

**IMPACT OF PARENTING STYLES ON THE DEVELOPMENT OF MORAL
VALUES AMONG CHILDREN IN SELECTED LOCAL GOVERNMENT AREA
OF OGUN STATE, SOUTH-WEST, NIGERIA**

by

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Abstract

This study investigated the impact of parenting styles on the development of moral values among children. Descriptive survey research design was used for the study. Stratified random sampling technique was adopted in selecting three hundred and seventy-eight (378) junior secondary school students in six (6) selected schools in Ijebu-Ode and Odogbolu Local Government, Ogun state. The instrument used in gathering data from the respondents was a self-designed and close-ended questionnaire. The data gathered from the respondents was arranged and analyzed using descriptive statistics (frequency counts, percentage, mean and standard deviation), Pearson Product Moment Correlation (PPMC) and multiple regression. Results showed that a very strong relationship exists between authoritative parenting style and development of children's moral values ($r = .742$); there was a very strong relationship exists between authoritarian parenting style and development of children's moral values ($r = .721$); a moderate relationship exists between permissive parenting style and development of children's moral values ($r = .661$); there was significant composite contributions of parenting styles (authoritative, authoritarian and permissive) to the development of moral values among children ($p < 0.05$); there was significant relative contributions of parenting styles to the development of moral values among children ($p < 0.05$). Based on the findings, it was therefore recommended that Community and religious leaders should organize regular parenting workshops to train parents on how to apply firm but fair parenting at home. Government and NGOs should invest in family support programs that promote balanced parenting styles to ensure children grow up with strong moral values.

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Keywords: Parenting styles, Development of children's values

Introduction

Parenting practices play a central role in shaping children's moral development and behavioural outcomes within the family and society. The early years of a child's life are particularly important because they form the foundation upon which attitudes, beliefs, and moral reasoning are built. The nature of parental guidance, discipline, and emotional support significantly determines how children learn to differentiate between right and wrong and how they behave in social settings (Aluko et al., 2024; Akinlawo et al., 2019). Parenting is not only about meeting physical needs but also about transmitting moral standards that guide children's actions throughout life. Parenting styles represent patterned ways through which parents interact with and raise their children, influencing their emotional and moral development. These styles include authoritative, authoritarian, and permissive approaches, each reflecting different levels of control and responsiveness. Research has shown that the authoritative style, which balances discipline with warmth, promotes healthier moral development compared to other styles (Edet & Nkereuwem, 2024). In contrast, authoritarian parenting may enforce obedience without internal moral understanding, while permissive parenting may lead to weak moral boundaries due to lack of control (Kamaldeen et al., 2024).

Moral values refer to the standards and principles that guide individuals in determining what is right or wrong in their behaviour and interactions. These values are essential for maintaining social order and promoting positive relationships within society (Lydia, 2023). According to Agoro et al. (2024), moral values serve as a foundation for ethical decision-making and help individuals develop a sense of responsibility and fairness. Similarly, Cynthia (2021) observed that children who are exposed to strong moral guidance at home tend to demonstrate better social adjustment and responsible behaviour in school and community settings. Respect is one of the core moral values that children are expected to develop through parental influence. It involves recognizing the worth of others, obeying rules, and showing regard for authority and societal norms. Children who are taught respect are more likely to maintain positive relationships with peers, teachers, and elders (Olatunji, 2025). Respectful behaviour is often cultivated in environments where parents model courteous interactions and enforce appropriate discipline; consistent parental guidance enhances children's understanding of respect as both a personal and social responsibility (Sutaria, 2025).

Furthermore, honesty is a vital moral value that emphasizes truthfulness, integrity, and transparency in behaviour. Children learn honesty primarily through observation and reinforcement within the home environment. When parents consistently demonstrate truthful behaviour, children are more likely to internalize similar values (Sutaria, 2025). Research by Liang et al. (2025) stated that environments that encourage openness and accountability promote honest behaviour among learners; supportive family environments reduce tendencies toward deceit and dishonesty, thereby strengthening moral character. Empathy, another essential moral value, refers to the ability to understand and share the feelings of others. It plays a significant role in promoting kindness, compassion, and social harmony. Children who develop empathy are more likely to engage in prosocial behaviours and avoid harmful actions toward others. Nguyen et al. (2026) explained that empathetic behaviour is nurtured through emotional bonding and responsive parenting. Children exposed to supportive and communicative parenting styles tend to develop stronger emotional awareness and sensitivity toward others.

In addition, responsibility is a moral value that involves accountability for one's actions and the ability to fulfill obligations. Children who are taught responsibility tend to develop discipline, independence, and a strong sense of duty; structured parenting practices help children understand the importance of taking ownership of their actions (Firdausi, 2025). Likewise, Cupar et al. (2025) observed that responsible behaviour is often linked to consistent parental expectations and guidance, which encourage children to act in socially acceptable ways. Generosity and gratitude are also important moral values that contribute to positive social interactions and emotional well-being. Generosity involves the willingness to share and help others, while gratitude reflects appreciation for kindness and support received. These values foster a sense of community and mutual respect among individuals. Liu et al. (2025) reported that children raised in nurturing environments are more likely to exhibit generous and appreciative behaviours; parental encouragement and modelling play a key role in developing these values in children. Consequently, the development of children's moral values is strongly influenced by the type of parenting style adopted within the family. Therefore, this study seeks to examine how authoritative, authoritarian, and permissive parenting styles influence the development of moral values among children in selected Local Government Areas of Ogun State.

Problem Statement

Parenting styles play a significant role in shaping children's moral values, which guide their behaviour, relationships, and decision-making in society. However, there is increasing concern about the decline in key moral values such as respect, honesty, empathy, responsibility, generosity, and gratitude among children. Many young people today exhibit behaviours that reflect weak moral foundations, including dishonesty, lack of empathy, disrespect for authority, and irresponsibility. This situation raises questions about the effectiveness of the parenting approaches used in raising children. In many homes, parents adopt different parenting styles without fully understanding how these styles influence the moral development of their children. While some parents apply strict control, others are overly lenient or inconsistent, which may negatively affect how children internalize moral values. Additionally, factors such as technological distractions, peer influence, and changing social norms have further reduced the direct impact of parental guidance. Although previous studies have examined parenting styles and child development, limited attention has been given specifically to their influence on children's moral values within local contexts. Therefore, this study seeks to examine how authoritative, authoritarian, and permissive parenting styles influence the development of children's moral values in selected Local Government Areas of Ogun State.

Study Objectives

The general objective of the study is to investigate the impact of parenting styles on the development of moral values among children in selected local government areas of Ogun state. The following specific objectives are set to guide the study:

- i. To examine the roles of authoritative parenting style on the development of moral values among children in selected Local Government Area of Ogun state;
- ii. To examine the roles of authoritarian parenting style on the development of moral values among children in selected Local Government Area of Ogun state;
- iii. To examine the roles of permissive parenting style on the development of moral values among children in selected Local Government Area of Ogun state;

- iv. To investigate the composite contributions of parenting styles (authoritative, authoritarian and permissive) to the development of moral values among children in selected Local Government Area of Ogun state;
- v. To investigate the relative contributions of parenting styles (authoritative, authoritarian and permissive) to the development of moral values among children in selected Local Government Area of Ogun state.

Hypotheses

The following research hypotheses were tested.

- H01:** There is no significant relationship between authoritative parenting style and development of moral values among children in selected Local Government Area of Ogun state
- H02:** There is no significant relationship between authoritarian parenting style and development of moral values among children in selected Local Government Area of Ogun state
- H03:** There is no significant relationship between permissive parenting style and development of moral values among children in selected Local Government Area of Ogun state
- H04:** There is no significant composite contributions of parenting styles (authoritative, authoritarian and permissive) to the development of moral values among children in selected Local Government Area of Ogun state
- H05:** There is no significant relative contributions of parenting styles (authoritative, authoritarian and permissive) to the development of moral values among children in selected Local Government Area of Ogun state

Literature Review

Akinnawo et al. (2019) examined the influence of parenting styles on adolescents' emotional intelligence and psychological health. The study provides useful insight into how parenting approaches shape children's internal development. A key strength of this work is its recognition that authoritative parenting tends to produce more positive developmental outcomes compared to authoritarian and permissive styles. However, a limitation is that it places strong emphasis on emotional intelligence and psychological health rather than moral values, which is the focus of the present study. In relation to other studies, its findings align with the general view that

authoritative parenting is beneficial, but it differs from some behavioural studies that suggest authoritarian parenting may also produce discipline and structured behaviour. This creates an inconsistency in the literature regarding whether strict parenting is harmful or beneficial depending on the outcome being measured.

Kamaldeen et al. (2024) provide a broader conceptual discussion on parenting and moral decline in Nigeria. The study strongly links poor parenting practices to societal problems such as corruption, violence, and lack of discipline. While this perspective is important in understanding the societal relevance of parenting, the study is largely theoretical and lacks empirical measurement of children's actual moral development. This weakens its ability to establish a direct cause-and-effect relationship. Compared to empirical studies like Akinawo et al. (2019) and Christie (2024), Kamaldeen et al. offer broader interpretations but less scientific evidence. However, the argument that parenting shapes national moral behaviour supports the direction of the present study, even though it does not provide measurable data on children's moral values.

Christie (2024) focused on how parenting styles influence school adjustment among secondary school students. The study emphasizes that authoritative parenting promotes positive adjustment, while authoritarian and permissive styles are linked to poor adjustment. This finding is consistent with many behavioural studies that support the positive role of authoritative parenting. However, a limitation is that school adjustment does not necessarily reflect moral development, as a child may adjust well academically but still lack strong moral values. When compared with Akinawo et al. (2019), both studies agree on the positive effect of authoritative parenting, but they differ in outcome focus, one emphasizes emotional intelligence while the other focuses on school adjustment. This shows a gap in connecting parenting styles directly to moral value formation.

Edet and Nkereuwem (2024) investigated the relationship between parenting styles and students' compliance with school rules. Their findings suggest that authoritarian and neglectful parenting styles are significantly related to student behaviour in school. This supports the idea that parenting influences discipline. However, the interpretation of authoritarian parenting remains inconsistent across studies. While this study suggests a relationship with rule compliance, other studies associate authoritarian parenting with emotional distress and negative outcomes. This contradiction suggests that authoritarian parenting may not have a uniform effect and its impact may depend on context, culture, or measurement focus. Importantly, compliance with rules does

not always reflect internal moral understanding, which is a key limitation when compared to moral development studies.

Joan (2023) examined parenting styles and academic performance during the COVID-19 pandemic. The study found a very weak positive relationship between parenting style and academic performance. This finding differs from Christie (2024), who reported stronger relationships between parenting and school-related outcomes. The contradiction suggests that parenting influence may vary depending on environmental conditions such as crises, family income, or learning disruptions. Joan's study also highlights that parenting effects are not always strong predictors of child outcomes, which challenges the assumption that parenting style alone determines development. However, like other studies, it does not directly assess moral values, leaving a conceptual gap in the literature.

Agoro et al. (2024) examined parenting style and personality in relation to self-esteem. The study found that both factors significantly influence self-esteem, although combined effects with gender were not always significant. This introduces the idea that parenting does not operate in isolation but interacts with personal and social variables. However, self-esteem is an internal psychological construct and not a direct measure of moral values such as honesty, empathy, or responsibility. When compared with behavioural studies, the findings reinforce the importance of parenting but shift attention away from moral development. This creates inconsistency in what aspect of child development parenting most strongly influences.

Aluko et al. (2024) explored parenting styles and peer pressure in relation to risky behaviours among undergraduates. The study found that authoritarian and permissive parenting significantly influence risky behaviours, while authoritative parenting did not show significant influence. This contradicts several earlier studies (such as Christie, 2024; Akinawo et al., 2019), which strongly support the positive impact of authoritative parenting. The inclusion of peer pressure as a strong influencing factor also shows that parenting alone may not fully explain behavioural outcomes. This raises an important contradiction in the literature regarding the effectiveness of authoritative parenting, suggesting that its influence may depend on external social environments.

Across all reviewed studies, a major contradiction exists regarding authoritarian parenting. Some studies associate it with discipline and behavioural control, while others link it to emotional distress and negative behaviour. Similarly, authoritative parenting is widely regarded as positive,

yet its effect is not always consistent across different studies and outcomes. These contradictions suggest that parenting styles may not have fixed effects but may vary based on context, culture, and the specific developmental outcome being measured. Despite the wide range of studies on parenting styles, most existing research focuses on outcomes such as academic performance, emotional intelligence, psychological health, self-esteem, school adjustment, and behavioural compliance. Very few studies have directly examined the development of moral values such as honesty, respect, responsibility, empathy, gratitude, and generosity among junior secondary school students. Furthermore, most studies are conducted at higher educational levels or focus on adolescents and undergraduates rather than junior secondary school students, who are at a critical stage of moral formation. Therefore, there is a clear need for a study that specifically examines how parenting styles influence the development of moral values among junior secondary school students in Ogun State, Nigeria. This study fills that gap by providing empirical evidence focused directly on moral value development rather than general behavioural or psychological outcomes.

Conceptual Framework

Authoritative parenting style is characterized by a balanced approach that combines warmth, responsiveness, and firm but reasonable control. Parents who adopt this style set clear expectations while also encouraging open communication and mutual respect. Children are guided through explanations rather than harsh punishment, which helps them understand the reasons behind rules. This parenting approach has been widely associated with positive developmental outcomes, including emotional stability and moral growth. Research indicates that authoritative parenting promotes self-discipline, empathy, and responsible behaviour in children (Edet & Nkereuwem, 2024). Similarly, Akinlawo et al. (2019) noted that children raised in supportive and structured environments are more likely to internalize moral values effectively and demonstrate socially acceptable behaviours.

Authoritarian parenting style is marked by strict control, high demands, and low responsiveness to children's emotional needs. Parents enforce rigid rules and expect obedience without questioning, often using punishment as a primary method of discipline. While this approach may produce immediate compliance, it does not always encourage internal moral understanding. Children raised under authoritarian parenting may struggle with low self-esteem, fear, and

limited social skills (Ohazulike, 2023). According to Kamaldeen et al. (2024), excessive control without emotional support can hinder the development of empathy and independent thinking in children. In addition, Aluko et al. (2024) explained that such parenting may lead to behavioural conformity but not genuine moral development, as children may act out of fear rather than understanding.

Permissive parenting style is characterized by high levels of warmth and affection but very low control or discipline. Parents who adopt this approach tend to be lenient, allowing children significant freedom to make their own decisions without enforcing clear boundaries (Folorunsho et al., 2024). Although this style promotes emotional closeness, it often lacks the structure needed for proper behavioural guidance. As a result, children may develop poor self-control and difficulty adhering to rules. Studies have shown that permissive parenting can lead to irresponsible behaviour and weak moral judgement (Edet & Nkereuwem, 2024). Furthermore, Daramola (2022) observed that children who grow up without consistent discipline may struggle to develop essential values such as responsibility and respect for authority.

Development of children's moral values refers to the process through which children learn and internalize principles that guide their behaviour and interactions with others. These values include respect, honesty, empathy, responsibility, generosity, and gratitude, which are essential for healthy social living. Moral development is influenced by family, environment, and social experiences, with parents playing a central role in shaping these values (Bieh & Boroh, 2023). According to Agoro et al. (2024), strong moral values help children make ethical decisions and contribute positively to society. Likewise, Cynthia (2021) noted that consistent guidance and positive role modelling by parents enhance the development of moral behaviour, enabling children to grow into responsible and socially aware individuals.

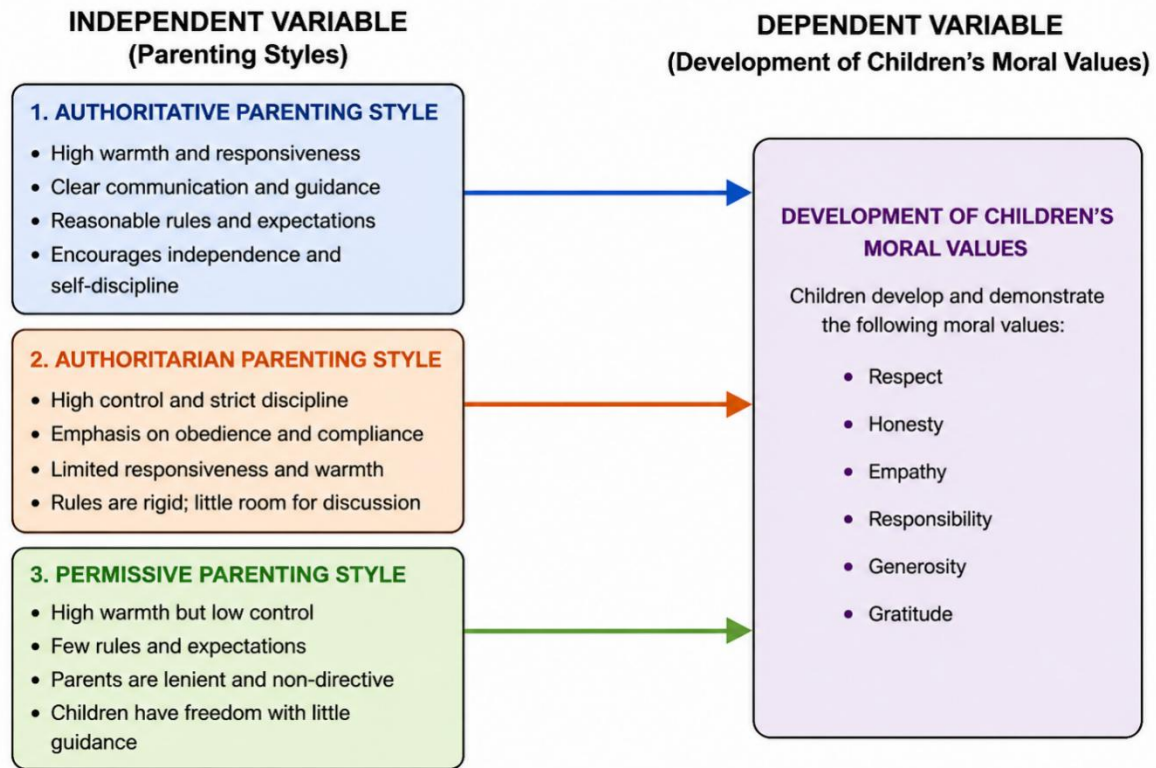


Figure 1: *Conceptual Framework of the study*

The conceptual framework of this study explains the relationship between parenting styles and the development of children's moral values. Parenting styles, which include authoritative, authoritarian, and permissive approaches, serve as the independent variables. These styles represent different ways parent guide, control, and interact with their children. Each parenting style has unique characteristics that influence how children learn behaviour and develop moral standards. The dependent variable is the development of children's moral values, specifically respect, honesty, empathy, responsibility, generosity, and gratitude. These values reflect the child's ability to relate well with others and make morally sound decisions. The framework shows that parenting styles directly influence how these moral values are formed and expressed in children. In essence, the model suggests that positive parenting practices, especially those that combine guidance with emotional support, are more likely to promote strong moral values, while less balanced approaches may weaken moral development.

Theoretical Review

This study is anchored on three major theories that explain how parenting styles influence the development of children's moral values. These theories are Social Learning Theory (Bandura, 1977), Moral Development Theory (Kohlberg, 1958), and Attachment Theory (Bowlby, 1969). Together, they explain how children learn behaviour, develop moral judgement, and form emotional bonds that shape their values.

Social Learning Theory (Bandura, 1977) explains that children learn behaviours through observation, imitation, and reinforcement. Albert Bandura (1977) proposed that children do not only learn from direct instruction but also by watching parents and significant others. In the context of this study, parenting styles serve as models that children imitate, which influences their moral values such as honesty, respect, and responsibility. A major criticism of this theory is that it overemphasizes environmental influence and underestimates biological and cognitive factors in moral development. However, it is highly relevant to this study because it explains how authoritative, authoritarian, and permissive parenting styles directly shape children's moral behaviour through modelling and reinforcement.

Moral Development Theory (Kohlberg, 1958) was propounded by Lawrence Kohlberg (1958), who explained that moral reasoning develops in stages as children grow and interact with their environment. He identified pre-conventional, conventional, and post-conventional stages of moral development. Parenting styles influence how children progress through these stages by guiding their understanding of right and wrong. A key criticism of this theory is that it focuses more on moral reasoning than actual moral behaviour and is also considered culturally biased toward Western values. Despite this limitation, it is relevant to this study because parenting styles can either support or hinder a child's movement through the stages of moral development, thereby shaping their moral values.

Attachment Theory (Bowlby, 1969) was developed by John Bowlby (1969), who emphasized the importance of early emotional bonds between children and caregivers. He argued that secure attachment leads to healthy emotional and social development, while insecure attachment can result in poor behavioural outcomes. In this study, parenting styles influence the quality of attachment formed between parents and children, which in turn affects moral development and values such as empathy, trust, and responsibility. A major criticism of this theory is that it

focuses heavily on early childhood experiences and may underestimate changes that occur later in life. However, it is highly relevant to this study because it explains how consistent and caring parenting (especially authoritative style) promotes strong moral values through secure emotional bonding.

Methodology

Research Design: Descriptive survey research design was employed.

Population of the Study: The study population comprised of junior secondary school students in six (6) selected schools in Ijebu-Ode and Odogbolu Local Government, Ogun state. The six (6) secondary schools were selected based on their year of establishment i.e. (the six oldest secondary schools in Ijebu-ode and Odogbolu Local Government, Ogun state. The total population of the students was 21,964 (Field Survey, 2025).

Sample and Sampling Technique: The sample size was determined using Cochran's formula with Finite Population Correction (FPC).

$$n = \frac{N \cdot Z^2 - P \cdot (1-P)}{(N-1) \cdot E^2 + Z^2 \cdot p \cdot (1-p)}$$

Cochran's formula with finite population correction (FPC)

Where

- n = Sample size
- N = Population size (21,964)
- Z = Z-score (1.96) for 95% confidence level
- P = Estimated proportion (0.5 is the most conservative estimate)
- E = Margin of error (5% or 0.05)

Solution

- Population size (N) = 21,964
- Z-score = 1.96 (95% confidence level)
- Proportion (p) = 0.5 (most conservative estimation)
- Margin of error (E) = 0.05
- $Z^2 \rightarrow (1.96) = 3.8416$

$$P. (1-P) = 0.5 \times (1 - 0.5) = 0.5 \times 0.5 = 0.25$$

$$n = \frac{21,964 \times 3.8416 \times 0.25}{(21,964-1) \times (0.05)^2 + 3.8416 \times 0.25}$$

$$n = \frac{21,095.1}{55.87} = 377.6$$

Sample size = 378

However, simple random sampling technique was used to distribute the sample across the six (6) selected secondary schools in Ijebu-ode and Odogbolu Local Government, Ogun state.

Research Instrument: The instrument used to gather data was through the administration of close ended questionnaire which comprised relevant questions on Parenting Styles, which was adopted from the study of Divya and Manikandan (2013). It also comprised relevant items on the development of moral values (respect, honesty, empathy, responsibility, generosity and gratitude) among children, which was adopted from the study of Fyffe and Hay (2021).

Validity of Research Instrument: The validity of the instrument was ensured through expert review, where specialists in social studies education examined the questionnaire to confirm that it adequately covered parenting styles and children's moral values. Their feedback helped to refine the items, ensuring that the instrument measured what it was intended to measure.

Reliability of Research Instrument: A pilot test was carried out using a subset of respondents who are not part of the primary research and thirty (30) copies of the questionnaire was distributed among children in a public secondary school in Ijebu North-East Local Government, Ogun state. The reliability of the instrument was assessed and determined by the reliability coefficient which yielded 0.88 and confirmed that the instrument is reliable within an acceptable limit.

Method of Data Analysis: Pearson Product Moment Correlation (PPMC) was used to analyse hypothesis 1, 2 & 3 while multiple regression was used to analyse hypothesis 4 & 5.

Ethical Considerations: Ethical issues were properly considered in this study since the respondents were junior secondary school students (minors). Informed consent was obtained from the school authorities, while parental or guardian approval was also sought where necessary

before data collection. The purpose of the study was clearly explained to the participants, and they were assured that participation was voluntary, with the right to withdraw at any time without any penalty. Confidentiality and anonymity were strictly maintained as no names were required on the questionnaire, and all responses were used solely for academic purposes. The data collected was handled with care to prevent any form of harm, whether physical, emotional, or psychological. The study fully complied with ethical standards guiding research involving human participants, especially children.

Results

H01: There is no significant relationship between authoritative parenting style and development of moral values among children in selected Local Government Area of Ogun state

Table 1: Pearson's Correlation Analysis of Hypothesis One

		Authoritative parenting style	Development of children's moral value
Authoritative parenting style	Pearson Correlation	1	.742
	Sig. (2-tailed)		.003
	N	378	378
Development of children's moral value	Pearson Correlation	.742	1
	Sig. (2-tailed)	.003	
	N	378	378

Table 1 above presents the relationship between authoritative parenting style and development of moral values among children. The table shows that a very strong relationship exists between authoritative parenting style and development of children's moral values ($r = .742$). The relationship between the two variables is however revealed to be significant ($p < .05$). Hence, there is significant relationship between authoritative parenting style and development of moral values among children in selected Local Government Area of Ogun state.

H02: There is no significant relationship between authoritarian parenting style and development of moral values among children in selected Local Government Area of Ogun state

Table 2: Pearson's Correlation Analysis of Hypothesis Two

		Authoritarian parenting styles	Development of children's moral value
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Authoritarian parenting styles	Pearson Correlation	1	.721
	Sig. (2-tailed)		.001
	N	378	378
Development of children's moral value	Pearson Correlation	.721	1
	Sig. (2-tailed)	.001	
	N	378	378

Table 2 above presents the relationship between authoritarian parenting style and development of moral values among children. The table shows that a very strong relationship exists between authoritarian parenting style and development of children's moral values ($r = .721$). The relationship between the two variables is however revealed to be significant ($p < .05$). Hence, there is significant relationship between authoritarian parenting style and development of moral values among children in selected Local Government Area of Ogun state.

H03: There is no significant relationship between permissive parenting style and development of moral values among children in selected Local Government Area of Ogun state

Table 3: Pearson's Correlation Analysis of Hypothesis Three

		Permissive parenting styles	Development of children's moral value
Permissive parenting styles	Pearson Correlation	1	.661
	Sig. (2-tailed)		.002
	N	378	378
Development of children's moral value	Pearson Correlation	.661	1
	Sig. (2-tailed)	.002	
	N	378	378

Table 3 above presents the relationship between permissive parenting style and development of moral values among children. The table shows that a moderate relationship exists between permissive parenting style and development of children's moral values ($r = .661$). The relationship between the two variables is however revealed to be significant ($p < .05$). Hence, there is significant relationship between permissive parenting style and development of moral values among children in selected Local Government Area of Ogun state.

H04 There is no significant composite contributions of parenting styles (authoritative, authoritarian and permissive) to the development of moral values among children in selected Local Government Area of Ogun state

Table 4: ANOVA Summary of Significance Level in the Multiple Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.702	.493	.471	1.232	
ANOVA					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	38.410	3	12.803	24.880	.000
Residual	39.520	374	.106		
Total	77.930	377			

Result in Table 4 shows that the R value of 0.702 indicates a strong positive relationship between the predictors (parenting styles: authoritative, authoritarian and permissive) and the dependent variable (development of children's moral values). The R Square value of 0.493 suggests that these predictors together explain 49.3% of the variance in development of children's moral values. The remaining 50.7 % could be attributed to other factors not included in the study. The ANOVA table shows a statistically significant F-value of 24.880 with a p-value of 0.000, indicating that the composite contributions effect of the predictors is significant. Hence, there is significant composite contributions of parenting styles (authoritative, authoritarian and permissive) to the development of moral values among children in selected Local Government Area of Ogun state.

H05: There is no significant relative contributions of parenting styles (authoritative, authoritarian and permissive) to the development of moral values among children in selected Local Government Area of Ogun state

Table 5: Multiple Regression Analysis of Research Hypothesis 5

Model	Unstandardized Coefficients B	Standardized Coefficients Beta	t	Sig
(Constant)	1.280	0.540	1.259	.001
Authoritative	0.325	0.071	3.401	.000
Authoritarian	0.295	0.043	3.015	.002

Permissive	0.270	0.036	0.305	2.468	.001
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Table 5 shows the relative contributions of parenting styles (authoritative, authoritarian and permissive) to the development of moral values among children in selected Local Government Area of Ogun state. The most potent factor was authoritative parenting style (Beta = 0.392, $t = 3.401$, $p < 0.01$), followed by authoritarian parenting style (Beta = 0.374, $t = 3.015$, $p < 0.01$), and permissive parenting style (Beta = 0.305, $t = 2.468$, $p < 0.01$). This implies that authoritative parenting style has the strongest positive influence on the development of children's moral values, followed by authoritarian and permissive parenting styles respectively. Hence, there is significant relative contributions of parenting styles (authoritative, authoritarian and permissive) to the development of moral values among children in selected Local Government Area of Ogun state.

Discussion of Findings

The study found that there is significant relationship between authoritative parenting style and development of moral values among children in selected Local Government Area of Ogun state. The relationship between authoritative parenting style and the development of moral values among children can be explained through Social Learning Theory, which suggests that children learn behaviours through observation and imitation of parental actions. Authoritative parents provide a balanced environment of discipline and warmth, which encourages children to internalize positive values such as responsibility and respect. This finding is consistent with previous studies (Lydia, 2023; Ohazulike, 2023) and implies that supportive parenting promotes moral internalization rather than fear-based obedience, thereby strengthening ethical behaviour in children.

Findings revealed that there was a significant relationship between authoritarian parenting style and development of moral values among children in selected Local Government Area of Ogun state. This may be explained may be explained by the fact that strict discipline enforces obedience and rule-following, which can shape external behaviour. However, from a theoretical perspective, Kohlberg's Moral Development Theory suggests that such compliance may remain at a lower level of moral reasoning, driven by fear of punishment rather than internal understanding of right and wrong. While Agoro et al. (2024) support its influence on behavioural

development, Afshari (2019) argues that it may limit independent moral judgment. This contradiction suggests that authoritarian parenting may produce obedience but not deep moral understanding.

Findings indicated that there was a significant relationship between permissive parenting style and development of moral values among children in selected Local Government Area of Ogun state. The relationship between permissive parenting and moral values reflects inconsistent guidance at home. Based on Attachment Theory, weak parental control combined with emotional freedom may reduce the child's ability to develop self-discipline and responsibility. Although Christie (2024) observed some positive outcomes such as creativity, Akinlawo et al. (2019) reported negative psychological effects. This inconsistency implies that permissive parenting may encourage freedom but weaken moral structure, leading to unstable value formation.

Analysis showed that there was significant composite contribution of parenting styles (authoritative, authoritarian and permissive) to the development of moral values among children in selected Local Government Area of Ogun state. This implies that moral development is not influenced by a single parenting approach but by the interaction of different styles within the home environment. This aligns with Kamaldeen et al. (2024), who emphasized that parenting collectively shapes societal values. It implies that children's moral development is multi-dimensional and influenced by varying parental behaviours.

Also, there was significant relative contribution of parenting styles (authoritative, authoritarian and permissive) to the development of moral values among children; authoritative parenting has the strongest influence on moral development, followed by authoritarian and permissive styles. This can be understood through Social Learning Theory, where consistent positive modelling produces stronger internalized values. However, the mixed effects of authoritarian and permissive styles show that moral development is context-dependent. The finding is in line with the study of Christie (2024) who found that authoritative parenting had the most positive impact on students' adjustment, while authoritarian and permissive styles had mixed effects. However, this finding is not in line with the study of Afshari (2019), who noted that authoritarian parenting may lead to poor outcomes in emotional health and self-worth, which are important for values. This means that while each style contributes something, authoritative parenting is likely the most helpful in shaping strong and positive values in children.

Conclusion

In conclusion, parenting style is a key determinant of children's moral value formation, but its influence varies in strength and quality. Authoritative parenting emerges as the most effective approach because it combines discipline with emotional support, promoting internalized moral values rather than mere obedience. Authoritarian and permissive styles also contribute to moral development, but their effects are less stable and may produce compliance without deep moral reasoning or inconsistent value formation. Moral development is not accidental but socially constructed within the family environment through parenting practices. The study contributes to knowledge by clarifying that balanced parenting produces stronger moral outcomes than extreme styles. It also highlights that children's moral values are shaped through interaction, modelling, and reinforcement within the home. The implication is that improving parenting quality is essential for building morally responsible children and, ultimately, a more disciplined society.

Recommendations

In view of the findings of this study, it is therefore recommended that:

1. School counselors should educate parents on balancing discipline with warmth so that values formed in children are not built only out of fear.
2. Parents using permissive styles should set clear boundaries and guide their children while still giving them room to express themselves.
3. Parenting education programs should teach the dangers of too much freedom and the importance of providing direction and correction in children's lives.
4. Government and NGOs should invest in family support programs that promote balanced parenting styles to ensure children grow up with strong moral values.
5. Parenting education should be added to community health programs, especially in rural areas, to help parents understand their role in shaping children's character.

Limitations of the Study

This study faced some limitations during its execution. Firstly, the research was limited to six selected secondary schools in Ijebu-Ode and Odogbolu Local Government Areas of Ogun State, which may not fully represent all junior secondary school students in the state or Nigeria as a whole. Secondly, the use of self-reported questionnaires may have led to response bias, as some

students might not have answered honestly or accurately. Thirdly, obtaining access to pupils required approval from school authorities and parental consent, which slightly delayed data collection. In addition, some students had difficulty understanding certain questionnaire items, which required explanation and may have influenced their responses. Finally, time and financial constraints limited the scope of the study.

Suggestions for Further Research

Future research should expand the study to include more schools across different states for better generalization. Researchers should also consider using qualitative methods such as interviews to gain deeper insight into children's moral development. In addition, future studies should explore other influencing factors such as peer pressure, media exposure, and socio-economic background alongside parenting styles.

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