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How does parental morality lead to authoritative parenting style?

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Dr. Jacky Cheung Chau Kiu

SS4595 Independent Study in Applied Sociology

May 2, 2017
Table of Content

List of tables and figures ........................................................................................................ 4
Acknowledgements .................................................................................................................. 5
Abstract .................................................................................................................................. 6
1. Introduction ...................................................................................................................... 7
  1.1. Statement of problem ............................................................................................... 7
  1.2. Rationale ................................................................................................................... 7
2. Literature Review ............................................................................................................ 9
3. Theoretical Framework ................................................................................................. 14
  3.1. Conceptualization ................................................................................................... 14
  3.2. Causal Modeling ...................................................................................................... 15
4. Methodology .................................................................................................................. 16
5. Findings .......................................................................................................................... 20
  5.1. Parental morality: Care given to children ............................................................... 20
  5.2. Relationship between parental morality and authoritative parenting style:
      Consultation of children ............................................................................................... 21
  5.3. Authoritative parenting style: Communication ...................................................... 23
  5.4. Parental morality: Maintenance of stability and order ........................................... 25
  5.5. Relationship between parental morality and authoritative parenting style:
      Parental consistency ...................................................................................................... 26
  5.6. Authoritative parenting style: Teaching by example ............................................... 28
  5.7. Reinforcement ......................................................................................................... 29
6. Discussion ......................................................................................................................... 32
  6.1. The provision of care to the adoption of consultation ........................................... 32
  6.2. Consultation as important element of bidirectional communication .................... 32
  6.3. Maintenance of stability and order of family to the adoption of parental
      consistency ..................................................................................................................... 33
  6.4. Parental consistency as the important element of teaching by example ................ 33
  6.5. Reinforcement ......................................................................................................... 34
  6.6. Inspiration of the study ........................................................................................... 35
7. Recommendations ........................................................................................................... 36
  7.1. Authoritarian-authoritative controversy ................................................................. 36
List of tables and figures

Figure 1 ........................................................................................................ 15
Figure 2 ........................................................................................................ 20
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Abstract

The study considered the relationship between parental morality and the authoritative parenting style. Regarding the controversial authoritarian-authoritative debate nowadays, the study hoped to provide innovation to this controversy. In-depth interviews applied as the research method to collect the data from the authoritative parents with high morality. Framework analysis elaborated the relationship between parental morality and the authoritative parenting style. The relationship built on consultation between parents and children and the parental consistency adopted, as driven by the morality of care and maintenance of stability and order that resulted in the communication and teaching by example under the authoritative parenting style. These supported the conclusion that parents should consider authoritative parenting style as an effective teaching style with its association of higher level of parental morality.
1. Introduction

The research topic of my independent study is 'How does parental morality lead to authoritative parenting style?'. The aim of my research is to find out the association between the level of morality of the parent and their adoption of parenting style towards their children. Given the assumption of 'higher level of parental morality will lead to the authoritative parenting style,' the purpose of the study is to figure out the factors behind these two variables. This report will provide the rationale of the research and address to the preliminary literature of the relevant support and ideas. Moreover, the theoretical framework of the concepts and the methodology evolves, with the sampling method and items, procedure of data collection and the analytic approaches. Lastly, findings and discussion about the topic follows and some recommendations are transparent.

1.1. Statement of problem

Parents act as the important roles in the development of the children. As a result, their parenting styles convey their values, cognition, behaviors and standards to their children. It appears that 'A black plum is as sweet as a white'. Putting in the scenario of the parenting styles, it conveys the meaning that it does not matter which parenting style is in use, so long as it can rear a good child. However, nowadays many authoritarian parents are criticized as helicopter parents or monster parents who impose control overly on their children to make their children suffer from great emotional and physical stress and display some self-damaging impulsiveness (Stewart, Lam, Betson, and Chung, 1999). As a result, if the highness of morality determine the parenting styles in which the high moral level is relevant to the authoritative parenting style, it can imply that this form of style appear to be better and more effective in rearing a good and more importantly, a healthy and happy child.

1.2. Rationale

The adoption of parenting styles is undergoing a debate in Hong Kong nowadays on the best way to rear the children in which the controversy of using the authoritative or authoritarian parenting style is the most tangible (Tam & Lam, 2004). The authoritarian-authoritative debate is controversial in Hong Kong where is fusing with both Chinese collectivistic culture and western individualistic culture which
contribute to the perception of the 'best form' of style which they endorse and adopted (Chan, Chan, and Chan, 2013). With the research, the association between the morality of parents and authoritative parenting style is elaborated and discussed to justify the advantage of this parenting style. It can give out a more thorough understanding of the reasons and factors behind adopting authoritative parenting style. This can provide reasons and inspiration for organizing parenting training programmes that include education for parents to adopt the authoritative parenting style to help the parents develop the parenting style to bring up their children in a healthier and more positive way regarding the societal level.
2. Literature Review

According to the stages of moral development, there are six stages within three levels for the moral development of the children. The first level is the preconventional one, the moral decision of a child is made which is based on the obedience, avoidance of punishment and also satisfaction of personal needs and benefits when is typically displayed in infancy up to early childhood. The second period is conventional meta-phase. In this period, the moral behavior of a child is oriented toward the interpersonal concordance, the needs to gain social approval and the orientation to social norms that reflects the moral development of the school-age children to adolescence. The last period is postconventional meta-phase. In this period, the moral behavior is conducted which is based on the social contract and the universal ethic principle. They possess a greater awareness of the general moral principles even when there is an absence of law and authority. This stage evolves through the age of teen and adulthood (Kolb, 2008). With regard to this model, the individual has started to develop their moral standard and reasoning at their early stage. According to social learning theory, the power of conditioning and modeling focuses on the roles of parents to exhibit and reinforce the children to behave the appropriate and moral actions that shows the importance of parental role in influencing the moral development of the children (Walker & Hennig, 1999). Besides, the family and parents are the important context and sources for the socialization of developing morality and influence of moral development (Zern, 1996). The parental morality is the predictor of the morality of their children due to family socialization and communication adopted, which show that parents act as the influential roles in the aspect of moral thinking of their children and reveal the importance of parents in teaching their children about morality (White & Matawie, 2004).

As the parents are the crucial roles in teaching and influencing their children about moral thinking, the parenting style adopted is the way that they choose to rear their children. It is an attitude expressed by parents to their children who convey their own standard, belief and value to their children (Darling & Steinberg, 1993). There are four main type of parenting styles, authoritative, authoritarian, permissive and rejecting-neglecting styles. As mentioned before, the authoritarian-authoritative debate is the most tangible since people argue which one have better effectiveness in rearing the children. Authoritative style demonstrate the high level of
responsiveness and also controlling behavior in which the children can grow up in the environment of being affectionate, cohesive, responsive and supportive since the parents respect their individuality. For authoritarian parenting style, it demonstrates high level of controlling behaviors towards the children with low level of responsiveness. Absolute obedience and deterrence towards parental authority is expected and only minimal autonomy and freedom are available (Kim & Chung, 2003). The children reared under the authoritative parenting style have higher self-perception and social development, whereas those under the authoritative style display poorer self-perception and social development (Lamborn, Mounts, Steinberg, and Dornbusch, 1991; Steinberg, Lamborn, Darling, Mounts, and Dornbusch, 1994).

The association between the morality of children and the parenting styles emerges in research conducted before. The relationship between the parenting style and children’s moral values internalization reveals that even the strict and controlled interaction of the authoritarian parenting style enables the children to have compliance with family rules and moral values, the deeper internalization of moral values necessary for compliance outside of the family environment will be hindered and a conducive environment should be available to be beneficial to children’s development (Karmakar, 2015). Baumrind (1967) divided these two types of parenting styles which have as their goals the children's adoption of the belief and value of the parents. She finds that the authoritative parenting style which is characterized by firm control, high demands for maturity and willingness to negotiate is more effective for the development of the social responsible and moral behavior of the children than those reared under the authoritarian parenting style which emphasizes the imposition of an absolute set of standards, focusing on the obedience and respect towards the authority and discouragement of verbal give and take (Rudy, Grusec, and Wolfe, 1999). Besides, the authoritative parenting style is usually associated with the higher levels of prosocial actions and attitude with the others and greater levels of internalization (Grolnick & Ryan, 1989). Nevertheless, the authoritarian parenting style connects with the poorer consequences of the development of the children like the lower levels of prosocial behavior and the feeling of self-direction and empowerment (Buri, Louiselle, Misukanis, and Mueller, 1988). A number of previous studies suggest that the authoritative parenting style is more effective in internalizing the parents' values to the children. The authoritarian parenting style is perceived as less fair than the authoritative one by the children and they are less likely to internalize the parental values and beliefs if their parents are controlling (Grolnick & Ryan, 1989). Although both parenting styles need the children to utilize the standards of parents as guides for their own behavior, the authoritative parenting style is associated with more optimal result with its attempt of
coordinating the demand with responsiveness and concerns of the children's feeling and autonomy (Baumrind, 1967). Hoffman (1983) suggests that the power assertion is less effective since this orientates the children to external consequences in a way that reasoning does not. The absolute assertion of power arouses anger and hostility of the children, causes the reactance and make them have an active attempt to behave in a non-compliant behavior. The internalization of parental value is more effective when it is under reasoning and external causes then when it is under power assertion. Moreover, studies also find that children possess greater development of moral thinking are reared under the environment that their parents employ a discussion style of moral issues including a high level of support and representational communication (Walker & Taylor, 1991). High moral reasoning of children are also associated with the high perception of parental warmth (Palmer & Hollin, 1996). In addition, children reared under the supportive and authoritative environment without overly restrictive reason are at a better level about the prosocial moral issue (Janssens & Dekovic, 1997). The above studies show that parenting style has an important role in the development of moral reasoning of the children (Palmer & Hollin, 2001). As mentioned before, the parenting styles convey the standard and values of the parents and they express them and teach them to their children. The role of parenting style is crucial in the developing the moral reasoning and behavior of the children in which the parental moral beliefs can be attributed to the internal dispositions of the children though internalization that is more effective under the authoritative parenting style. Besides, children brought up under the authoritative parenting style are found to have high moral reasoning and development, this can suggest that the association between the morality of the parents and their choice to adopt authoritative styles since they indoctrinate their high morality to their children to make them have the better moral development than those in other parenting styles.

According to the moral foundation theory purposed by Haidt (2012), there are six foundation for morality. They are care/harm foundation, fairness/cheating foundation, loyalty/betrayal foundation, authority/subversion foundation, sanctity/degradation foundation and liberty/oppression foundation. For care/harm foundation, it links with the pattern of caring and nurturing dependent young. For the fairness/cheating foundation, it emphasizes the ideas of justice, rights, and autonomy. For loyalty/betrayal foundation, it generates the idea of standing with your group and family and the cohesive coalition within the group. For authority/subversion foundation, it underlies virtues of leadership and the respect for the legitimate authority and traditions. (Fry & Souillac, 2013) For the
sanctity/degradation foundation, it means the abhorrence for disgust and contamination like things and actions. For the liberty/oppression foundation, it emphasizes the loathing of tyranny and the feelings of resentment of being dominated and the restricted regarding their freedom and liberty. Regarding the emphasis purposed by the moral foundation theory of morality, it has something related with the characteristic of authoritative parenting style. The authoritative parents offer emotional support and appropriate autonomy granting and positive and bidirectional communication with their children. They are flexible to let their children enjoy considerable freedom with the provision of reasons for the restrictions and high standard imposed in which they will ensure that the children follow these laid down procedures (Baumrind, 1991). They are emotionally warm, supportive and considerate to their children. The distribution of rewards and punishment are consistent and the parent-child relationship follows clear reasons. They know the amount of freedom given to children and the amount of control imposed and exercised to allow space for the children to explore and to learn and define what constitutes acceptable and moral behavior (Seth & Ghormode, 2013). Regarding the characteristics of authoritative parenting style and the six elements of moral foundation theory, it implies that there is association between the higher morality and the authoritative parenting style. For the care foundation, it emphasizes that the caring and nurturing of dependent young which match with emotional support and warmth by the authoritative parents to their children. For the fairness foundation, it generates idea of autonomy that matches the appropriate autonomy granted by the parents. For the loyalty foundation, it emphasizes the cohesiveness of group that matches the cohesive environment provided by the parents to their children to consolidate their relationship within family. For the authority foundation, it underlies the respect of authority that matches clear instruction and guideline given by the parents for their children to follow and the appropriate obedience and respect obtained. For the liberty foundation, it emphasizes the resentment of being dominated and the restricted regarding their freedom and liberty which match with the considerable freedom and space given to the children to explore and learn. The bidirectional communication can also represent the parents are not dominating the relationship but have a frank discussion with their children. Regarding these, it indicates that there is association between high morality and the authoritative parenting style.

Although the association between parental morality and the authoritative parenting style is firm, there is a limitation in existing research in the lack of study in Chinese context. Most of the research proceeds under the Western context and does not
address the reason behind the choice of parenting style in relation to their morality like the factor of age, income level and education level. These may also mediate the effect of level of morality like the age, income level and education to the adoption of authoritative parenting style. As a result, my study aims to explore the factor mediate the effect of morality to authoritative parenting style and to know the role of morality contributing to the choice of this style of the parents.
3. Theoretical Framework

Research Topic: How does parental morality lead to authoritative parenting style?

3.1. Conceptualization

1. Morality

Definition: The differentiation of intentions, decisions, and actions between those that are proper and improper. (Sedley & Long, 1987, p. 366-367).

1.1. Factor: Care, Fairness, Loyalty, Authority, Sanctity, Liberty (Haidt, 2012)

1.2. Stage: Obedience/Punishment, Self-interest, Conformity and Interpersonal Accord, Authority and Social Order, Social Contract, Universal Principles (Kolb, 2008)

2. Authoritative parenting style

Definition: Strategy that seeks to set reasonable rules and guidelines that are in the best interests of the child and model that allows parents to express love and affection with no worries that loving expression will undermine their control of the home. (Seth & Ghormode, 2013, p. 2)

2.1. Element: Parental responsiveness (Parental warmth or supportiveness), Parental demandingness (Maccoby & Martin, 1983)
3.2. Causal Modeling

![Diagram showing causal modeling with Constituents: Parental Morality, Core: Parental responsiveness (Parental warmth or supportiveness), Core: Parental demandingness, Components: Care, Fairness, Loyalty, Authority, Sanctity, Liberty, Concomitants: Authoritative parenting style.]

Figure 1
4. Methodology

In-depth interviewing engaged authoritative parents with a high level of morality. It focused on the perception of the interviewees on their lives, attitudes, experiences and interpretations that were expressed in their own words. In-depth interviewing helps explore the personal and sensitive issues and experiences of the interviewees in which they can describe and provide the detailed process and feelings that help the interviewer uncover the motivations and meanings behind. Since the exploration their own experience is needed in the study, in-depth interview is suitable for uncovering their perception towards the topic by thorough conversation and can ask for further elaboration of their answer if possible. In this exploratory study, the framework analysis approach aims to look for a new understanding of the research topic and it could provide meaningful patterns to the topic since more experiences and issues of the interviewees could be explored and discovered than the factor analysis. In this study, it was achievable through the observation of the course of the interview and description of the content within the in-depth interviewing.

The framework analysis examined the data in which the coding was represented across different themes and chart was created from thematic framework to present a clearer picture (Paulus, Lester, and Dempster, 2014). During the conversation between the interviewers and interviewees, some expected and unanticipated experiences and issues could be found and explored by focusing on the interpretation and perception of lived experiences and beliefs of the interviewees through the lively and natural conservation. Since the research topic was the interaction between morality of parents and their parenting style, the adoption of the framework analysis approach could help explore the process of how their beliefs and standards affected their teaching method and attitude by formulizing the identification and development of themes and identified the specific pieces of data and charted them. After the data collection and analysis, thesis and concepts could be come up and grouped into different themes and categories that could be proved by and compared with the existed literature and discussed regarding the findings to provide new understanding and innovation of the relationship between parental morality and their parenting style. With the cautious data analysis, the conceptual categories could be emerged and used to illustrate and examine the relationship of how parental morality affects the parenting style under the beliefs and standards of the parents. By utilizing the framework analysis, the data could be grouped and create meaningful patterns through familiarization with the data and then reviewing.
and defining them into themes and interpreting and mapping them. After developing them into meaning categories, they are usable for analysis to produce the final report (Braun & Clarke, 2006).

For the sampling method, snowball sampling was used to find the interviewees after defining the study targets according to the needs of the research problem. Since the target participants were hard to find with possession of both high level of morality and authoritative parenting style, this non-probability sampling technique was used to identify and recruit them. By the referral of the interviewees, further recruitment of the possible study targets could be obtained among their acquaintances and built up the sample to gather enough data for the analytical usage of the research. Since the study targets of this research were hidden population to a certain extent, it was hard to access without the social network and background information in advance. While having the connection with the hidden population from the network of the researcher and interviewees, it was easier to recruit suitable targets for the research and obtain the useful data. As a result, although it is an non-random sampling method, it could help locate the specific group of population and lower the consumption of cost and time of finding them without the need of complicated planning. Therefore, it was a more suitable sampling method for this study than the others were.

For the procedure of the interview, five mothers who are local residents were recruited to the study with both high level of morality and authoritative parenting style. As there was specific target group of this study, after the snowball sampling of picking potential interviewees, two questionnaires were distributed to them to test their suitability of whether they met the requirement of high morality level and authoritative parenting style. To testify these, first they conducted a questionnaire about their morality level adopted from Haidt (2012). The questionnaire built upon the moral foundation theory developed by Haidt in 2012 and the 30 questions inside were set to test the score of participants regarding their morality level under the five moral foundations that are harm/care foundation, fairness/reciprocity foundation, in-group/loyalty foundation, authority/respect foundation and purity/sanctity foundation. The average politically moderate of the American's scores are 20.2, 20.5, 16.0, 16.5, and 12.6 respectively among these five foundations. As a result, the possible targets recruited who scored higher than the average scores mentioned above in all five foundations counted as having high level of morality. Besides, after completing the moral foundation questionnaire, the applicable targets then conducted a questionnaire adopted from Pitzer (2001) to test their parenting style.
There are 11 groups of question sets with four questions inside each set. The questions aimed to locating the attitude and behavior of the parents to find out their parenting styles. After completing all questions sets and adding up the number of times they responded to a question and counting them, the predominant approach to the parenting style could emerge. If they scored the highest marks in the authoritative parenting style among the styles, they were the eligible interviewees to the study and the interview proceeded in accordance with the arrangement and convenience of them.

For the selection criteria, the parents were eligible for interviewing based on their responses to the questionnaires. For the moral foundation questionnaires, there were five moral foundations to testify their morality. As mentioned before, the average politically moderate of the American’s scores were 20.2, 20.5, 16.0, 16.5, and 12.6 respectively among these 5 foundations. Therefore, they needed to score at least 20.3, 20.6, 16.1, 16.5, and 12.7 respectively among these 5 foundations that they counted as having high morality and the possible targets to conduct the next questionnaires of parenting styles. The applicable targets who passed the moral foundation questionnaire would then conduct the parenting styles questionnaire. For the parenting styles questionnaire, there were totally 11 groups of questions including four statements in each group and the targets needed to choose one statement in each group that provided the best description to their parenting styles. As the four statements represented four different parenting styles that were authoritative, authoritarian, permissive and rejecting-neglecting styles, the targets needed to score the highest number of times in the authoritative parenting style since this represented they used this style to teach their children after adding up the number of times they responded to a question. Since the targets passed the morality questionnaire before conducting the parenting styles questionnaire, they were the eligible interviewees of the study after they passed the parenting styles questionnaire of being both moral and authoritative parents.

For the interviewees, five mothers who are local residents participated after their completion of the moral foundation and parenting style questionnaires. They are all women who have relatively longer period to take care of their children than their husband. Ms. Lo, who is a housewife, was the first interviewee, whose age is between 40 to 49 and has one daughter. Ms. Chiu, the second interviewee, who is the financial officer, was the second interviewee, whose age is between 40 to 49 years and has one son. Ms. Kwan, who is a housewife, was the third interviewee, whose age is between 50 to 59 and has one daughter and son. Ms. Lau, who is a
clerical officer, was the fourth interviewee, whose age is between 30-39 and has one daughter. Ms. Lam, who is a housewife, was the fifth interviewee, whose age is between 30-39 and has one son. All interviews were conducted in late February to early March and the venues were the homes of the interviewees. Before conducting the interview, the purpose of the interview was explained to let them have a brief understanding of the objectives of the research and the process were recorded for analytical purpose.
5. Findings

The following findings came from the interviews that facilitated the interpretation and investigation of the research question. The analysis below helped to examine the relationship between parental morality and authoritative parenting style.

**5.1. Parental morality: Care given to children**

The provision of care was an important element in rearing children and was an element of the moral parents to take care and bring up their children with the consideration of the thoughts of children. Caring for the offspring was the characteristic of the moral parents that they were willing to provide warm and caring environment for their children to grow and learn. All interviewees agreed that they would provide care and warmth to their children so that the children would not feel frustrated or hopeless when facing difficulties and obstacles since the parents would provide guidance and direction for them to let them not to get lost and feel confused.
without direct intervention. Moreover, through the provision of care, the children would know the parents were always with them and increased their confidence to family and the parents. They would not punish their children by physical means to teach their children since it was not the effective and moral way to rear children by punishment. In contrast, giving guidance with patience and skill was the way they adopted to teach their children since this would not hurt the children in both physical and mental aspects but could gradually guide their children to behave in correct and moral way.

According to Ms. Lau,

The goodness or badness of a child was depended on the care and communication provided by the parents. I believed in this so I would communicate with her more to let her know what was right and what was wrong. Regarding the provision of care, I would always back up her. When she needed me, I would provide ideas and guidance for her. Therefore, when she needed me, I would be there.

Ms. Lo also agreed that taking care of and providing care to the children was important. Moreover, she mentioned the way that she used when her child behaved inappropriately which matched the foundation of provision of care without server punishment.

Caring was very important in rearing a child. For example, when she faced difficulties, I would provide some direction for her that was objective. Especially when she felt uncertain about her decision, I would encourage her and give her confidence to let her know how to handle. When she did something wrongly, punishment was not the way to solve it since I realized that it was not her intention to behave wrongly and it was meaningless to punish her. Sitting down and solving the problem together was better than expressing rage on her by realizing the hurt imposed on her through punishment.

Ms. Kwan would provide care for her children and the care depended on the need of her children through active observation of their behavior.

Providing care to children should start at their childhood before it was too late since it was important to let them know the parental care. When they faced difficulties, I would go to help them through providing direction for them. Through observation of their actions and behavior, I could know their needs and arrange the corresponding assistance to them that could guide them but not let them to rely on me overly.

5.2. Relationship between parental morality and authoritative parenting style:
Consultation of children

Caring parents were concerned with the well-being of their children in both physical and mental aspects. To understand their emotional well-being and behavior of the children, consultation served to know more about the underlying motives and feelings of the children about the guidance and demand provided by the parents. With understanding of the thoughts of children through this, negotiation arose without blindly forcing the children to comply with the wishes of parents. The interviewees agreed that they would negotiate with the children after they posed some demands and taught them with the parental standards. They would see the level of acceptance of the children and had space and room that were flexible for children to behave without intervening or exploiting their volition. Even if they had disputes or conflicts of opinions, the thoughts of children would not go too far from what the parents could accept and they could come up with a reasonable agreement which both parties could accept through the enough room provided by the parents which made them have freedom to explore the meaning of their behavior and negotiate the most suitable solution. They gave their children places to raise their opinions with respect of their autonomy of behaving themselves. Through discussing their behavior and other moral issues, the children could develop a set of moral behavior and standard by themselves without following harsh and dominated rules.

According to Ms. Lo,

I always chatted with my daughter to understand her needs and told her about my thoughts. I always told her to chat with me about everything like the things in school. Through this, I could know her needs and thoughts to provide appropriate guidance and care to her by listening to her openly. So even we had disputes about some issue and behavior, we could come up with a solution at the end through negotiation and discussion. For example, I wanted her to walk a straight line, so when she deviated from the path slightly, she could adjust it immediately, because she could make a right choice base on what I taught her which also became her values to behave and judge. However, even when this scenario happened, I would discuss with her to know the reason that made her behave in this way without punishing her.

Ms. Lam also agreed that she would discuss the behaviors and actions with her child without forcing him to conform.

Even if I believed this behavior is good to him, I would not demand him to comply with it coercively. Even I believed it is good, I would still consult his opinions. I had my expectation on him, but it needed to confer with him so
that we could negotiate a solution and agreement that was acceptable and satisfactory to both parties without ignoring his rights. I kept using this way from his childhood to adolescent.

Ms. Kwan emphasized the happiness of children as the biggest aspiration of her towards her children. Regarding this, she would take care of her children by providing enough rooms for the children to explore and discussing the behaviors without demanding the children to follow the parental decision fully.

The most important value of me towards children was their emotional happiness. As parents, I acted as backing of them to support them. Even if they could not solve the problem by themselves, I would provide some opinions to them. However, it was not necessary for them to follow my way. For example, I would propose a handling method for them and discuss with them if it is fine to work. This was a bidirectional way to solve the problem through interacting with them. If they did not agree with my way, I would discuss with them about what was the most suitable way to handle the issue without discontent with it.

5.3. Authoritative parenting style: Communication

With the acknowledgement of the importance of consulting the willingness of children without forcing them to make decisions which were desirable to the parents, the interviewees agreed that they were willing to communicate with their children and listen to their opinions under the interactive and non-dominated relationship since they believed having fairness and respect was important. The way that the parents chose to communicate their children were very important in shaping the children’s cognition and the parental morality played a role in this aspect since the moral beliefs and standards of parents would be indoctrinated to children through parenting. With the experience of the interviewees, they reported that using communication to indoctrinate their beliefs to children was effective to make them have internalization of the parental moral values and standards. Even if they could not fully absorb and follow the thoughts, the pathway of them would not deviate from the moral standard since they had the basis of right and wrong and could make rational judgement using the standards that their parents instilled to them from the early childhood which also became their firm standards to view the world and to behave correctly and morally. Regarding the internalization of parental values, parent-child communication acted as an important role that was the unique and crucial element in authoritative parenting style. Since the parents believed that the moral values could only be instilled to children by communicating but not forcing the
children to follow which might lead them to rebound on it, authoritative parenting style was the choice to let the parent indoctrinate their thoughts to children effectively by keeping on telling them what was right and proper standards and behavior and listening to what the children felt about it. It was because the major thought process of the children largely followed and conform to the standard of the parents due to the internalization of parental values from the early childhood.

According to Ms. Lo,

I taught my daughter based on my own values and beliefs. Since my values were instilled into her through daily interaction, she could judge how to behave by using the correct standard. At least for me, the standards were correct since they were my firm beliefs.

Parents would guide their children to behave by using the values they believe that were correct and conform to the moral beliefs. Regarding this, Ms. Lau shared the same thoughts with Ms. Lo,

I taught her according what I believe was right, or what the public believe was correct that is the moral standard. For instance, you should be polite to others and should not express your anger to other by hurting others even you have pressure. That were my beliefs and common values that I thought she would follow in her life and behave in a right manner. These kinds of moral values had to cultivate from her childhood through discussing some issues with her and asking her opinions for that.

To know more about how their moral beliefs affect the children's cognition, some concrete examples arose for further explanation from the interviewees. According to Ms. Chiu,

I emphasized the conduct of virtue. Therefore, from the childhood of my son, I wanted him to be polite to everyone, and respect and honour the teacher and the elderly. I focused the moral part in the five aspects of development (德智體群美) and emphasized the personal conduct since I believed that righteousness and being responsible was the most important. Of course, I would not put my standards onto him coercively. Conversely, I kept discussing with him why I emphasized those conducts and let him realize the reason behind. When he had questions about that, I would explain to him. In addition, for the time being, his behavior and conduct were rational within my expectation and I could not see any deviate behaviour.

Ms. Kwan shared the similar experience with Ms. Chiu that she would also use her moral belief and values as basis to teach her children. Here was her opinion and example,
I believed in the Confucianism in which the five constant virtues (五常) were my values. I believed that a person who possesses these five elements must be a good person. Therefore, I always taught my children to behave according to these to make them feel these five constant virtues were necessary in their life and conduct. I taught them from their childhood through talking with them and knowing their opinions about this that avoided exploiting their freedom. Even they could not fully follow my thoughts; their behavior would not deviate from that too much since these values were instilled into their mind.

5.4. Parental morality: Maintenance of stability and order

The function of parents was crucial in maintaining the stability and order of family. Through the maintenance of stability of family, the children could grow within the environment of certainty and security since the family operated in an orderly circumstance without chaotic situation. Regarding this, all interviewees agreed that maintenance of order of family was important since the children would not be confused and uncertain within the family full of warmth and respect. To achieve this, they presented a consistent image to their children who were also their innate moral belief that helped facilitate the stability of family and the sense of safety of children. Within this family environment, the children’s sense of belonging grew without fear that was harmful to the well-being of children. The security given by stable family context could provide protection to the children to enhance the development of moral and spiritual beings of the children. The interviewees all agreed the role of parents in maintaining the order and consolidation of family is important that they would present warm and consistent attitude and behavior that were their innate moral characteristics. According to Ms. Lau,

The function of parents was important in maintaining the order and harmony. It was because the children would observe the parents of how they got on with each other. Therefore, the parents should present harmonious model in front of the children to let them know and feel the warmth of family. This was a way to teach them by example and let them love this family to increase their sense of belongings and responsibility to the family.

Ms. Lam also agreed with the thought of Ms. Lau that parents should provide a warm image to children in order to increase their confidence and love to the family to maintain the stability.

Regarding the maintenance of harmony and stability, the role of parents
was very important. First, you could not let them grow up in a chaotic environment. Otherwise, he would become very short-temper. More importantly, it was essential to let him know everyone had their role in family that needed to devote. Through providing harmonious and stable environment for him, the sense of belonging of him towards the family could be enhanced since he could feel being loved by the family that is also my important moral value.

5.5. Relationship between parental morality and authoritative parenting style:

Parental consistency helped to create the security and close bonding between parents and children. Children were able to negotiate with the parents and regulate the behavior when the expectations of parents were clear and the consequences were set of what will occur if they could not meet the expectations. Regarding parental consistency, the interviewees agreed with its importance and this helped them build up trustful relationship with the children and also maintain the consolidation of the family. The interviewees adopted consistent attitude and behavior when they taught their children through interacting with them and parenting in which their goal was to present constant image to their children. It was because they believed behaving sincere to their children in accordance with their moral beliefs was the best way to teach their children with correct values. In fact, parental consistency could increase the likelihood of the children to imitate the behavior of the model. The interviewees realized that serving, as the role model was important in teaching the children with correct moral value without forcing them to follow by absolute control. In fact, it was also their character that they would not behave inconsistently when facing anyone since they thought it was inappropriate to interact with others like cheating. Regarding this, they adopted the authoritative parenting style by showing the emotionally warm, supportive and considerate images to the children throughout which were also their innate and moral characters. The helpful, attentive, and warm adult models presented to the children made them imitate the moral behavior of parents more readily. Therefore, when the children learnt the moral behavior such as caring for and respect to others through the observation of the parental demonstration of the corresponding behavior, the moral behavior was cemented and the children modeled the same acts through modeling. As a result, the authoritative parents adopted consistent attitude and behaved constantly to their children in accordance with their own moral beliefs that made the children have confidence in them since the parental consistency let them have
enough and clear guidance of what was right and wrong. The warm, reasonable and approachable image shown by the parents also allowed the exploration and provided opportunity for the children to examine the moral behavior in which they could refer to the behavior and standard of their parents. Due to the mutual respect and confidence between the children and parents, the children trusted their parent and believed the parental moral values were correct. Through daily observation, the children behaved morally like their parents through modeling which was the goal of the authoritative parents.

According to Ms. Lam,

I thought the parental consistency was the most important element in rearing the children. If there were discrepancies between the parental thoughts and behavior, it was difficult to teach the children to be moral people since you could not establish good model to them. If the parents said one thing and did another, it was hard to convince them to listen to you and this inconsistency might instill an incorrect value to them.

Ms. Lau also believed that being inconsistent in attitude and behavior when facing the children could not teach the children to behave morally.

I believed that parents should behave consistently, no matter to their children or other people. For example, I did not want my daughter to feel that there were differences of treating when we were at home and when we were outside. It was because acting corresponds to words was my belief and I hoped to instill this value to my daughter by using my own example.

Since the actions of parents affected the behavior of the children, it was important for the parents to monitor their own behavior to avoid instilling wrong value to their children. Ms. Chiu and Ms. Kwan shared their views to this point. According to Ms. Chiu,

I would treat my son consistently for teaching him and treating him. Since children were like recorder, they would imitate their parents' actions and behavior. Most of the children's behavior and value were like their parents who were the significant model for them. Because of this, I would set up a good model to let him know the importance of being moral and honest.

According to Ms. Kwan,

I thought being myself to teach my children was the best way to teach them since I believed my moral values were correct. Even since they were little, I used the same method to teach them and this practice was consistent with my beliefs. No matter facing them or other people, I behaved the same since I did not think that disguise was necessary and it made me uncomfortable.
5.6. Authoritative parenting style: Teaching by example

Besides communicating with the children, the interviewees believed that teaching by their own example was more important to teach their children. Regarding this, the interviewees all realized and agreed with the importance of being role model and practice what they preached in order to instill correct values to their children so that the children could engage in appropriate behavior. All interviewees acted as role model to their children to socialize them to have moral behavior and beliefs. The imposition of disciplinary strategies could also facilitate the moral development of children with an induction approach that explained to and reason with the children to convey the values and standards for behavioral conduct in order to make the children behave in accordance with those standards. Regarding this, the interviewees adopted the authoritative parenting style to socialize their children by showing good model to them to follow. Through the emphasis of moral behavior, they provided enough guide to their children by explaining to them why they needed to perform in this way rather than simply wanted them to conform to the expected standard with only power assertion and love-withdrawal. With realization of the feelings of children, the authoritative parents provided positive socialization support without expressing their disapproval directly or imposing absolute control to the children. The standard and expectation of parents were under clear guides and reasons. Without the deprivation of freedom and with enough explanation, the children realized the reasons of the parents of wanting them to behave as the parental expectation and the advantages of following their standard since their advices were beneficial to the children after the accumulation of lives experience and the high level of morality. Besides, after seeing the corresponding behavior of the parents, this created a responsive relationship between parents and children and increased the confidence and trusted between two parties which made the children conform to the parental moral behavior and values since they had mutual trust in each other. With the goal of getting the children to comply with their will, the parents adopted the authoritative parenting styles since they knew the elements of this parenting style were crucial and more effective than the other parenting styles. According to Ms. Lam,

Besides having communication with my son, I also taught him by my own example since he could observe my action through the way of handling affairs. For example, when I had disagreement with him or other people, I would discuss the issue with others calmly rather than resorted to argument. That made him realize the correct method of handling disputes with others by using my own example.
To facilitate further the children to realize the importance of the moral behavior, interviewees imposed discipline to their children to consolidate their beliefs of it. According to Ms. Lau,

I imposed discipline on her for the manner and politeness since these were the aspects that I emphasized. Being polite and respectful to others was very important. I was stricter regarding this moral value. To strengthen her belief on it, I taught her by my own example since I never be rude to anyone. As she followed my behavior and thought, she could behave morally when she interacted with others in the future.

Moreover, the interviewees taught their children by both communicating with them and practicing what they preached. However, they believed that being role model to their children was more important and effective than giving verbal direction. According to Ms. Lo,

As parents, behaving appropriately and morally and showing it to children were very important. Taking foul language as an example, I never said any of them since I believed it was rude and I used myself as a role model to show my daughter that saying foul language was a wrong behavior and you should not do it. For the time being, I did not hear her saying any of them.

Regarding this, Ms. Kwan shared the similar thoughts.

I thought example is better than precept. Parents had to be good model to their children. Through the frequent daily interaction and contact, the children were susceptible to what they constantly saw and heard imperceptibly. After that, they could behave in accordance with what their parents behaved.

5.7. Reinforcement

The effect of reinforcement also contributed to the adoption of authoritative parenting style of the parents. Putting this reinforcement effect in the scenario of rearing the children, after adopting the authoritative parenting style, the subsequent consequences were satisfactory to the parents which reinforced them to keep using this parenting style to teach their children with the usage of their moral values and beliefs. All interviewees realized the importance of respecting the rights of others which made them provide enough freedom to their children and adopt liberal attitude in teaching and rearing their children. That was also one of their moral values that motivated them to use the authoritative parenting style, as they believed fairness was crucial; even there was hierarchical difference between parents and children. They believed providing children a warm, affective and considerate
environment to grow up was beneficial to their moral development. It was because with the good relationship between parents and children, the parents became trustful to their children in which made the children believe the moral standard were correct and further internalized those standard to their own values and behavior. Thus, at first, the parental moral beliefs drove the parents to use the authoritative parenting style since their innate moral standards fitted with the characteristic of this parenting style like providing care, freedom, and respect to the children without dominance or withdrawal in the relationship. After seeing the satisfactory consequence that the children met their expectation of behavior and thoughts, the parents believed the effectiveness of the authoritative parenting style in instillation of correct moral value and behavior that encouraged and reinforced them to continue using the same parenting style. As a result, the morality of the parents served as motivation to drive them to use the authoritative parenting style at the beginning, and after knowing the effectiveness of it in terms of having good relationship with children and indoctrinating children with moral value and behavior, it served as reinforcement for them to keep using it in order to maintain the trustful relationship and kept the moral personality of the children. According to Ms. Lau,

I chose to teach her authoritatively since I believed this could make our relationship better. I believed allowing enough room for her to explore and respecting her freedom were important in maintaining our relationship. This was also my belief that everyone should have his or her own rights that had to be respected. In fact, this style of teaching made her communicate with me willingly and I would keep using it as my parenting style.

Regarding the maintenance of relationship, Ms. Lam shared the same though with Ms. Lau.

Even since he was little, I kept the relationship with my son with mutual respect in which we communicated with each other. I believed that giving autonomy to him was important that I granted enough freedom to him and I did not dominate the relationship. With this good relationship, I knew that my parenting style was correct which encouraged me to keep using it to consolidate the relationship between us.

Ms. Kwan said her teaching method might have some changes in accordance with the growth of her children. However, the main track remained the same since it was the best way to keep the ideal relationship between her and her children. With their growth and maturity, the ways that I taught them had some adjustments like granting them more freedom. However, while letting them decide more things, I still communicated and talked with them regularly.
when they needed my opinions and took care of them. Therefore, communication and care were the cores that I kept using in my teaching methods that helped maintain our trustful and liberal relationship.
6. Discussion

6.1. The provision of care to the adoption of consultation

According to the moral foundation theory (2012), care is one of the moral foundation. Putting this foundation into the scenario of this study, it meant the parental care given to the children. Regarding the different forms of provision of parental care, the study emphasized the collaboration between parents and children in which the parents were concerned about the needs and feelings of the children. Whenever the children had problems or needs, the parents would be there to guide them without coercively forcing the children to comply with their own way and standard. This form of caring is emotional care that is achieved through listening, instructing and advising to their children without forcing them. Such care can evoke the feelings of love, safety and security of their children (Bowlby, 2010). The caring parents do not simply allow their children to be heard, but also encourage their children to express the opinions on the issues and allow the participation of children in decision making on the matters affecting them. This increases the sense of being real member of family because the parents ask and listen to the view of children and also encourage and engage in discussion with children. This respect and care of children transpire in the use of explanation and consultation that they encourage the children to explore their options (Covell & Howe, 2006).

6.2. Consultation as important element of bidirectional communication

With the utilization of consultation by the parents to listen to the needs of children and allow negotiation, effective and healthy communication is achievable through the participation of both parties without the domination by any of them. These interactional methods were used by the parents to communicate beliefs and ways of thinking to children. These are crucial in the cognitive developmental process of the children, especially those involving explanation and guided support. These help them learn about and practice new skills in a moral, organized and supportive context. Parents influence the children's emerging cognitive through the behavior they encourage and social and personal experiences they provide for the children. Parents have many characteristics in influencing this process like their personality, beliefs, social history, emotional responsiveness, exercise of control and expectation of children. Parents teach their children in accordance to their personal beliefs and
moral values and instill their thought to children through daily interaction and parenting. (Gauvain & Siegler, 2001). The bidirectional communication serves as an important role in authoritative parenting styles in which the parents provide positive and supportive opinions and empathic feelings that make the parents know the needs and preferences of their children (Olson et al., 1992). All interviewees chose to interact with their children with bidirectional communication that instilled them with correct values from their childhood to adolescent that protected the children from doing deviate behavior that caused injury to themselves or others. According to the moral development stage, children can internalize the moral values and standard received from their parents and make them their own when they relate these values to build up their social self and comprehended social order (Kolb, 2008). Through communication under the authoritative parenting style, the parental values are transmittable to the children effectively while the children were willing to listen and absorb. Therefore, the parenting style does matter since the bidirectional communication and open consultation of children are the unique characteristic of the authoritative parenting style.

6.3. Maintenance of stability and order of family to the adoption of parental consistency

The stability of the family can happen when the parents are consistent to their children and the confidence and better relationship can be established because of the parental consistency (Bochner, 2011). The behavior of parents have to be the same in treating their children to establish bond of security in fostering the children (Stahl, 1990). Parental consistency is important in the lives of children in which the consistency increases the predictability and security between the parents and children that makes the children feel safe and loved (Bratton, Landreth, Kellam, and Blackard, 2006). The parent-child relationship can be nurtured under the environment that is safe and stable enough to provide consistency to the children (Veach, Nicholas, and Barton, 2002). As a result, the maintenance of stability and order of family is achievable through parental consistency since the predictability of parents could increase the confidence of children towards the family and the warmth presented and provided by the parents also allowed the children to gain sense of safety and security towards the family so as to stabilize and consolidate the family.

6.4. Parental consistency as the important element of teaching by example

The children are more likely to imitate the behavior of the parents if the parents
present warm and responsive image and the children admire them (Yarrow, Scott, and Waxler, 1973). Although some parents choose to control the behavior of the children by absolute means, the effect of it is not as effective as modeling for teaching morality (Bandura, 1989). The moral behavior are more likely to develop when the parents serve as models of caring and when the children are able and have chance to try and explore the behavior by themselves (Eisenberg, Fabes, and Spinrad, 2006). After that, many moral actions can be internalized in which the children behave according to their morality which is modeled from their parents regardless the presence or absence of their parents (Mussen & Eisenberg-Berg, 1977). As a result, through the warmth and nurturance provided by the authoritative parents, the children could feel confident and trustful toward their parents in which the provision of care was the moral beliefs of the parents that they should provide care and safeguard to the offspring. Family is a powerful role model for socialization in which counts as a modeling process (Sánchez-Miguel, Leo, Sánchez-Oliva, Amado, and García-Calvo, 2013). The system of belief and value of the parents determines their behaviors to the children and the parental behavior influence the children’s belief and value system then through modeling process that determine the behavior of the children. (Horn & Horn, 2007) As a result, parents act as role model for their children in fostering the socialization and value internalization (Grolnick, 2003). The children integrate the behavior and belief of the parents into their mind and their behavior become internally regulated and controlled in accordance with the internalization (Grolnick, Deci, and Ryan, 1997). Besides, the children can make corrections of their misbehavior with the emphasis on the consequences of the wrongdoing and the parental expectation of them (Hoffman, 2010). Through bidirectional communication and clear reasoning, the children can perceive higher agreement on the moral behavior and thoughts with their parents (White, 2000) which achieve the wishes of authoritative parents that they want the children to change the misbehavior against their will and behave morally as what they believe and behave. With the parental consistency, the children could observe the behavior of parents was consistent with the parental belief that increased the confidence of the children to follow through modeling and considering the parents as role models.

6.5. Reinforcement

The good relationship built under the authoritative parenting style between parents and children due to the above elements reinforced the parents to keep adopting the same parenting style. Regarding the experiences of the interviewees, they all agreed that using authoritative parenting style which initiated by their innate moral beliefs
helped maintain and facilitate the relationship between them and children through the provision of care and maintenance of stability and order of the family. Thus, these serve as model of nurturance that reinforces and instigates the initial imitation of the parental behavior by the children (Heilbrun, 1964). Besides, the moral reinforcement reflects that the past good deed of an individual lead to their future positive behavior after they confirm the goodness of their behavior through recalling the past good behavior (Monin & Miller, 2001). Thus, the authoritative parents kept using the authoritative parenting as a way to maintain the good relationship with which also fitted this innate moral characters.

6.6. Inspiration of the study

The study reflected the relationship between parental morality and the authoritative parenting style. The adoption of authoritative parenting style was due to their innate moral beliefs that this style match with their moral standard of providing care, freedom, and respect for the children, but at the same time imposing discipline and expectation to the children. They believed the authoritative parenting style was the most effective way to indoctrinate their moral standards to their children since they wanted the children to behave appropriately and be moral people like them. Through using consultation and communication, teaching by example and adopting consistent attitude and behavior, the better relationship is buildable to encourage them to keep the same method to teach their children. Regarding the findings, it provided a new angle for the moral development of children and the linkage between parental morality and their choice of parenting style. The positive association between morality level and authoritative parenting style reflected the benefits and advantages of this parenting style in comparison with other parenting styles that provided an innovation for the further study of it regarding how beneficial it was in diverse aspects of children development.
7. Recommendations

7.1. Authoritarian-authoritative controversy

The authoritarian-authoritative debate is still a controversial notion in Hong Kong in which many people believe that there is no difference of using any parenting style so long as their children can achieve what they want and their target and expectation. As a result, helicopter parents, monster parents etc. become the prevalent terms to describe the authoritarian parents who impose too much pressure to their children to meet the parental expectation. However, is that meeting the expectation equals to being a good person and having a good life? If the answer is yes, there will not be so many cases that the children have excessive pressure due to the over-anxiety for result and excessive intervention of parents while neglecting the views and feelings of the children (Breshears, 2016). Only demanding the children to meet targets without concerning their deep feelings is too superficial to make them an overall healthy person without truly understanding of the thoughts of children Although it is said that 'A black plum is as sweet as a white', the effectiveness of authoritative parenting style is proved by many existed literature and this study further discusses the positive relationship between parental morality and authoritative parenting style.

7.2. Benefits of adopting authoritative parenting style

As mentioned in the previous literature, there are some unique characteristics of authoritative parenting style that the other parenting styles do not possess. However, these features are important in maintaining an open and healthy relationship between parents and children. Authoritative parents will have bidirectional communication with their children to build a respectful relationship between these two parties. Parent-child secure attachment characterized by trust and respectful communication with parents and sufficient autonomy (Devore, 2006) appear to have positive association with authoritative parenting styles (Karavasilis, Doyle, and Markiewicz, 2003) which further illustrate the establishment of better parent-child relationship built up by the authoritative parenting style. Regarding this, the adoption of this parenting style should be promoted and encouraged due to the support of the existed literature. The findings of this study also have slight contribution to this notion that parents who possess higher morality will choose the authoritative parenting style to teach their children which means this parenting style
fits the moral standards and can be considered as ethical and moral teaching method. With the instillation of moral values to the children by using authoritative parenting style, the children can grow up healthily and morally in accordance with the belief of their parents. Therefore, the promotion of it is justified since it is beneficial to the parent-child relationship and the development of children.

7.3. Educational programmes for parenting training

Regarding the effectiveness of authoritative parenting style in rearing a child, some parent education programmes should be available nowadays to cope with the increasing trend of tragedy (e.g., student suicides) happened on the children due to the differences in perceptions and beliefs between their parents and themselves which is one of the major stressors of children. One possible example for the education program is the Parent Effectiveness Training (P.E.T.) purposed by Dr. Thomas Gordon in 1962. It is a practical and relevant guide that teach parents how to communicate and resolve conflict effectively with their children. The skills taught help the parents to create loving and collaborative relationship with their children like active listening and no-lose conflict resolution (Gordon, 2000). The core concept of the programme is to build a democratic relationship between parents and children without being authoritarian or permissive, while using authoritative method of child rearing. Regarding the situation in Hong Kong nowadays, it is suitable for the government or private organizations to organize the parental training programmes that help the parents understand the appropriate attitude and behavior to bring up their children without forcing children to achieve what they want to achieve blindly. Besides, communications skills included in the training are also prerequisite in handling the parent-child conflicts and stressful moments that are usually the trigger points that cause the occurrence of tragedy. With organizing the parent education programmes like P.E.T. to promote the idea and effectiveness of authoritative parenting styles that is a better choice to rear a child, the relationship between parents and children are going to improve in all likelihood that is no longer a source of pressure anymore.

As parents, having high demand and expectation on children is nothing wrong. However, at the same time, having open communication with children and showing understandings to their difficulties and feelings are the pillars and the most crucial elements in rearing a living and energetic child, rather than a machine who only know how to achieve what their parents want them to achieve that depriving their happiness of childhood which they deserve to possess originally. As a result, the
parental education programmes can let the parents know more about the benefits of authoritative parenting style, to both themselves and their children.
8. Conclusion

This study reflected that the parental morality contributes to the choice of authoritative parenting style by interviewing the parents. With the aims of providing care to children and maintaining stability and order of the family, the parents used consultation to communicate with their children and used consistent attitude and behavior to teach their children by example that are the characteristics of authoritative parenting style. Through this parenting style, the parents wanted to instill their moral values and standard to the children. It was because this parenting style met their innate moral character that their beliefs motivated them to adopt the corresponding parenting style with provision of liberal and caring environment for their children to grow. Thus, the warmth and respect provided by the parents made the children feel confident with their parents that made the internalization of parental moral belief and modeling of the parental behavior effective through communication and teaching by example. The consistent attitude adopted by the parents also strengthened the trust between parents and children and the good relationship produced under the authoritative parenting style reinforced the parents to keep using it. Therefore, the parental morality drove the parents to adopt the authoritative parenting style in order to instill the correct value to the children and made them become moral people effectively. In addition to it, their morality also contributed to their attitude and actions used in teaching children under the style and served as reinforcement for them to continue their parenting style.
9. Appendices

Moral Foundations Questionnaire

Part 1. When you decide whether something is right or wrong, to what extent are the following considerations relevant to your thinking? Please rate each statement using this scale:

[0] = not at all relevant (This consideration has nothing to do with my judgments of right and wrong)
[1] = not very relevant
[2] = slightly relevant
[3] = somewhat relevant
[4] = very relevant
[5] = extremely relevant (This is one of the most important factors when I judge right and wrong)

______1. Whether or not someone suffered emotionally
______2. Whether or not some people were treated differently than others
______3. Whether or not someone’s action showed love for his or her country
______4. Whether or not someone showed a lack of respect for authority
______5. Whether or not someone violated standards of purity and decency
______6. Whether or not someone was good at math
______7. Whether or not someone cared for someone weak or vulnerable
______8. Whether or not someone acted unfairly
______9. Whether or not someone did something to betray his or her group
______10. Whether or not someone conformed to the traditions of society
______11. Whether or not someone did something disgusting
______12. Whether or not someone was cruel
______13. Whether or not someone was denied his or her rights
______14. Whether or not someone showed a lack of loyalty
______15. Whether or not an action caused chaos or disorder
______16. Whether or not someone acted in a way that God would approve of

Part 2. Please read the following sentences and indicate your agreement or disagreement:

[0]   [1]   [2]   [3]   [4]   [5]   [0]   [1]   [2]   [3]   [4]   [5]
Strongly   Moderately   Slightly   Slightly   Moderately   Strongly
17. Compassion for those who are suffering is the most crucial virtue.
18. When the government makes laws, the number one principle should be ensuring that everyone is treated fairly.
19. I am proud of my country’s history.
20. Respect for authority is something all children need to learn.
21. People should not do things that are disgusting, even if no one is harmed.
22. It is better to do good than to do bad.
23. One of the worst things a person could do is hurt a defenseless animal.
24. Justice is the most important requirement for a society.
25. People should be loyal to their family members, even when they have done something wrong.
26. Men and women each have different roles to play in society.
27. I would call some acts wrong on the grounds that they are unnatural.
28. It can never be right to kill a human being.
29. I think it’s morally wrong that rich children inherit a lot of money while poor children inherit nothing.
30. It is more important to be a team player than to express oneself.
31. If I were a soldier and disagreed with my commanding officer’s orders, I would obey anyway because that is my duty.
32. Chastity is an important and valuable virtue.

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What is Your Parenting Style?

How would you describe your approach to parenting? From each of the following groups of statements, check the one that best describes you:

Group 1
- 1. I believe children should be seen and not heard.
- 2. I enjoy the chaos of parenting.
- 3. I believe children can be children and also practice civility.
- 4. My children keep to themselves and don’t bother me much.

Group 2
- 1. I think my children need a firm hand to direct them so they behave properly.
- 2. I believe my children need freedom to learn who they are.
- 3. I love watching my children discover things for themselves – and I am there if they have questions.
- 4. My children learn how to behave in school or at child care.

Group 3
- 1. I don’t have a problem saying “no” to my child.
- 2. I hate saying “no” to my child.
- 3. Sometime I need to say “no” to my child, and sometimes I say “yes.”
- 4. Mostly I just ignore my child’s bad behavior.

Group 4
- 1. Every rule – big and little – must be followed.
- 2. I don’t believe in lots of rules – when I am with my children I want to enjoy them and have fun, not be a disciplinarian.
- 3. I have rules that are really important, and I expect them to be followed. But I am willing to be flexible about smaller issues.
- 4. Having lots of rules is too complicated – sometimes it’s just easier to ignore some behavior.

Group 5
- 1. I think discipline is correcting your children when they misbehave.
- 2. I don’t believe in lots of discipline – my children need freedom.
- 3. I think discipline is an opportunity to teach your children.
- 4. The other parent takes care of most of the discipline.

Group 6
- 1. I am okay if my children are unhappy with me.
- 2. I want my children to like me.
- 3. Sometimes I need to be unpopular with my children to keep them safe and ensure they do what needs to be done.
- 4. I am not sure how to get my children to like me.
Group 7
- 1. Children must respect their parents
- 2. I like it when my child is respectful, but I must admit, that’s not often. Must be the age.
- 3. Parents need to model the respect they expect from their child.
- 4. I wish my child was more respectful, but since she’s not, I try to ignore it.

Group 8
- 1. I know exactly what my children are doing, who they are with and where they are all the time.
- 2. I try to keep up with my children’s comings and goings, but sometimes they won’t tell me.
- 3. My children and I have an agreement – I will always let them know where I am and they will do the same for me.
- 4. I don’t keep track of what my children are up to – they seem fine and have teachers and child care providers to watch over them.

Group 9
- 1. I don’t tolerate mistakes – I can see making a mistake once, but after that children need to be punished.
- 2. I think that if children don’t feel successful, they will not have the confidence to do well in life.
- 3. Some of the greatest lessons for children come from their mistakes. I try to help my children learn from their mistakes.
- 4. Everyone makes mistakes – I don’t get real upset over my children’s mistakes. They will figure it out.

Group 10
- 1. I don’t believe parents should be their children’s friend – you will lose your authority over them.
- 3. My children are friends with other children; I need to be their parent.
- 4. I really don’t understand how parents and children could be friends – we are so different from each other.

Group 11
- 1. I don’t tell my children much – these are adult matters.
- 2. I can tell my child just about anything.
- 3. I let my children know what is going on, especially if it affects them, but some things I need to talk with another adult about.
- 4. My children don’t need much information; they seem to be doing fine.
**So what is your parenting style?**

Scoring:
Add up the number of times you responded to a question with a 1, 2, 3 or 4 and put that number in the box under “Number of Times” to the right of the appropriate response number. Look at the response number where you have the highest number of times; this is your predominant approach to parenting, or parenting style.

<table>
<thead>
<tr>
<th>Number of times</th>
<th>Parenting styles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Authoritarian</td>
</tr>
<tr>
<td>2</td>
<td>Permissive</td>
</tr>
<tr>
<td>3</td>
<td>Authoritative</td>
</tr>
<tr>
<td>4</td>
<td>Unengaged</td>
</tr>
</tbody>
</table>

Interview questions

1. How would you teach your children in accordance with your standard and value?

2. How your standard and belief guide you to teach your children?

3. What factors affect you to provide care and guidance at the same time in fulfilling your parenting role?

4. What do you do when your children face difficulties?

5. What elements do you think is the most important when rearing children?

6. To what extent do you grant freedom and autonomy to your children?

7. In what way do you use discipline on your children?

8. When your children oppose your decision, what kind of method do you adopt to handle this conflict?

9. When your children misbehave or make mistakes, what actions and attitudes do you adopt to them?

10. What do think about the role of parents in maintaining the coalition of family and how can you achieve that with your parenting style?

11. What kind of image of family you want your children to perceive in accordance with your parenting style?

12. What do you expect your children in relation to you?

13. How do you set the boundary between you and your children to ensure not being too autocratic and friendly?

14. About the statement, 'Parents should not be disguised to their children', what do you think and how it guides you to choose how to teach your children?
15. What can you get from sharing the experience of teaching children with other parents?

16. What are your understanding and beliefs about morals, such as that concerning the behavior of your children and you?

17. How do the understand beliefs affect your parenting?
Reference


