



# IMPACT OF PARENTAL INVOLVEMENT ON MORAL DEVELOPMENT OF SCHOOL STUDENTS CHATTISGARH

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## SUMMARY

The present study is conducted on students of Chhattisgarh state. The sample for given study consists of 852 students. The sample is collected by using Random Sampling Method. For collection of sample with respect to parental involvement scale by Vijaylaxmi Chauhan and Mrs Gunjan Ganotra and for moral development scale by Dr Alpana Sen Gupta and Dr Shagufta Fakruddin (Phd) was used. For statistical analysis ANOVA is used. Conclusion revealed that there exists significant interaction between parental involvement on moral development of school students of Chhattisgarh state.

## INTRODUCTION

The family is a world in itself. It is not at all possible for, child to leave their life without their parents and family. The child in the family has certain needs which must be fulfilled in order to promote all sided development of child. Parent's personality has its inevitable impact on development of children. First and foremost role of parents is to provide encouragement, support and access such kind of activity that enables the child in their master key developmental task. The parents take a crucial stand when it comes to their children physical, intellectual mental and moral development. Education is important in determining of their child. Favourable attitude towards parental involvement in children future studies as well as their moral development. Moral development is refers to the development in which child develop proper attitude & how to behave well in the society. Moral Development is an important aspect of every child and it is overall depend on parents how to teach a child to distinguish between right & wrong. Parent should spent much more time with the children in doing their homework & have complete look towards their friends and school environment if parent become too much strict with their children then the child should indulge in behavioral deviance.

Focuses on the emerging change, and understanding of morality from infancy through adulthood. Morality develops across a lifetime and is influenced by individual experience and their behaviour when faced with moral issues through different periods of physical and cognitive development. Moral development is considered as the dependent variable of the study. Moral Development is the process by which children develop proper attitude & behaviour towards other people in society, based on social and cultural norms, rules and law. Moral development is a concern for every parent. In other words we can say that moral development is an ability in which a child is able to distinguish between right and wrong & to behave accordingly is a goal of parenting. Moral development may also be defined as change and understanding of morality from infancy to childhood. Think about your behaviour as a young child. How did you decide if something was right or good or bad? Did you follow what your parents did? Did you copy your friend? All this type of question arises in the mind of the child due to the moral development of the child. Moral Development is a complex issue in the beginning of human civilization has been the topic of discussion among the Researcher, Psychologist. Morality develops across a life time emerging from infancy to childhood. Moral development continues from birth till the end and is influenced by individual experience and their behaviour when faced with moral issues through different stages like physical and cognitive development. Morality in itself is often synonymous for “rightness” or “goodness”. It refers to a certain code of conduct that is derived from one culture, one development, one culture, one code of conduct that is derived from one culture, religion or personal philosophy that guide one's action, behaviour and thoughts. Moral development is related to psychology. Moral development proceeds when the individual selfish desires are repressed and replaced by the value of important socialization agents in one's life (for instance parents) (**Sigmund Freud**). How children developed moral reasoning. Researcher rejected the idea that children learn and internalize the rules and morals of society by being given the rules and force to adhere to them (**Piaget**).

## OBJECTIVES

To study significant interaction of parental involvement, gender and type of school on moral development of school students

## Hypothesis

- H<sub>1</sub>** There exists no significant interaction between parental involvement and moral development.
- H<sub>2</sub>** There exists no significant interaction of gender on moral development.
- H<sub>3</sub>** There exists no significant interaction of locale on moral development.
- H<sub>4</sub>** There exists no significant interaction of type of school on moral development.
- H<sub>5</sub>** There exists no significant interaction between parental involvement and gender on moral development.
- H<sub>6</sub>** There exists no significant interaction between parental involvement and locale on moral development.
- H<sub>7</sub>** There exists no significant interaction between parental involvement and type of school on moral development.
- H<sub>8</sub>** There exists no significant interaction between gender and locale on moral development.
- H<sub>9</sub>** There exists no significant interaction on gender and type of school on moral development.
- H<sub>10</sub>** There exists no significant interaction on locale and type of school on moral development.
- H<sub>11</sub>** There exists no significant interaction between parental involvement, gender and locale on moral development.

- H<sub>12</sub>** There exists no significant interaction between parental involvement, gender and type of school on moral development.
- H<sub>13</sub>** There exists no significant interaction between parental involvement, locale and type of school on moral development.
- H<sub>14</sub>** There exists no significant interaction between gender, locale and type of school on moral development.
- H<sub>15</sub>** There exists no significant interaction between parental involvement, gender, locale and type of school on moral development.

### Delimitation

1. The study has been delimited to schools of CG district only.
2. The sample for the study was drawn from the students of 9<sup>th</sup> grade with age limit of 14 to 16 years.
3. The sample for the study consists of only male students from government and non-government schools.

### Research Methodology

#### Poulation

The population for the present study comprises of 852 government and non-government school students.

#### Tools

For collection of sample with respect to parental involvement scale by Vijaylaxmi chauhan and Mrs Gunjan Ganotra and for moral development scale by Dr Alpana Sen Gupta and Dr Shagufta Fakruddin (Phd) was used.

#### Analysis and Interpretation of Data

- H<sub>1</sub>** There exists no significant interaction between parental involvement and moral development.

Source	Type III Sum of Squares	df	Mean Square	F
PARENTALINVOLVEMENTCODE	.654	1	.654	3.145
GENDER	.135	1	.135	.648
LOCALE	.890	1	.890	*4.282
TYPEOFSCHOOL	.031	1	.031	.147
PARENTALINVOLVEMENTCODE * GENDER	.139	1	.139	.667
PARENTALINVOLVEMENTCODE * LOCALE	1.470	1	1.470	*7.069
PARENTALINVOLVEMENTCODE * TYPEOFSCHOOL	1.021	1	1.021	*4.911
GENDER * LOCALE	.140	1	.140	.673
GENDER * TYPEOFSCHOOL	.254	1	.254	1.222
LOCALE * TYPEOFSCHOOL	.180	1	.180	.864
PARENTALINVOLVEMENTCODE * GENDER * LOCALE	.012	1	.012	.059

PARENTALINVOLVEMENTCOD E * GENDER * TYPEOFSCHOOL	.035	1	.035	.169
PARENTALINVOLVEMENTCOD E * LOCALE * TYPEOFSCHOOL	.630	1	.630	3.028
GENDER * LOCALE * TYPEOFSCHOOL	.063	1	.063	.304
PARENTALINVOLVEMENTCOD E * GENDER * LOCALE * TYPEOFSCHOOL	.244	1	.244	1.171
Error	173.865	836	.208	
Total	2649.000	852		
Corrected Total	177.872	851		

Table 1 depicts that the F value of 3.145 for Parental Involvement with df, 1/ 836 for Dishonesty was not found to be significant this shows that both the mean do not differ significantly . Therefore Null Hypothesis stated that “The Moral Reasoning Scores of Higher Secondary schools of C.G will not differ significantly”, is not rejected. Thus it can be concluded that their exist no significant effect of Parental Involvement on Moral Reasoning of high school students of C.G. From the table it can be inferred that the mean Locale scores of Government school students is 17.8826 which is lower than the mean moral reasoning of rural and urban schools students is 18.0918.This shows that Moral Reasoning of Rural schools students is lower than that of Urban schools students.

- H<sub>2</sub>** There exists no significant interaction of gender on moral development.  
The F value of .043 for gender for df 1/836 was not found to be significant. This shows that both the mean do not differ significant. This shows that both the mean do not differ significantly. Therefore Null Hypothesis stated as “The mean on Moral Reasoning scores of Male and Female students of high schools students do not differ significantly” is not rejected. Thus it can be concluded that their exist no significant effect of Gender on Moral Reasoning.
- H<sub>3</sub>** There exists no significant interaction of locale on moral development.  
The F value of 4.437 on locale for df 1/836 was not found to be significant. This shows that both the mean do not differ significant. This shows that both the mean do not differ significantly. Therefore Null Hypothesis stated as “The mean on Moral Reasoning scores of Male and Female students of high schools students do not differ significantly” is rejected. Thus it can be concluded that their exist significant effect of Gender on Moral Reasoning. Thus it can be concluded that their exist no significant effect of Parental Involvement on Moral Reasoning of high school students of C.G. From the table it can be inferred that the mean Locale scores of rural Government school students is 17.88 which is lower than the mean moral reasoning of urban non government schools students is 18.09.This shows that Moral Reasoning of Rural schools students is lower than that of Urban schools students.
- H<sub>4</sub>** There exists no significant interaction of type of school on moral development.  
Further , From the table 1 It can also observed that the F-value For Type of School that is ..147for df 1/836 for Moral reasoning was found to be significant at 0.05 level. This shows that both the mean differ significantly .Therefore Null Hypothesis stated as “The main type of school scores of Government and Non-Government of High school .will not differ significantly from mean Moral Reasoning scores of rural students . Further to find out Government and Non –Government Schools higher level of Moral Reasoning means of Dishonesty scores of Government and Non - Government was calculated.

- H<sub>5</sub>** There exists no significant interaction between parental involvement and gender on moral development.  
The F-value of .667 for df 1/836 for interaction between Parental Involvement and Gender was not found to be significant, this reveals that there is no significant difference influence of interaction between Parental Involvement and Gender on Moral Reasoning. Hence Null Hypothesis is stated as “There is no significant interactional effect of interaction between Parental Involvement and Gender on Moral Reasoning of High schools students”. So hypothesis is not rejected.
- H<sub>6</sub>** There exists no significant interaction between parental involvement and locale on moral development.  
The F-value of 7.069 for df 1/836 for interaction between Parental Involvement and Locale was found to be significant at 0.01 level, this reveals that there is significant difference influence of interaction between Parental Involvement and Locale on Moral Reasoning. Hence Null Hypothesis is stated as “There is significant interactional effect of interaction between Parental Involvement and Locale on Moral Reasoning of High schools students”. So hypothesis is rejected. Thus it can be concluded that there exist no significant effect of Parental Involvement and Locale on Moral Reasoning. Thus it can be concluded that there exist significant effect of Parental Involvement and locale on Moral Reasoning of male students of C.G. From the table it can be inferred that the mean Locale scores of Government school students is 17.77 which is lower than the mean moral reasoning of rural and urban students of non government schools students is 18.17. This shows that Moral Reasoning of Rural schools students is lower than that of Urban schools students.
- H<sub>7</sub>** There exists no significant interaction between parental involvement and type of school on moral development.  
The F-value of 4.911 for df 1/836 for interaction between Parental Involvement Gender and Type of schools was found to be significant, this reveals that there is significant difference influence of interaction between Parental Involvement and Type of schools on Moral Reasoning. Hence Null Hypothesis is stated as “There is significant interactional effect of interaction between Parental Involvement and Type of schools on Moral Reasoning of High schools students”. So hypothesis is rejected. Thus it can be concluded that there exist significant effect of Parental Involvement and type of school on Moral Reasoning. Thus it can be concluded that there exist significant effect of Parental Involvement and type of school on Moral Reasoning of male students of C.G. From the table it can be inferred that the mean parental scores of male students of Government school students is 17.93 which is lower than the mean moral reasoning of male students of government schools students is 18.17. This shows that Moral Reasoning of Rural schools students is lower than that of Urban schools students and also that the mean parental scores of female students of Government school students is 17.96 which is lower than the mean moral reasoning of male students of government schools students is 18.09. This shows that Moral Reasoning of Rural schools students is lower than that of Urban schools students.
- H<sub>8</sub>** There exists no significant interaction between gender and locale on moral development.  
The F value of Gender and Locale .673 for df 1/836 was not found to be significant. This shows that both the mean do not differ significantly. This shows that both the mean do not differ significantly. Therefore Null Hypothesis stated as “The mean on Moral reasoning Score of Male and Female students and Locale of high schools students do not differ significantly” is not rejected. Thus it can be concluded that there exist no significant effect of Gender and Locale on Moral reasoning. So Hypothesis is rejected.
- H<sub>9</sub>** There exists no significant interaction on gender and type of school on moral development.  
The F value of Gender and Locale 1.222 for df 1/836 was not found to be significant. This shows that both the mean do not differ significantly. This shows that both the mean do not differ significantly. Therefore Null Hypothesis stated as “The mean on Moral Reasoning scores of Male and Female students and type of schools students do not differ significantly” is not rejected. Thus it can be concluded that there exist no significant effect of Gender and Type of schools on Moral Reasoning.



- H<sub>10</sub>** There exists no significant interaction on locale and type of school on moral development. The F-value of .8649 for df 1/836 for interaction between Locale and Type of schools was not found to be significant, this reveals that there is no significant difference influence of interaction between Locale and Type of schools on Moral Reasoning. Hence Null Hypothesis is stated as “There is no significant interactional effect of interaction between Gender and Type of schools on Moral Reasoning of High schools students”. So hypothesis is not rejected.
- H<sub>11</sub>** There exists no significant interaction between parental involvement, gender and locale on moral development. The F-value of .059 for df 1/836 for interaction between Parental Involvement Gender and Type of schools was not found to be significant, this reveals that there is no significant difference influence of interaction between Parental Involvement Gender and Locale on Moral Reasoning. Hence Null Hypothesis is stated as “There is no significant interactional effect of interaction between Parental Involvement Gender and Locale on Moral Reasoning of High schools students”. So hypothesis is not rejected.
- H<sub>12</sub>** There exists no significant interaction between parental involvement, gender and type of school on moral development. The F-value of .169 for df 1/836 for interaction between Parental Involvement Locale and Type of schools was not found to be significant, this reveals that there is no significant difference influence of interaction between Parental Involvement Gender and Type of schools on Stealing. Hence Null Hypothesis is stated as “There is no significant interactional effect of interaction between Parental Involvement Gender and Type of schools on Stealing of High schools students”. So hypothesis is not rejected.
- H<sub>13</sub>** There exists no significant interaction between parental involvement, locale and type of school on moral development. The F-value of 3.028 for df 1/836 for interaction between Parental Involvement, Locale and Type of schools was not found to be significant, this reveals that there is no significant difference influence of interaction between Parental Involvement, Locale and Type of schools on Moral Reasoning. Hence Null Hypothesis is stated as “There is no significant interactional effect of interaction between Gender, Locale and Type of schools on Moral Reasoning of High schools students”. So hypothesis is not rejected.
- H<sub>14</sub>** There exists no significant interaction between gender, locale and type of school on moral development. The F-value of .304 for df 1/836 for interaction between Gender, Locale and Type of schools was not found to be significant, this reveals that there is no significant difference influence of interaction between Gender, Locale and Type of schools on Moral Reasoning. Hence Null Hypothesis is stated as “There is no significant interactional effect of interaction between Parental Involvement, Gender, Locale and Type of schools on Moral Reasoning of High schools students”. So hypothesis is not rejected.
- H<sub>15</sub>** There exists no significant interaction between parental involvement, gender, locale and type of school on moral development. The F-value of 1.171 for df 1/836 for interaction between Parental Involvement Gender, Locale and Type of schools was not found to be significant, this reveals that there is no significant difference influence of interaction between Parental Involvement Gender, Locale and Type of schools on Moral Reasoning. Hence Null Hypothesis is stated as “There is no significant interactional effect of interaction between Parental Involvement Gender, Locale and Type of schools on Moral Reasoning of High schools students”. So hypothesis is not rejected.

## CONCLUSION

1. There exists no significant interaction between parental involvement and moral development.
2. There exists no significant interaction of gender on moral development.
3. There exists significant interaction of locale on moral development.
4. There exists no significant interaction of type of school on moral development.
5. There exists no significant interaction between parental involvement and gender on moral development.
6. There exists significant interaction between parental involvement and locale on moral development.
7. There exists significant interaction between parental involvement and type of school on moral development.
8. There exists no significant interaction between gender and locale on moral development.
9. There exists no significant interaction on gender and type of school on moral development.
10. There exists no significant interaction on locale and type of school on moral development.
11. There exists no significant interaction between parental involvement, gender and locale on moral development.
12. There exists no significant interaction between parental involvement, gender and type of school on moral development.
13. There exists no significant interaction between parental involvement, locale and type of school on moral development.
14. There exists no significant interaction between gender, locale and type of school on moral development.
15. There exists no significant interaction between parental involvement, gender, locale and type of school on moral development.

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