

THE ROLE OF RELIGIOUS BELIEFS AND PARENTING STYLES ON MORAL VALUES AMONG UNIVERSITY STUDENTS

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Received: 20 March, 2024

Revised: 20 April, 2024

Accepted: 03 May, 2024

Published: 15 May, 2024

ABSTRACT

The purpose of this study was to find out the relationship of morality, religion, and parenting styles among university students in Lahore, Pakistan. A sample of 251 students with an age range of 17 to 40 years old was taken. It consists of 119 women and 132 men was taken. Sample was collected via convenient sampling strategy in public and private universities. Morality Scale (Hofstee et al., 1992), The Santa Clara Strength of Religious Faith Questionnaire (SCSRFQ) (Plante & Boccaccini, 1997), Perceived Dimensions of Parenting Scale (PDPS) (Robinson et al., 1995) were used to collect data for assessment. Results of correlation analysis showed significant and positive correlation between religion and parenting style. Moreover, there was highly significant and negative relationship between morality and parenting style (Aggressive parenting). Qualification has significant positive relationship with morality and controlling parenting style. There were significant gender differences in terms of morality and parenting styles with small effect size. There were significant differences among CGPA (low and high achievers) in terms of religion in university students. There were differences at level of education (undergraduate and graduates) in terms of morality and controlling parenting style. On the other hands, there were non-significant relation of morality with religion. Graduated students found to have high morality as compared to bachelors' students. This research is beneficial for university students to understand the role of morality, religion and the importance of parenting styles in predicting high and low moral values.

Keywords: Morality, Religion, Parenting styles, Qualification, CGPA, Graduates, Aggressive parenting, controlling parenting.

INTRODUCTION

Moral values, religion, and perceived parenting has been investigated with different factors before to explore the impact on adolescent life. Morality is the doctrine of good and bad in a culture so to say morality is a general set of rules that are dogmatic for the society. Interestingly, morality is one of the prestigious branches of religion. So to say religion teach an individual morality. This is out of the debate that what religion is best in morality but one thing to be notified in all the prominent religions in the world, preach the lesson of Morality in a holistic approach (Snarey, 1985).

Religion

Religion is a fundamental institute of a culture that set of rules or believe about superpower and mostly diverted towards the personal faith of an individual regarding worship, attitudes and its practices (Rowell 2021).

Every culture has a dominant religion(s) (Eliade & Adams, 1987) which demonstrate the

cultural moral values and assist a society to develop their norms and also their life style. Without the religion, a culture is blind or a culture have no destiny and hence no advancement in moral values or ethical considerations. McCullough, Tsang and Brion, (2003) researched on emotional stability and religion and they emphasized that people who have strong religious frame of mind might have stable emotionally quotient, less stressed and have the higher moral values (McCullough et al., 2003)

Basically all the religion preach the lesson of worship with God by humanity, benevolence and morality in the world. In accordance with the authentic studies on religion and morality suggests that an atheist has fragile moral values and are stubborn because of their rigid materialistic believes while those who have any religious basis are more moral and ethical (McCullough, et al., 2003).

Current epoch is the culture void of morality and replete with the advanced technology and are propelling towards asocial world where one person

would have no concern with others and don't care about others and hence the start of immoral behaviors and unethical practices. In order to highlight the major concern of moral values and how it could be improved by religious principles, this title for the research promptly elected and discussed under concern of current cultural markups (Matějka & McKay, 2015).

Parenting

Parenting is defined as the universal phenomena in which child upbringing practices are done, which leads to child wellbeing, health, and safety. Cultural values are transmitted if proper training is done. It can be their productive traits. Secondly, parenting tells us about the relationship between child and parents. If positive parenting styles are used then the relationship will be positive and vice versa (APA, 2021).

Parental Behavior

Parental behaviour is defined as the role or attitude used by parents towards their children. It plays important relation with children's performance, achievement, learning, achievement goals, well-being, and the shaping of moral values. Parents instil values in their offspring. (Wang & Leichtman, 2000).

Authoritarian Parenting Style

Rigorous, rigid, unquestionable to parental authority. Unwilling to accept a child's uniqueness. Use forceful measures to cope with disobedience, they do not give children the freedom to talk about their interests. Strict about discipline and neglect the needs of the children. Parent-child have a communication gap. (Abdul Gafor & Kurukkan, 2014).

Authoritative Parenting Style

Parenting style in which there is a consistent control, parents keep an eye on their children's behavior and show clear expectations. Prioritize the needs and talents of the child. Inferring appropriate maturity demands. Encourage children to be self-sufficient. Paying attention, and promoting autonomy. This shows high responsiveness and high control. (Abdul Gafor & Kurukkan, 2014).

Permissive Parenting Style

Permissive parents show kindness and compassion and express it frequently. Rules and regulations are

not strictly enforced. Share a great bond. Strong appreciation for assuming the position of a friend rather than a competitor parent. Allow the child to create his or her own. Give right of decision and give minimum penalties. (Abdul Gafor & Kurukkan, 2014).

Negligent/ uninvolved Parenting Style

Neglecting the child, having a little minimal relationship with the child. They do not advise children in any way. They remain uninvolved, child has to take important and life-changing decisions on their own. (Abdul Gafor & Kurukkan, 2014).

Supportive parents

“Supportive parent use control, and develop trust and open communication with the children (Baumrind, 1991).”

Controlling parents

“In this one or both parents monitor their children's activities and control by operating their authorities (Baumrind, 1991).”

Compassionate parents

“These parents embrace their ability to solve their baby's problem, and they see predicament with love and understanding (Baumrind, 1991).”

Aggressive parents

“These parents use aggression as a substitute to hide their ineffective parenting style (Baumrind, 1991).”

Orthodox parents

“These parents use age-old traditions and don't move forward with the social system or don't follow new traditions (Baumrind, 1991).”

Moral development

The moral development of children is interesting topic for researchers to investigate from many years. Jean Piaget and Lawrence Kohlberg, (1979) work gather wider attention toward the theories related to child morality that represents children passes through never changing sequence of stages of moral development. The main focus of moral development is on the change, understanding and emerge of morality from child birth to adulthood. It is developed across a lifetime and is influenced by individual behavior and life experiences. The individual learn through their moral values when they face the different life issues and passes through

different periods of cognitive and physical development.(Hersh et al., 1979).

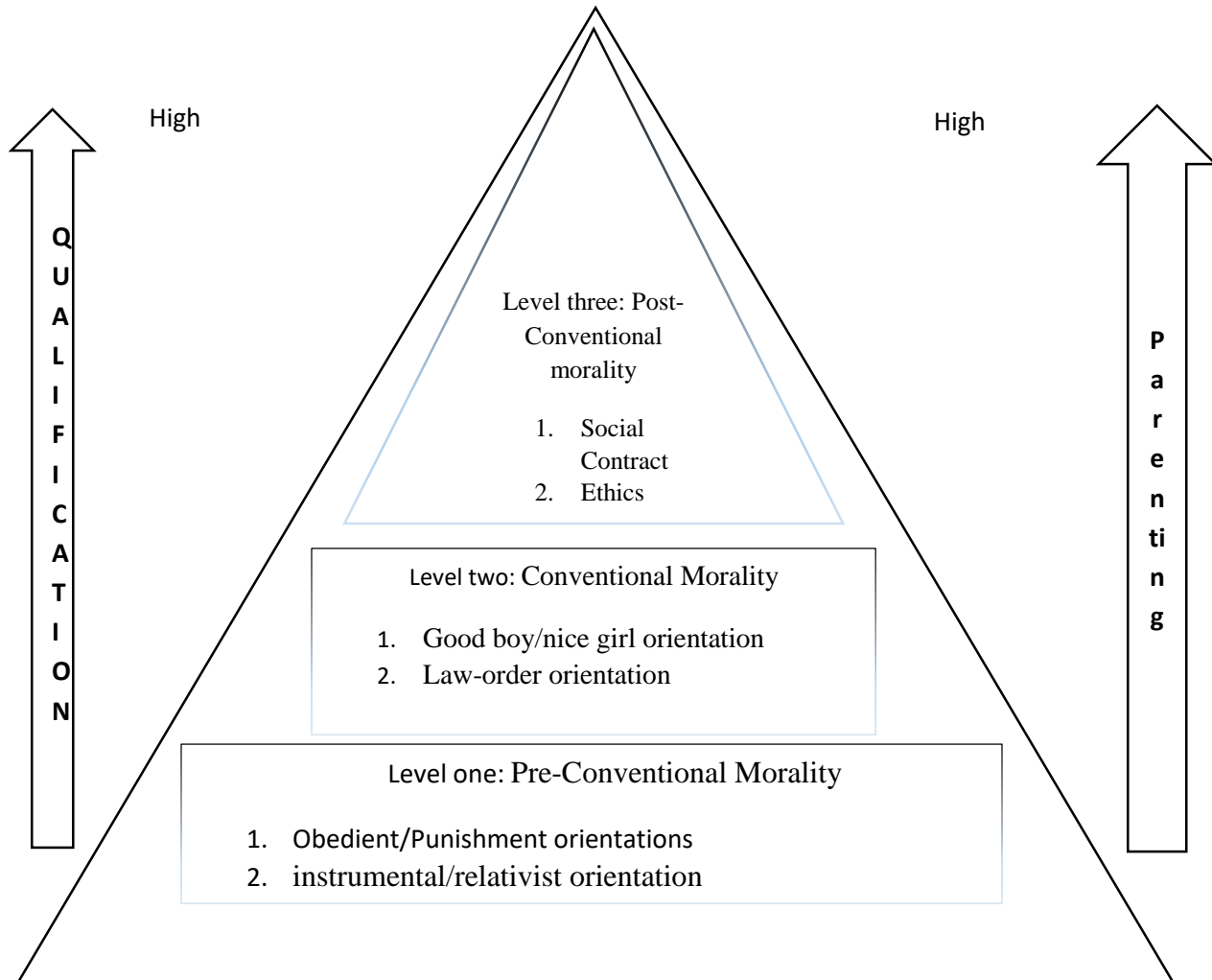
Parenting plays a vital role in the upbringing of individuals. What children learn from their parents and how children reflect it in different situations? Four parenting styles are used worldwide. It has two dimensions (demanding) and (responsive). Based on these dimensions four parenting styles are explained. Authoritarian and authoritative styles come under demanding and permissive and uninvolved come as under-responsive (Batool & Psychology, 2016). Parental behavior is important for children's performance, achievement, learning, achievement goals, well-being, and the shaping of moral values.

The religious and moral education of child is done by their family or people around them that impact child personality and build their personality. As a child is born, he has to learn a lot before knowing the concept of family. The child environment has major impact on their life for instance the child living with divorce parents have to

face different upbringing and he will develop different concepts of family and will have different perspective as compare to children living with both parents and siblings. Whereas many typical families of other country have different customs as compared to the family living in urban or rural area of Pakistan and they are various customs that have taken for granted within any country or society.(Omer & Jabeen, 2015).

The key component of a person's personality is moral values. Personality traits guide people to make decisions and judgments according to their own perception of right and wrong. The core idea and principle upon which whole community exist is known as cultural values and it is made up of various parts that include beliefs, custom and culture. Therefore psychological construct that represent standard strategies to rear a child is known as parenting style and there are mainly four types of parenting style that is authoritative, authoritarian, permissive and neglectful. (Abdul Gafor & Kurukkan 2014).





Extension of Kohlberg theory

The above model is the extension of Kohlbergian's theory of moral development that proposed the parenting has a role in morality with qualification. It means moral development occur with the enhancement of good parenting and higher qualification. It means higher the parenting style and higher the qualification would have higher the moral values.

Methods

Quantitative correlational research was conducted to find out the role of religious believes and perceived parenting on moral values among university students. Data was collected from 251 university students (132 men and 113 women), age 17-40 from different universities through self-report measures. Non-probability convenience sampling was done to

gather data from university participants for this research.

Table 1
Sociodemographic properties of sample (N=251)

Variable	f	(%)	M(SD)
Age	-	-	21.62(2.43)
Gender			
Male	132	52.6	-
Female	119	47.4	-
CGPA			
Low	28	11.2	-
High	223	88.8	-
Qualification			
Undergraduate	117	46.6	-
Graduate	128	51.0	-
Post Graduate	6	2.4	-

Family structure			-
Joint	89	35.5	-
Nuclear	162	64.5	-

Note: M = mean, SD = standard deviation, f = frequency

Measures

Morality Scale

Hofstee et al. (1992) have developed morality scale. This scale consists of eleven items where five items measure positive aspects and six measure negatives. Items were scored on five-point Likert scale from very inaccurate to very accurate. The total Cronbach alpha of their scale for 11 items was .73.

The Santa Clara Strength of Religious Faith Questionnaire (SCSRFQ)

Plante and Boccaccini (1997) developed the Santa Clara strength of religious faith questionnaire. This scale consists of 10 items. It is scored on four-point Likert scale from strongly disagree to strongly agree. The total Cronbach alpha of their scale for 10 items was 0.95.

Perceived Dimensions of Parenting Scale (PDPS)

This scale was developed by Robinson et al. (1995) to measure five theoretical constructs of parenting style that include supportive parents, controlling parents, compassionate parents, aggressive parents and orthodox parents. In the current study Urdu version of this scale was used that was constructed and validated by Batool (2016). Furthermore items 1-9 represent supportive parents, items 10-17 represent controlling parents, for compassionate parents items 18-26, for aggressive parents items 27-31 and for orthodox parents items 32-35. Only item 32 was reverse coded. It is scored on five-point Likert scale. The total Cronbach alpha for their Urdu version scale was .85, .80, .62, .74 and .51 respectively.

Procedure

This current research was done on a sample of students from different universities of Lahore. Data was collected from 251 participants, males and females, ages from 17 to 40. Three scales were used in this study; one scale is public domain so permission from the author was not needed, other scales were not in public domain so permission was taken from the authors. Consent form was provided to students before they filled out the questionnaire, which contained information about the purpose of the study and they were assured that their confidentiality would be maintained as their data would be used anonymously and only analyzed by serial number attached to their questionnaire form. Response rate for this research was 95%. The students had the right to withdraw from the study at any time if they wished.

Data Analysis

Statistical analysis was used on the obtained results by using SPSS which is Statistical Package for Social Sciences to get significant statistics. Correlation, Regression and Independent sample t-test were used to test the hypothesis. Significant level was set $p < .05$ in all statistics. Effect size was examined in the mean comparison on per the criteria of Cohen.

Results

The purpose of the research was to determine the relationship of Morality with Religion and Parenting Style. In order to analyze the mentioned relationship in quantitative study, SPSS was used to quantify the relationship in which correlation analysis run by the software to explore the relationship among the variables i.e. Morality, religion and Parenting style. Before running the analysis, it was made sure that there should not be any outlier in the collected data. Pearson Product Moment Correlation was used to find out the relationship between Morality, religion and Parenting style. Furthermore Hierarchical Regression Analysis was used to predict Morality in university students. Independent sample t-test was used to study gender differences with respect to Morality and Parenting styles.

Table 2

Correlation between demographics variables, morality, perceived parenting styles and morality (N=251)

Sr.#	Variable	N	M	SD	1	2	3	4	5	6	7	8	9	10	11	12
1	Gender	251	0.48	0.5	-	0.11	0.06	0.02	0.04	0.02	-0.12	-0.04	-0.12	-0.02	-.13*	-0.12
2	Age	251	21.6	2.4	-	-	0.06	0	0.07	0.01	.18**	-.14*	-0.05	.19**	-0.01	-0.03
3	CGPA	251	3.26	0.37	-	-	-	0.02	0	.14*	0.03	-0.01	-0.01	0.04	0.06	0.07
4	Qual.	251	1.55	0.54	-	-	-	-	.28**	0.09	0.11	0.06	.14*	0.03	0.06	0.04
5	Morality	251	41.4	7.85	-	-	-	-	-	0.1	-0.01	0.12	-0.11	0.09	.22**	-0.09
6	Religion	251	34.8	4.92	-	-	-	-	-	-	.34**	.31**	.19**	.24**	0.05	.23**
7	Parenting	251	-	-	-	-	-	-	-	-	-	.67**	.62**	.75**	.42**	.55**
8	SP	251	33.9	7.82	-	-	-	-	-	-	-	-	-0.01	.73**	.25**	0.11
9	CP	251	22.8	7.03	-	-	-	-	-	-	-	-	-	0.06	.66**	.54**
10	COMP P	251	33.6	8.36	-	-	-	-	-	-	-	-	-	-	-0.08	.18**
11	AP	251	13.1	5.38	-	-	-	-	-	-	-	-	-	-	-	.51**
12	OP	251	12.4	4.07	-	-	-	-	-	-	-	-	-	-	-	-

Table 3

Hierarchical Regression analysis predicting Morality (N=251)

Variable	B	95% CI for B		SE B	β	R ²	ΔR ²
		LL	UL				
Step 1							
Constant	35.8***	28.8	42.8	3.54		0.01	0.01
Religion	0.16	-0.03	0.36	0.10	0.10		
Step 2							
Constant	34.17***	26.8	41.5	3.71		.019	.008
Religion	.12	-.09	.32	.11	.07		
SP	.09	-.03	.22	.07	.09		
Step 3							
Constant	36.34***	28.8	43.9	3.83		.035	.017
Religion	.16	-.05	.37	.11	.10		
SP	.09	-.04	.22	.07	.09		
CP	-.15*	-.29	-.01	.07	-.13*		
Step 4							
Constant	36.18***	28.6	43.9	3.86		.036	.001
Religion	.16	-.05	.37	.11	.09		
SP	.06	-.13	.25	.09	.06		
CP	-.15*	-.30	-.01	.07	-.13*		
Comp P	.03	-.13	.20	.09	.03		
Step 5							
Constant	38.5***	30.8	46.23	3.92		.062	.026
Religion	.16	-.05	.37	.11	.09		
SP	-.02	-.20	.18	.09	-.02		
CP	.02	-.17	.20	.09	.01		
Comp P	.06	-.11	.23	.09	.07		
AP	-.34**	-.58	-.08	.13	-.23**		
Step 6							
						.064	.002

Constant	37.66***	29.48	45.5	4.15	
Religion	.157	-.05	.37	.11	.09
SP	-.02	-.22	.172	.09	.02
CP	.00	-.19	.19	.09	.00
Comp P	.06	-.11	.23	.09	.06
AP	-.34	-.59	-.09	.13	-.23
OP	.12	-.25	.49	.19	.04

Note. *CI*= confidence interval, *LL*= lower limit; *UL*= upper limit, Standardized error= *SE* **p* < .05. ***p* < .01. ****p* < .001, *SP*= Supportive Parenting, *CP*= Controlling Parenting, *Comp P*= Compassionate Parenting, *AP*= Aggressive Parenting, *OP*= Orthodox Parenting

The results of table 2 shows that aggressive and controlling parenting predicts moral values.

Controlling parenting showed 17% variance on morality with *F* (3,247)3.008. So controlling parenting negatively predicts morality (β = -0.13, *p*<.001). Aggressive parenting showed 26% variance on morality with *F* (5,245)3.25. So aggressive parenting negatively predicts morality (β = -0.23, *p*<.001). Overall model accounts for 52.3% variance on morality.

Table 4

Results of Independent Sample *t*- test comparing Gender Differences in terms of Morality, and parenting styles (N=251)

Variables	Women (n=119)		Men (n=132)		<i>t</i> (<i>df</i>)	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Morality	41.73	8.35	41.15	7.40	-.59(249)	.55	.07
SP	33.59	8.16	34.26	7.53	.67(249)	.50	.08
CP	21.89	6.62	23.62	7.29	1.96(248)	.05	.24
Comp P	33.39	9.26	33.75	7.47	.33(249)	.74	.04
AP	12.37	5.12	13.74	5.56	2.03(248)	.04	.25
OP	12.38	2.76	12.80	2.82	1.18(249)	.24	.15

Note. *M*=mean, *SD*= Standard Deviation, *PS*= Parenting Style, *SP*= Supportive Parenting, *CP*= Controlling Parenting, *Comp P*= Compassionate Parenting, *AP*= Aggressive Parenting, *OP*= Orthodox Parenting

The results of independent sample *t*- test showed that there were significant gender differences in terms of aggressive and controlling parenting style in university students i.e. Cohen's *d* for controlling parenting is .24 and for aggressive parenting Cohen's *d* is .25.

Table 5

Results of Independent Sample t- test comparing low and high achiever in terms of Morality, and parenting styles (N=251).

Variables	LA (n=28)		HA (n=223)		t(df)	p	Cohen`s d
	M	SD	M	SD			
Morality	42.47	7.19	41.26	7.94	1.01(35.78)	.31	.15
Religion	32.78	6.51	35.06	4.64	-2.32(249)	.02	.40
SP	33.36	8.79	34.01	7.71	-.38(32.42)	.70	.07
CP	23.0	7.08	22.78	7.03	.15(34.04)	.88	.03
Comp P	33.89	7.95	33.54	8.44	.21(35.06)	.83	.04
AP	12.96	5.53	13.1	5.37	-.13(33.71)	.89	.02
OP	12.64	2.26	12.60	2.86	.09(38.75)	.92	.01

Note. M=mean, SD= Standard Deviation, LA= Low Achiever, HA= High Achiever, SP= Supportive Parenting, CP= Controlling Parenting, Comp P= Compassionate Parenting, AP= Aggressive Parenting, OP= Orthodox Parenting

The results of independent sample t- test showed that there were significant differences among low high achievers in terms of religion in university students i.e. Cohen`s d for religion is .40. High achiever were found to have high religiosity.

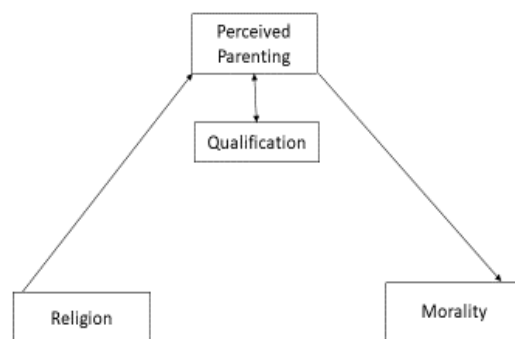
Table 6

Results of Independent Sample t- test comparing undergraduate and graduate in terms of Morality, and controlling parenting (N=251).

Variables	UG (n=117)		G (n=128)		t(df)	P	Cohen`s d
	M	SD	M	SD			
Morality	38.9	7.31	43.60	7.56	-4.91(242)	.000	.63
CP	21.93	6.31	23.38	7.54	-1.62(243)	.10	.20

Note. M=mean, SD= Standard Deviation, UG=undergraduate, G= graduate, CP= Controlling Parenting,

The results of independent sample t- test showed that there were significant differences among undergraduate and graduate students in terms of morality and controlling parenting i.e. Cohen`s d for morality is .63 and for controlling parenting is .20. The degree of morality is higher in graduates as compare to undergraduates.



Parenting style, religiosity and morality Model

This model proposed that religion has the significant relationship with perceived parenting while qualification and parenting are interlinked and ultimately these two factors effect morality in adolescents.

Discussion

The core ground to conduct the research design was to spotlight the role of religion, perceived parenting and moral values.

The first and foremost hypothesis to test was the relationship among religion, parenting and moral values and the results revealed that there is relationship of parenting with moral values whilst religion is has complete mediation. In other words it has direct influence on the parenting styles i.e. controlling parenting, aggressive parenting, compassionate parenting, orthodox parenting and supportive parenting and indirect influence on the morality. According to Kahn (2014), there was a significant relation of morality with parenting. Those who are morally good because of having believe of Heaven and Hell, are entangled by conservative rules of religiosity. Those who are morally good because of religion would be crueller if the religious boundaries removed from their life (Kahn, 2014). In other words, moral values and religious practices cannot be separated but the interesting thing to be noted is that in one way or the other Morality and religion are coupled (Kahn, 2014).

The second hypothesis postulated as the religion and parenting styles are likely to predict moral values among university students. The results of research proposed that religion and parenting predicts morality. Parenting could be monitored by substituting the religiosity of religious values of a person as literature also supported the findings(Roig-Villanova et al., 2007). Cultural values are transmitted if proper training is done. It can be their productive traits. Secondly, parenting tells us about the relationship between child and parents. If positive parenting styles are used then the relationship will be positive and vice versa (APA, 2021).

The third hypothesis was to test the gender differences in relation to moral values and parenting styles. The results indicate the results of independent sample t- test showed that there were significant gender differences in terms of aggressive and controlling parenting style in university students and male has higher effect of aggressive and controlling parenting as compare to female. According to Rotenstein (2021), there is significant gender differences in male and female. Female has high moral values as compare to male (Rotenstein, 2021)

The fourth hypothesis proposed that high CGPA students have low moral values whilst the results revealed qualification has significant relation with morality and controlling parenting style. It

means the results negate the proposed hypothesis as the literature also have undefined or ambiguous boundaries about qualification but limited studies revealed that their difference in morality in terms of qualification (Tahsin et al., 2022).

The fifth hypothesis positive parenting predicts higher moral values and the results supported the hypothesis. The conclusions of this study address the opinions toward parents, their parenting style, moral problem resolution, and their own perception of personality formation. The results are typical of the view that a child whose parents are good teachers or with any specific trait comes out to adopt the same traits. These intuitive observations are supported by this study. An adolescent finds justification and evaluates himself/herself from a variety of aspects and has a highly critical attitude toward parents' educational style and its impact on them. A lot of connections are found here that affect personality structure, namely in the domain of social and moral development (Loudová et al., 2015). The limitation of the study was that the research conducted with the small population and there were no other religions came in the answers except of Islam so the results do not have very strong foundations. Other limited boundary was targeted audience i.e. adolescents. The results are on the basis of quantitative study but sometimes it is realized that morality doesn't depend on high or low achievers. More brainstorming is required in order to define morality more appropriately. The data were collected only from university students.

To epilogue, this dissertation showed that perceived parenting and moral values has direct positive relationship whilst religion has the complete mediation that means religiosity influence the moral values directly but it has indirect influence on the moral values. Furthermore morality increase when the level of qualification increase. So to say, higher the qualification, higher the moral values. This ostentatious results showed that good parenting i.e. authoritative is favorable and appropriate for the moral development while authoritarian parenting has the negative influence on moral development.

This research also add up the contribution towards the Kohlberg's theory of moral development in which model emphasized on the notion that higher the level of parenting and qualification would proportionally have the higher level of moral values.

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