

2. METHODS

The descriptive survey research design was adopted for this study, as it was deemed suitable for investigating the relationship between parenting styles and the acquisition of moral skills among primary school pupils. The population of interest in this study consisted of all the pupils and their parents in Ilorin South Local Government Area, Kwara State. In Ilorin South Local Government Area, there were a total of 16,179 pupils, encompassing both public and private primary schools. The target population for this study was primary five pupils attending public and private primary schools in Ilorin South Local Government Area, Kwara State.

A sample size of 378 pupils and their parents was determined based on the advice of the research advisor, aiming for generalizability. The researcher employed a simple random sampling technique to select the sample for the study. The final sample size of 377 pupils was selected from both public and private schools, utilizing intact classes. The sample should be sufficient to ensure a representative representation of the population, thus justifying the use of simple random sampling.

The instruments utilized in this study were questionnaires developed by the researcher to assess parenting styles from the perspective of the selected pupils' parents. Additionally, a rating scale titled "RC" was employed to assess the degree to which a child exhibited specific traits or behaviors in acquiring moral skills. The data obtained from the study were analyzed using descriptive statistics such as percentages and frequency counts. Demographic information of the respondents was described using percentage and frequency counts, while inferential statistics of Linear Regression were employed to analyze all the hypotheses at a 0.05 level of significance.

3. RESULTS AND DISCUSSION

Inferential statistic of Linear Regression was adopted to test research hypotheses generated at 0.05 at the level of significance. **Table 1** shows the gender respondents on the influence of parenting styles on the moral skills of primary school pupils. One hundred and seventy-three (173) of the respondents representing (45.9%) were male while two hundred and four (204) of the respondents representing 54.1% were female. From the analysis above, it was indicated that female respondents were found to be more in number than male respondents. Thus, because of the above result, female respondents' responses prevailed on the influence of parenting styles on the moral skills of primary school pupils.

Table 1. Distribution of respondents based on gender.

Gender	Frequency	Percentage (%)
Male	173	45.9
Female	204	54.1
Total	377	100.0

3.1. Ho1 There is no significant influence of authoritarian parenting style on the moral skills of primary school pupils in Ilorin South Local Government Area Kwara state

Table 2 shows the regression Analysis of the influence of authoritarian parenting style on the moral skills of primary school pupils in Ilorin South Local Government Area Kwara state. The result indicated that there was a significant influence of authoritarian parenting style on the moral skills acquisition of pupils ($R = 0.086$) while the R-Square is 0.084 which means that the independent variable (authoritarian parenting style) explained 86% variation of the

dependent variable (moral skill). This indicates a good fit for the regression equation. Thus, this is a reflection that the authoritarian parenting style significantly influenced the moral skill of primary school pupils in Ilorin South Local Government Area Kwara state ($F(1,376) = 35.479$, $P < 0.05$). The hypothesis is therefore rejected in light of the result since the significant value (.000) is less than 0.05. This implies that the authoritarian parenting style has a significant influence on the moral skill acquisition of primary school pupils.

Table 2. Summary of regression analysis showing the significant influence of authoritarian parenting style on the moral skills of primary school pupils.

Variable	Mean	SD	n	R	R Square	Adjusted R Square	F	Sig.
Authoritarian	20.02	6.742	377	0.294	0.084	0.084	35.479	0.000
Moral Skill	13.54	4.789						

3.2. Ho2 There is no significant influence of authoritative parenting style on the moral skills acquisition of primary school pupils in Ilorin South Local Government Area Kwara State

Table 3 shows the regression Analysis of the influence of authoritative parenting style on the moral skills of primary school pupils in Ilorin South Local Government Area Kwara state. The result indicated that there was a significant influence of authoritative parenting style on the moral skills acquisition of pupils ($R = 0.167$) while the R-Square is 0.028 which means that the independent variable (authoritative parenting style) explained 28% variation of the dependent variable (moral skill). This indicates a good fit for the regression equation. Thus, this is a reflection that the authoritative parenting style significantly influenced the moral skill acquisition of primary school pupils ($F(1,376) = 10.719$, $P < 0.05$). The hypothesis is therefore rejected in light of the result since the significant value (.001) is less than 0.05. This implies that the authoritative parenting style has a significant influence on the moral skill of primary school pupils in Ilorin South Local Government Area Kwara state.

Table 3. Summary of regression analysis showing the significant influence of authoritative parenting style on the moral skills of primary school pupils.

Variable	Mean	SD	n	R	R Square	Adjusted R Square	F	Sig.
Authoritarian	18.70	5.493	377	0.167	0.028	0.025	10.719	0.001
Moral Skill	13.54	4.789						

3.3. Ho3: There is no significant influence of permissive parenting style on the moral skills of primary school pupils in Ilorin South Local Government Area Kwara State

Table 4 shows the regression Analysis of the influence of permissive parenting style on the moral skills acquisition of primary school pupils. The result indicated that there was no significant influence of permissive parenting style on moral skills acquisition ($R = 0.010$) while the R-Square is 0.000 which means that the independent variable (permissive parenting style) explained 0% variation of the dependent variable (moral skill). This indicates a good fit for the regression equation. Thus, this is a reflection that permissive parenting style did not significantly influence the moral skill of primary school pupils in Ilorin South Local Government Area Kwara state ($F(1,376) = 0.039$, $P < 0.05$). The hypothesis is therefore rejected in light of the result since the significant value (0.844) is less than 0.05. This implies that a permissive

parenting style has a significant influence moral skills of primary school pupils in Ilorin South Local Government Area Kwara state.

Table 4. Summary of regression analysis showing the significant influence of authoritative parenting style on the moral skills of primary school pupils.

Variable	Mean	SD	n	R	R Square	Adjusted R Square	F	Sig.
Permissive	18.22	4.494	377	0.010	0.000	-0.003	0.039	0.844
Moral Skill	13.54	4.789						

3.4. Ho4: There is no significant influence of neglect parenting style on the moral skills of primary school pupils in Ilorin South Local Government Area Kwara State

Table 5 shows the regression Analysis of the influence of neglecting parenting style on the moral skills of primary school pupils in Ilorin South Local Government Area Kwara state. The result indicated that there was no significant influence of neglectful parenting style on moral skills ($R = 0.048$) while the R-Square is 0.002 which means that the independent variable (neglecting parenting style) explained 02% variation of the dependent variable (moral skill). This indicates a good fit for the regression equation. Thus, this is a reflection that neglecting parenting style did not significantly influence the moral skills of primary school pupils in Ilorin South Local Government Area Kwara state ($F(1,376) = .852, P < 0.05$). The hypothesis is therefore accepted in light of the result since the significant value (.356) is more than 0.05. This implies that neglecting parenting style has no significant influence on the moral skills acquisition of primary school pupils in Ilorin South Local Government Area Kwara state.

Table 5. Summary of regression analysis showing the significant influence of neglect parenting style on the moral skills of primary school pupils.

Variable	Mean	SD	n	R	R Square	Adjusted R Square	F	Sig.
Neglecting	18.95	4.365	377	0.048	0.002	0.000	0.582	0.356
Moral Skill	13.54	4.789						

3.5. Discussion of the Findings

The finding of this study revealed that the authoritarian parenting style had a significant influence on the moral skills of primary school pupils. This result aligns with previous research that has also demonstrated the impact of authoritarian parenting on various aspects of child development, including moral development (Steinberg *et al.*, 1994; Smetana, 2017). The authoritarian parenting style is characterized by strict rules, high control, and low responsiveness (Baumrind, 1991). It often involves parents imposing their rules and expectations without providing explanations or considering the child's perspective. The strictness and demand for obedience in authoritarian parenting may contribute to the development of moral skills in children. It sets clear boundaries and expectations for behavior, emphasizing the importance of following rules and complying with authority figures.

This finding is consistent with previous research that has indicated a positive relationship between authoritarian parenting and moral development. For instance, Steinberg *et al.* (1994) found that adolescents with authoritarian parents displayed higher levels of moral reasoning. Similarly, Smetana (2017) reported that authoritarian parenting was associated with a greater emphasis on authority and respect for rules in children's moral judgments.

The finding of this study indicates that an authoritative parenting style had a significant influence on the acquisition of moral skills among primary school pupils. This finding aligns with previous research that has consistently highlighted the positive impact of authoritative parenting on various aspects of child development, including moral development (Baumrind, 1991; Darling & Steinberg, 1993; Lamborn *et al.*, 1991).

The authoritative parenting style is characterized by a combination of warmth, responsiveness, clear expectations, and open communication (Baumrind, 1991). It encourages independence and autonomy in children while also providing guidance and support. Such a parenting approach fosters a positive parent-child relationship and creates an environment conducive to moral skill acquisition.

The finding of this study is consistent with previous research that has highlighted the positive association between authoritative parenting and moral development. For example, Darling and Steinberg (1993) found that adolescents with authoritative parents displayed higher levels of moral reasoning and prosocial behavior. Lamborn *et al.* (1991) also reported that authoritative parenting was associated with more advanced moral development in adolescents.

The positive influence of authoritative parenting on moral skill acquisition can be attributed to several factors. The emphasis on open communication and explanation of rules allows children to understand the underlying moral principles and reasons behind specific behaviors. The supportive and responsive nature of authoritative parenting promotes empathy, perspective-taking, and moral reasoning in children (Darling & Steinberg, 1993).

However, it is essential to recognize that the influence of authoritative parenting on moral skill acquisition is not solely dependent on the parenting style itself. Cultural and contextual factors, as well as individual differences, can also play a role (Herdian & Maryanti, 2023). Nevertheless, authoritative parenting provides a nurturing and structured environment that supports children's moral development.

The finding of this study revealed that a permissive parenting style did not have a significant influence on the moral skills of primary school pupils. This finding is in line with previous research that has highlighted the potential limitations of permissive parenting in promoting certain aspects of child development, including moral development (Baumrind, 1991; Lamborn *et al.*, 1991). Permissive parenting style is characterized by low control and high warmth, where parents are indulgent, lenient, and permissive of their children's behavior (Baumrind, 1991). They tend to have few demands or expectations and may avoid disciplining their children. This parenting approach often lacks clear rules and boundaries, which can impact children's moral skill development.

The finding that a permissive parenting style did not significantly influence the moral skills of primary school pupils is consistent with previous research. Studies have shown that children raised in permissive environments may struggle with self-regulation, impulse control, and understanding and adhering to moral standards (Baumrind, 1991). The absence of clear guidelines and consequences can hinder children's understanding of right and wrong and their ability to make responsible moral judgments. However, it is important to note that the influence of parenting styles on moral development is complex and multifaceted. Other factors, such as the child's characteristics, peer relationships, and cultural context, can also contribute to their moral development (Eisenberg *et al.*, 2006). Additionally, the impact of permissive parenting may vary depending on specific cultural norms and values (Chao & Tseng, 2002).

While the finding suggests that a permissive parenting style did not significantly influence the moral skills of primary school pupils, it is crucial to consider the broader implications of

this parenting approach. Permissive parenting may have potential drawbacks, such as the potential for children to exhibit self-centered behaviors or a lack of self-discipline. Further research is needed to explore the long-term effects of permissive parenting on moral development and to examine potential moderating factors that may influence the relationship between permissive parenting and moral skill acquisition.

The finding of this study posited that neglectful parenting style did not have a significant influence on the moral skills of primary school pupils. This finding aligns with previous research that has highlighted the potential negative impact of neglectful parenting on various aspects of child development, including moral development (Baumrind, 1991; Lamborn *et al.*, 1991). A neglectful parenting style is characterized by low levels of both control and warmth, where parents are disengaged, unresponsive, and fail to meet their children's emotional and physical needs (Baumrind, 1991). This parenting approach often involves a lack of supervision, guidance, and emotional support, which can have detrimental effects on children's overall development, including their moral skill acquisition.

The finding that neglectful parenting style did not significantly influence the moral skills of primary school pupils is consistent with previous research. Studies have indicated that children raised in neglectful environments may struggle with self-regulation, empathy, and moral understanding (Baumrind, 1991; Lamborn *et al.*, 1991). The lack of parental involvement and emotional availability can impede children's ability to develop a strong moral compass and make responsible moral choices.

However, it is important to note that the influence of parenting styles on moral development is complex and can be influenced by various factors. Other environmental factors, such as peer relationships, community influences, and cultural norms, can also shape children's moral development (Eisenberg *et al.*, 2006). Additionally, individual differences among children may moderate the impact of neglectful parenting on moral skill acquisition.

4. CONCLUSION

In conclusion, the findings of this study shed light on the influence of different parenting styles on the moral skills of primary school pupils. The results indicate that authoritarian parenting style and authoritative parenting style significantly influence the acquisition of moral skills among pupils. These findings highlight the importance of a structured yet supportive parenting approach in promoting positive moral development. On the other hand, the study found that permissive parenting style and neglectful parenting style did not have a significant influence on pupils' moral skills. These findings emphasize the potential limitations and drawbacks of parenting styles that lack clear boundaries and emotional engagement. Overall, these findings underscore the significance of parenting styles in shaping the moral development of primary school pupils, with the authoritative parenting style showing the most positive impact.

Recommendations are the following:

- (i) Parents should be educated about the benefits of adopting authoritative parenting styles, as these styles have been shown to significantly influence the moral skills of pupils. Encouraging parents to provide clear expectations, open communication, and a nurturing environment can contribute to the development of strong moral foundations in their children.
- (ii) Parents, teachers, and policymakers need to recognize that permissive parenting styles may not have a significant influence on pupils' moral skills. Therefore, efforts should be made to encourage parents to set appropriate boundaries and provide guidance to foster moral development.

- (iii) Neglectful parenting styles were also found to have no significant influence on pupils' moral skills. It is crucial to raise awareness about the potential negative impact of neglectful parenting and promote parental involvement, emotional support, and guidance to enhance moral development in children.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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