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Investigation of the Effect of Parents' Moral Maturity on Child Raising Styles

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Abstract. Throughout their lives, people live with the moral principles that come from their families. It takes a long time for them to realize this. The attitude of parents towards their children is directly effective in shaping the character traits of the child. In other words, the future of a person directly depends on his/her family. In this respect, the family, with its cognitive, emotional and social effects, is the most influential factor in the development of the child compared to most environmental factors. In this study, the effect of parents' moral maturity on their child-rearing styles is examined. Relational survey model, one of the methods based on quantitative research approaches, was used in the study. The sample of the study consisted of 258 parents reached through convenience sampling method. Mann-Whitney U test, Kruskal-Wallis H test, Spearman Correlation analysis and Regression analysis were used in data analysis. As a result of the analyzes, it was determined that there were statistically significant differences in all sub-dimensions of child rearing attitude except incompatibility according to gender, while there were no statistically significant differences in the moral maturity dimension according to gender. Moral maturity, child rearing attitude and all sub-dimensions differed statistically according to age and educational status. According to monthly income, there are statistically significant differences in moral maturity, child rearing attitude and all sub-dimensions except democratic attitude and equality recognition sub-dimension. There are statistically significant relationships between moral maturity and democratic attitude and recognizing equality, rejection of the role of housewife and strict discipline sub-dimensions. While there are positive relationships between moral maturity and democratic attitude and recognizing equality and strict discipline, there is a negative relationship between moral maturity and rejecting the role of housewife. Moral maturity significantly explains about 23 percent of the variance in the total score of child rearing attitude sub-dimensions.

Keywords: Character, Development, Family, Individual.

1. INTRODUCTION

Adolescence, a transitional period between childhood and adulthood, is considered the stage in which individuals experience the most rapid development in biological, physical, and psychological aspects, after prenatal and infancy periods. A person who is aware of moral maturity values not only their own feelings but also the feelings of others when evaluating events they encounter. In this context, it is possible to say that empathy is an approach used to understand how events affect other people. During this transitional phase of human life, the accepting or rejecting behaviors exhibited by parents towards the individual have an impact on the individual's behavior. The experiences a person undergoes in social institutions influence the formation of personality throughout their life. The cognitive, emotional, and social aspects are more influential compared to most environmental factors in terms of their effects and reflections. Therefore, adolescents who do not have good relationships with their parents tend to exhibit more non-social behaviors compared to those who do have good relationships (Şengün, 2013: 206-207).

Adolescents who feel secure, loved, and accepted in their relationships with their parents tend to feel more at peace and exhibit fewer rebellious and aggressive behaviors compared to those who do not share these feelings. Moral development forms in parallel with individuals' social, psychological, and biological development. People continue to acquire a moral self, starting from childhood stages. In this sense, children's internal distress and moral reflections may naturally arise after they commit a wrongful act. Parents are known to be the most important figures in supporting children's moral development. This is because, whether people accept it or not, every person is a reflection of their family in society. Social roles are also shaped accordingly. The behavior and attitudes of families toward individuals determine their future.

This research explains how the moral maturity of parents affects their parenting styles. Raising individuals correctly is not shaped solely by their care or clothing. The attitudes and behaviors exhibited by the family are the most crucial factors in raising an individual properly. Therefore, moral maturity is seen as an attitude that determines a person's future and one that they will encounter throughout their life.

2. CONCEPTUAL FRAMEWORK

2.1. Moral Maturity

A person is expected to reach a certain level of maturity in moral development, just as in the areas of language, cognitive, social, and motor development. Moral maturity refers to a state in which a person attains the highest level in their behavior, thoughts, emotions, and attitudes (Durkheim, 2010: 43-54).

2.1.1. Moral Development

From the moment they are born, individuals acquire certain moral principles from society and their families. It begins to accept, understand, or reject this only when she reaches a certain age. Over time, people internally

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question some of their moral principles under the influence of society or their own environment. Instead, it can adopt new principles. The process of a person interacting with society being able to make personal evaluations about which behavior is right, wrong, bad or good is defined as moral development. In this sense, the enhancement of individuals' reasoning abilities and the strengthening of their wills continue to support their moral development. Moral development forms parallel with individuals' social, psychological, and biological development. People continue to acquire a moral self, starting from childhood stages. When we look at this situation, it can go as far as internal distress and conscientious reasoning that arise spontaneously in children after committing a wrong behavior. Parents are known to be the most important figures in supporting children's moral development. However, parents are not the only determining factor in explaining the moral development process. Moral conflicts typically arise due to communication with peers and siblings. In other words, moral conflict is considered a supportive element of development (Kohlberg and Hersh, 1977: 57).

Based on this, it can be said that moral conflict supports development. Moral development arises from the interaction between a person's cognitive structure and the complex situations that occur in their environment. The more an individual encounters unresolved moral conflicts, the more likely they are to develop more complex thinking and solutions regarding these conflicts. Morality essentially constitutes a part of a person's personality that defines their connection with society. Moral development plays the role of being a vivid example of the existential problem related to how individuals manage the inevitable conflict between social obligations and their individual needs. The theoretical perspectives in moral psychology explain children's moral development by linking it to different socialization experiences. For instance, psychoanalytic theory focuses on the concept of conscience development through the internalization of values. Emphasis is placed on the relationship between parents and the child during early childhood (Yeşilkayalı and Yıldız Demirtaş, 2016: 44).

2.1.2. The Concept of Moral Maturity

The concept of maturity is explained as the full development of a certain level of competence. Achieving maturity requires a process. For example, a person who behaves childishly is considered immature, while a child who behaves like an adult may be perceived as mature for their age. Therefore, maturity can range from lower to higher levels. A higher level refers to being more competent in dealing with any situation in a more appropriate manner (Durkheim, 2010: 43-54).

Moral maturity and moral development are considered two closely related concepts. Moral development refers to a process, through which individuals reach moral maturity influenced by their social environment. Experienced community quality is directly related to the level of moral maturity. The adoption and internalization of a society's moral values are explained as moral maturity. Even when a person is alone and detached from the social environment, they act within the framework of these moral values. When moral maturity is enforced through external pressure, it does not yield positive results; it is suggested that only willpower can achieve this. Moral maturity is not merely the ability to distinguish between right and wrong. It also requires the individual to weigh different values when making decisions in the context of conflicting issues. Only at this stage can a correct choice be made (Duffield and McCuen, 2000: 79).

When considering moral behavior, the concept of moral maturity, emphasized in approaches that value cognitive processes, is explained as individuals using their reasoning abilities to adopt behavior that will be universally accepted and subsequently develop actions in line with this. In addition to all these approaches, the process of moral maturation particularly highlights the development of conscience, the acquisition of moral judgment abilities, high-level moral reasoning, and achieving moral independence (Tekin, 2017: 2286).

The factors influencing moral maturity are as follows (Şengün, 2018: 35-58):

- Psychological Factors
- Biological Factors
- Social Factors

Table 1: Main Factors Affecting Moral Maturity.

Biological Factors	Physical Development Heredity and Environment Motor Development Gender Intelligence
Psychological Factors	Self Ability Identification Emotion Thought Judgment Belief Willpower Forbearance Personality Character

Social Factors	Temperament Family Mass media Economy Culture Language

Reference: Şengün, 2018: 35-40

Morally mature individuals are aware that it is not enough to simply evaluate the ideas they acquire; they recognize the need to develop these ideas further. Additionally, having a self and being aware of the attitudes one exhibits by actively controlling one's actions in the formation of the self and in influencing others constitute the basis of moral maturity. When faced with moral indecision, it is essential for the individual to consider different perspectives while also being aware of their own interests and potential harms. Furthermore, utilizing cognitive abilities is related to abstract reasoning (Mathieson, 2003: 1639).

Utilizing emotional resources plays an active role in maintaining and initiating behaviors. Additionally, it guides our rational thoughts. A person who is aware of moral maturity values both their own emotions and those of others when evaluating the events they encounter. In this context, empathy emerges as an approach used to understand how events affect other people. Moreover, anger can motivate someone to oppose injustice, while moral violations can elicit feelings of disgust in the individual (Hoffman, 2000: 267-310).

Utilizing social skills involves the effort to better understand the world by integrating one's views with those of others. Therefore, individuals with moral maturity strive to understand other people. Additionally, they are considered successful in expressing their own emotions and thoughts, and they can even convey their ideas to others. These individuals do not merely recognize inappropriate or unacceptable social pressures directed at themselves or others; in situations where group pressure arises, they remain committed to their principles (Haidt, 1997: 107-131).

The application of principles presents itself as an abstract moral idea that should be enacted during events. In this regard, Kohlberg considers justice to be the most important principle, while Gilligan emphasizes the principle of care. A person who has achieved moral maturity does not view these principles through a narrow lens. When moral dilemmas arise, they identify contradictions among the underlying principles. They particularly understand the relationships that connect social norms and communities (Gilligan, 1982: 199-212).

Explaining the thoughts presented by others partially requires the individual to be aware of their own goals, to respect others in pursuit of these goals, to effectively utilize their social and emotional skills, and to remain committed to their own principles, which facilitates this process (Kushener, 2001: 220-270).

> *"The moral maturity of a person, which occurs from the impulsive actions of infancy to the adult stage where moral responsibility is expected, has been a constant topic of debate since Ancient Greece. For instance, Socrates emphasizes that an individual's morality can only develop through rational inquiry. As a result of his teachings about this rational inquiry to the youth, Socrates is executed by the status quo, as he does not present views that align with their understanding of morality. Aristotle, on the other hand, highlighted the importance of habit in the process of moral development. According to him, a person learns how to be moral in the same way that apprentices learn their crafts"* (Power, 2012: 637).

In the early twentieth century, Freud, a prominent figure in the field of psychoanalytic understanding, posited that the process of achieving moral maturity involves conforming to the values and norms of society's culture. During the journey to becoming a moral person, the internalization of these cultural norms reflects the process of the superego. Additionally, the foundation of moral maturity is explained by the individual's fear of punishment from their family, which compels them to follow their conscience and control their impulses in order to avoid guilt (Freud, 2001, 87-93).

Piaget indicates that the stages of achieving moral maturity are parallel in nature to cognitive development and consist of two sequential phases: heteronomous morality and autonomous morality. In the heteronomous stage, children feel compelled to conform to the external norms set by adults. They also make definitive judgments based on the outcomes of the behaviors exhibited. As children's cognitive development progresses into the autonomous stage, there is a noticeable decrease in egocentrism. Additionally, they show improvements in abstract thinking skills. Moreover, they become aware of the intentions underlying any behavior (Duska and Whelan, 1975: 230-345).

It is known that Kohlberg expanded Piaget's theory to encompass adulthood and adolescence beyond childhood. He examines the process of achieving moral maturity in three levels consisting of six stages. These are:

- Pre-conventional Level
- Conventional Level
- Post-conventional Level

The pre-conventional stage encompasses the level of children under the age of nine. Adults and adolescents are situated in the conventional stage. Those in the post-conventional level are described as a very small portion of adults. Kohlberg also states that it is important to take part in the moral development process and take

someone else's perspective. He notes that individuals in a child's social environment provide role models, which, in turn, benefits the child in achieving moral maturity (Mutlu and Karaağaç, 2020: 101-118,Ilkım et al.2021).

2.1.3. Approaches to Moral Maturity

The concept of moral maturity is articulated in the literature through a rich array of moral development theories and approaches.

2.1.4. Moral Maturity in Approaches Based on Virtue Ethics

Today, it is seen that education institutions give importance to virtue ethics and character education, which is stated as its reflection on the field of education. Additionally, it is noted that moral approaches based on the concept of virtue highlight the importance of character. When considering the concept of virtue as systematized in Aristotle's philosophical framework, it establishes the criteria necessary for developing certain qualities in an individual's character. Furthermore, it is stated that Aristotle's understanding of virtue, along with ideas emphasizing the strengths of character, contributes to the formation of a moral understanding based on virtue ethics (Tekin, 2017: 2276).

2.1.5. Moral Maturity in Approaches Based on Duty Ethics

Kant's duty ethics holds a significant role in moral education and moral psychology. Many researchers have been inspired by his thoughts, shaping their own approaches. Kohlberg is one such researcher who emerges in this context. Examining Kohlberg's ideas reveals the philosophical influence of Kant and Plato, the educational insights of Durkheim, and the contributions from the field of psychology, particularly from Piaget (Kohlberg, 1966: 1-30).

"Moral development theory posits that there is a hierarchical progression, suggesting that individuals mature as they reach higher levels of moral evaluations. According to this view, the moral maturity of children at the conventional level is determined by their adherence to rules set by adults. However, it is expected that children should be able to formulate moral principles and establish their own moral judgment systems when faced with moral dilemmas. In a sense, according to the moral development approach, moral maturity refers to the ability to ascend to higher stages of moral development and possess superior morality by having one's own judgment skills in the face of events." (Tekin, 2017: 2285).

2.1.6. Moral Maturity in Holistic Moral Education Approaches

The person credited with introducing the concept of holistic moral education in the literature is Narvaez. One of the approaches being evaluated in this context is developed by Rusnak. It is stated that this approach focuses on six fundamentals based on Rusnak's definition of moral maturity within the Inspection and Program Development Association. According to Rusnak's integrative character education approach, the principles he advocates for imparting moral skills to individuals are as follows (Rusnak, 1998: 3-6):

- Character education is not limited to a single course; it is an integral part of every lesson.
- Integrative character education is basically described as a behavioral training.
- Being in a positive school atmosphere contributes to the development of human character.
- Character development can be enhanced by involving school management in the process.
- It is crucial for teachers to possess virtuous and autonomous qualities in character development.
- Society and schools play significant roles in character development.

Berkowitz's approach to moral autonomy has emerged as one of the perspectives evaluated within the framework of holistic moral education. In this approach, Berkowitz constructs the moral autonomy framework around seven important components related to the moral subject within the context of character education. Thus, moral identity and personality are brought together under a single framework. Berkowitz identifies the following seven core components by explaining that moral identity and personality are the main task under one umbrella:

- Moral values
- Moral behavior
- Moral judgement
- Moral character
- Moral person
- Moral feeling
- Moral identity

2.2. Child-Raising Attitudes

A person's experiences within social institutions significantly influence their personality throughout their life. These experiences are more impactful in terms of cognitive, emotional, and social aspects compared to many environmental factors (Şanlı and Öztürk, 2012: 31-48). Parents exhibit two different attitudes—positive and negative—while raising their children, including trust, love, respect, criticism, violence, or abuse.

2.2.1. Democratic Attitude

The democratic attitude is expressed as a behavioral pattern of parents who are the greatest supporters and provide the most significant security for their child, raising an independent child. However, it is essential that the foundations laid in a healthy manner are maintained in the management of control (Kılınç and Aral, 2016: 199-222).

In democratic families, decisions are made through discussions with children, valuing their opinions and exhibiting attitudes that every child deserves. Parents show a gentle and understanding demeanor toward their children. In this approach, parents communicate with their children, expressing their wishes and thoughts in a unique, clear, and comprehensible manner. They provide support during pivotal moments in their lives. Parents do not violate the boundaries that the child has adopted and deserves respect for. Hereby, children learn how to express their thoughts, take responsibility, and make their own decisions. They develop a sense of acceptance, self-esteem, and growth capabilities (Sümer, 2010: 42-59).

2.2.2. Authoritarian Attitude

Parents exhibiting an authoritarian attitude generally expect their children to exhibit flawless behavior. They oppose any mistakes made by the children and expect them to adhere strictly to rigid rules. If attempts are made to bend these rules, children may face severe penalties such as humiliation or reprimand. Authoritarian parents believe that their child must always be under strict control (Parlak, 2020: 45-65).

In this situation, children are expected to live according to rules set by their parents without considering their opinions and views. This leads to a scenario where children are kept under strict control, but it causes no communication between them or a low interaction rate. Research has identified a relationship between the level of control exercised over children and the parenting style of the mother. Additionally, it is explained that children raised in a repressive family are subjected to external monitoring (Şanlı, 2007: 37-45). *"In these families, parents use their love for their children to reinforce and solidify the behaviors they desire. Thus, when children comply with what their parents say, they receive love in return"* (Cüceloğlu, 2008: 28).

2.2.3. Protective Attitude

The protective attitude of parents is described as one in which they experience constant fear and anxiety for their children, meeting all their basic needs themselves, and preventing children from pursuing their personal desires. Parents support their children's development by spending time with them, engaging in activities such as going out to eat, bathing, and sleeping together at night. This attitude can be seen as a compensatory response for families that have experienced emotional deficiencies in childhood. However, this excessive protective approach can lead to children lacking self-confidence and having difficulties in coping with problems in the future (Santrock, 2012: 241-269).

The excessive attention and protection that parents show towards their children have a negative impact on the child's personality. In this attitude, the child learns to be dependent. Since parents model this love and dependency, the child does not develop a unique personality. Because parents provide all the interest and love to the child, they also meet all of the child's basic needs. As a result, the child finds it very difficult to perform other tasks that peers can do at home and at school (Çağdaş and Seçer, 2006: 69-81).

2.2.4. Overindulgent Attitude

In this attitude, parents provide children with an allowance to engage in the activities they want and enjoy. There are no rules or boundaries for these children, who are known to be in a developmental stage.

> *"They show love, do not restrict their children with any rules, and exert very weak control over their children's behaviors. Since the child is accustomed to doing what they want and has not learned discipline and boundaries, they may face issues with their parents in the future and have difficulties adapting to their surroundings. The child learns selfishness and struggles with social participation and making sacrifices"* (Çağdaş and Seçer, 2006: 75-78).

Parents provide their child with the freedom to do what they want at any time and without conditions. In this context, rewards or punishments do not exist. Parents fulfill all their children's wishes, resulting in a weak position in relation to their children. This situation often occurs in families with elderly parents or in families with a few adults and one child. They respond to the child's demands and there are expressions that indicate the entire family is managed by the child. It is known that they tolerate all behaviors of the child. They do not address the child's mistakes and accept them contentedly without making any corrections. In such families, where the child is met with this extremely permissive attitude, parents believe they are raising a child with a selfish personality who expects others to continuously serve them and does not help others. Since these children cannot establish balanced relationships, they are often excluded by their peers (Yıldız, 2004: 131-150).

It has been observed that parents, by being excessively indulgent towards their child, offer a freedom that can be harmful to the child, leading to neglect. Activities such as playing, sleeping, cooking, and watching television happen without following to any proper health rules whenever the child desires. As a result, a child is raised to be irresponsible, unaware, and undisciplined (Oğuz and Öğretir Özçelik, 2018: 535-543).

2.2.5. Indifferent And Apathetic Attitude

When parental attitude is indifferent, it is characterized by very little communication and attention towards the children. The time spent with the child is minimal, and parents do not put in much effort to care for them. If disturbed, they may exhibit aggressive behavior towards the child, but if not disturbed, they leave the child alone. As a result of their parents' indifferent reactions, children may become aggressive. Since they do not receive attention, they may display negative behaviors in an attempt to attract their parents' interest. Children may have behavioral problems such as shyness and lying, psychiatric disorders such as language disorders, and criminal behavior may occur in the future (Yavuzer, 2019: 60).

3. METHOD

In this section of the study, general information about the research design, population and sample, data collection tools, and data analysis is provided.

3.1. Research Design

In the study, the correlational survey model, which is one of the methods based on quantitative research approaches, was used. The correlational survey model is a model aimed at determining the relationship between at least two variables and the degree of this relationship (Karasar, 2016). The survey model makes significant contributions to the investigation of these problems and the development of theory and practice due to the fact that educational problems are often identifiable (Balcı, 2001). Quantitative data are obtained through the implementation of surveys. Inferences are attempted through the statistical analysis of the collected quantitative data. After a comprehensive framework related to the examined scenario or subject is created, a separate section is selected from this framework to begin specific case studies. This particular research method seeks to explain the nature and characteristics of events, objects, entities, institutions, and various disciplines (Büyüköztürk et al., 2013). Additionally, within the scope of the survey research, the demographic characteristics of the sample taken from the study population, their perspectives on pre-determined topics, and their preferences regarding the subject are sought to be identified (Bahtiyar & Can, 2016). In the study, the inequality between the general score and the variables determined in relation to the subject was analyzed.

3.2. Population and Sample

The population of the study consists of parents living in the city of Mersin. The sample of the research is made up of 258 parents from Mersin, reached through a convenience sampling method. Participants were ensured to voluntarily answer the scale used in the study in a free environment, without being subjected to any pressure, obstruction, or guidance.

3.3. Data Collection Tools

The data collection tools used in the study consist of three sections: the Demographic Information Form, the Moral Maturity Scale, and the Child Raising Attitude Scale.

3.3.1. Demographic Information Form

This section contains a total of 4 questions regarding the personal information of the participants (age, gender, education level, and monthly income).

3.3.2. Moral Maturity Scale

In the study, the Moral Maturity Scale developed by Şengün and Kaya (2007) was used to determine the moral maturity levels of parents. The scale consists of a single factor, with a 5-point Likert structure and 66 items. Of these, 52 items are positive and 14 are negative. Positive items are scored as "Yes, always = 5 points", "Mostly = 4 points", "Sometimes = 3 points", "Rarely = 2 points", and "No, never = 1 point". The negative items are reverse scored. Items 4, 7, 15, 16, 17, 18, 29, 33, 37, 38, 45, 62, 65, and 66 are negative statements and are reverse coded. The test-retest reliability coefficient of the scale was found to be 0.88, the split-half reliability coefficient 0.89, and the Cronbach's Alpha reliability coefficient 0.93. Therefore, it is stated that the scale is a valid and reliable tool that can be used to determine the level of moral maturity. The highest possible score on the scale is 66x5=330, and the lowest score is 66x1=66. A higher score indicates a higher level of moral maturity, while a lower score reflects a lower level of moral maturity.

3.3.3. Child Raising Attitude Scale

The Family Life and Child Rearing Attitude Scale, developed by Schaefer and Bell (1958) and adapted into Turkish by Le Compte, Le Compte, and Özer (1978), was used to measure changes in the attitudes and behaviors of parents toward their children. The scale consists of 60 items and five subdimensions. It contains both positive and negative items, with items 2, 29, and 44 being reverse-coded. The subdimensions of the scale are overprotection (items 1, 3, 4, 7, 11, 12, 14, 26, 27, 28, 32, 34, 36, 46, 51, 57), democratic attitude and recognition

of equality (items 2, 13, 18, 22, 29, 37, 44, 45, 59), rejection of the housewife role (items 6, 9, 16, 17, 21, 23, 31, 38, 41, 42, 49, 52, 55), hostility (items 8, 19, 33, 40, 48, 54), and strict discipline (items 5, 10, 15, 20, 24, 25, 30, 35, 39, 43, 47, 50, 53, 56, 58, 60). The scale is scored as "Strongly agree = 4", "Agree = 3", "Somewhat agree = 2", and "Strongly disagree = 1". In the adaptation study, the reliability coefficients for the subdimensions ranged between 0.59 and 0.90. Higher scores on the scale reflect the attitude of the parent in the relevant subdimension.

3.4. Data Analysis

The data obtained in the study were analyzed using the SPSS 27.0 (Statistical Package for the Social Sciences) software. In addition to descriptive statistical methods, reliability analysis and parametric tests measuring the relationships between demographic data and survey statements were conducted. The data regarding the participants' demographic information were analyzed using descriptive statistics, with the mean and frequency values being calculated. To determine the validity and reliability of the scale, the Cronbach's alpha coefficient was calculated. As a result of the analyses, the Cronbach's alpha coefficient of the scales was found to be above 0.90. According to Tavşancıl (2002), for a scale to be considered reliable, the Cronbach's alpha value should be 0.70 or higher. The fact that the obtained coefficient value is greater than 0.70 indicates that the scale used in this research is highly reliable.

Table 2: Validity and Reliability of the Study.

	Cronbach's Alpha Reliability Coefficients
Moral Maturity Scale	0.954
Child Raising Attitude Scale	0.919

At this point, it is necessary to perform a normality test on the data to determine the appropriate choice between parametric or non-parametric analysis methods. The basic procedure for assessing the conformity of scale scores to a normal distribution involves calculating skewness and kurtosis statistics. The adequacy of the normal distribution is mostly determined by evaluating the kurtosis and skewness values obtained from the scale scores expected to be between +3 and -3 (Groeneveld and Meeden, 1984; Hopkins and Weeks, 1990). As a result, it was accepted that the scale scores did not have a normal distribution. Non-parametric approaches were used in the analyzes performed within the given environment. In the analysis, Mann-Whitney U test and Kruskal-Wallis H test were used. Mann-Whitney U test is the non-parametric counterpart of the independent groups t test and tests whether the difference between two arithmetic means is significant. The Kruskal-Wallis H test is the non-parametric equivalent of the one-way variance (ANOVA) test and tests whether the difference between more than two arithmetic means is remarkable. Additionally, Spearman Correlation analysis was used to determine the relationship between moral maturity and child-raising attitudes, and Regression analysis was used to determine the effect of moral maturity on child-raising attitudes.

Table 3: Normality Analysis of the Research.

	Average	SS	Distortion	Kurtosis
Moral Maturity Scale	4.3753	0.41671	-1.563	3.203
Child Raising Attitude Scale	2.5596	0.42672	-0.353	0.146
Overprotectiveness	2.6204	0.58032	-0.130	-0.141
Democratic Attitude and Recognition of Equality	3.2231	0.43195	-0.891	1.090
Rejecting the Housewife Role	2.4214	0.66032	0.036	-1.142
Dissension	2.4530	0.73977	-0.186	-0.623
Strict Discipline	2.2784	0.53698	0.144	-0.391

4. FINDINGS

In this section of the study, the findings obtained from the research and the evaluations of these findings are included.

Table 4: Distribution of Participants' Personal Information.

		n	%
Gender	Female	180	69.8
	Male	78	30.2
Age	Between 18-28	24	9.3
	Between 29-38	114	44.2
	Between 39-48	102	39.5
	49+	18	7.0
Education	Primary education	18	7.0
	High school	30	11.6
	Associate Degree	30	11.6
	Bachelor's Degree	96	37.2
	Master's Degree	24	9.3
	Doctorate	60	23.3
Monthly Income	0-20.000 TL	36	14.0
	20.001-40.000 TL	78	30.2
	40.001-60.000 TL	96	37.2
	60.001+	48	18.6

When the distribution of the participants' personal information is examined, it is seen that 180 of the participants are women and 78 are men. While there are 24 people between the ages of 18-28, there are 114 people between the ages of 29-38, 102 people between the ages of 39-48 and 18 people aged 49 and over. While there are 18 people with primary education level, there are 30 people with high school level, 30 people with associate degree, 96 people with bachelor's degree, 24 people with master's degree and 60 people with doctoral education level. While there are 36 participants with a monthly income of 0-20,000 TL, 78 people with an income of 20,001-40,000 TL, 96 people with an income of 40,001-60,000 TL and 48 people with an income of 60,001 TL and above.

Table 5: Comparison of Moral Maturity and Child Raising Attitude Scales by Gender.

	Gender	N	Average	SS	U	p
Moral Maturity	Female	180	131.90	0.31539	6588.000	0.432
	Male	78	123.96	0.57114		
Child Raising Attitudes (Total)	Female	180	115.50	0.45925	4500.000	0.000
	Male	78	161.81	0.27407		
Overprotectiveness	Female	180	109.07	0.58907	3342.000	0.000
	Male	78	176.65	0.42438		
Democratic Attitude and Recognition of Equality	Female	180	139.68	0.46073	5187.000	0.001
	Male	78	106.00	0.34200		
Rejecting the Housewife Role	Female	180	118.10	0.69253	4968.000	0.000
	Male	78	155.81	0.51876		
Dissension	Female	180	130.57	0.81628	6828.000	0.726
	Male	78	127.04	0.52682		
Strict Discipline	Female	180	116.60	0.53802	4698.000	0.000
	Male	78	159.27	0.47662		

As seen in Table 5 in the Mann-Whitney U test conducted to compare the child-rearing attitudes and sub-dimensions of the participants according to their gender, it was determined that there were statistically significant differences according to gender in all sub-dimensions except child-rearing attitude and incompatibility ($p<0.05$). Accordingly, while men's averages of overprotectiveness, rejection of the housewife role and strict discipline are higher than women, women's averages of democratic attitude and recognition of equality are higher than male participants. It was determined that there were no statistically significant differences in the moral maturity dimension according to gender ($p>0.05$). Accordingly, the moral maturity averages of male and female participants are similar.

Table 6: Comparison of Moral Maturity and Child Raising Attitude Scales by Age.

	Age	N	Averge	SS	X^2	p
Moral Maturity	Between 18-28	24	125.00	0.81137	13.162	0.004
	Between 29-38	114	111.97	0.36317		
	Between 39-48	102	148.03	0.31096		
	49+	18	141.50	0.30560		
Child Raising Attitudes (Total)	Between 18-28	24	166.00	0.26293	50.097	0.000
	Between 29-38	114	105.71	0.36537		
	Between 39-48	102	159.85	0.47700		
	49+	18	59.50	0.19251		
Overprotectiveness	Between 18-28	24	145.63	0.35367	52.352	0.000
	Between 29-38	114	96.89	0.50195		
	Between 39-48	102	167.44	0.58518		
	49+	18	99.50	0.57841		
Democratic Attitude and Recognition of Equality	Between 18-28	24	103.63	0.37963	14.061	0.003
	Between 29-38	114	148.00	0.32566		
	Between 39-48	102	119.50	0.51161		
	49+	18	103.50	0.42779		
Rejecting the Housewife Role	Between 18-28	24	158.75	0.77862	18.239	0.000
	Between 29-38	114	115.50	0.66506		
	Between 39-48	102	145.68	0.62312		
	49+	18	87.50	0.16264		
Dissension	Between 18-28	24	220.38	0.31851	45.091	0.000
	Between 29-38	114	120.68	0.75566		
	Between 39-48	102	126.44	0.69818		
	49+	18	81.50	0.35240		

Strict Discipline	Between 18-28	24	140.00	0.44548	51.229	0.000
	Between 29-38	114	103.13	0.46939		
	Between 39-48	102	166.74	0.57326		
	49+	18	71.50	0.16042		

As seen in Table 6, in the Kruskal-Wallis H test performed to compare the moral maturity and child-raising attitude and sub-dimensions of the participants according to age, it was determined that there were statistically significant differences in moral maturity and child-raising attitude and all sub-dimensions according to age ($p < 0.05$).). Accordingly, the moral maturity average of participants between the ages of 39-48 is higher than other age groups. The average mean of overprotectiveness and strict discipline is higher in participants between the ages of 39-48, the average mean of democratic attitude and recognition of equality is higher in participants between the ages of 29-38, and the average mean of disagreement and rejection of the housewife role is higher in participants between the ages of 18-28.

Table 7: Comparison of Moral Maturity and Child Raising Attitude Scales According to Educational Status.

	Education	**N**	**Average**	**SS**	**X²**	**p**
Moral Maturity	Primary education	18	159.50	0.55987	12.737	0.026
	High school	30	160.10	0.18114		
	Associate Degree	30	136.70	0.29314		
	Bachelor's Degree	96	113.75	0.34391		
	Master's Degree	24	122.75	0.78786		
	Doctorate	60	129.50	0.35148		
Child Raising Attitudes (Total)	Primary education	18	221.33	0.22260	71.834	0.000
	High school	30	140.10	0.35742		
	Associate Degree	30	142.10	0.33859		
	Bachelor's Degree	96	127.03	0.35793		
	Master's Degree	24	178.75	0.38060		
	Doctorate	60	74.60	0.39463		
Overprotectiveness	Primary education	18	235.83	0.33801	99.468	0.000
	High school	30	150.20	0.30777		
	Associate Degree	30	185.50	0.36094		
	Bachelor's Degree	96	106.63	0.51976		
	Master's Degree	24	170.63	0.35939		
	Doctorate	60	79.40	0.48347		
Demokratic Attitude and Recognition of Equality	Primary education	18	130.33	0.42779	13.740	0.017
	High school	30	122.60	0.39538		
	Associate Degree	30	141.50	0.38224		
	Bachelor's Degree	96	145.72	0.33275		
	Master's Degree	24	92.38	0.57096		
	Doctorate	60	115.60	0.50608		
Rejecting the Housewife Role	Primary education	18	200.61	0.14916	58.450	0.000
	High school	30	121.10	0.64971		
	Associate Degree	30	78.50	0.38520		
	Bachelor's Degree	96	147.59	0.63925		
	Master's Degree	24	170.42	0.69125		
	Doctorate	60	92.55	0.58236		
Dissension	Primary education	18	142.17	0.65400	35.682	0.000
	High school	30	132.70	0.99192		
	Associate Degree	30	142.00	0.75354		
	Bachelor's Degree	96	145.25	0.57801		
	Master's Degree	24	159.75	0.89404		
	Doctorate	60	80.55	0.59185		
Strict Discipline	Primary education	18	195.00	0.48035	73.475	0.000
	High school	30	169.80	0.28992		
	Associate Degree	30	153.10	0.55125		
	Bachelor's Degree	96	111.25	0.41279		
	Master's Degree	24	192.75	0.49325		
	Doctorate	60	81.80	0.47001		

As seen in Table 7, in the Kruskal-Wallis H test conducted to compare the moral maturity and child-rearing attitude and its sub-dimensions according to the educational level of the participants, it was determined that there were statistically significant differences in moral maturity and child-rearing attitude and all its sub-dimensions according to the educational level ($p < 0.05$). Accordingly, the moral maturity average of participants with high school education is higher than participants with other education levels. While the average of child-raising attitudes, overprotectiveness, rejection of the housewife role and strict discipline of participants with primary education level is higher, the average of democratic attitude and recognition of equality is higher for participants with language education level. The average incompatibility of participants with a master's degree is higher compared to participants with other education levels.

Table 8: Comparison of Moral Maturity and Child Raising Attitude Scales by Monthly Income.

	Monthly Income	N	Average	SS	X^2	p
Moral Maturity	0-20.000 TL	36	196.00	0.11376	56.439	0.000
	20.001-40.000 TL	78	86.12	0.55186		
	40.001-60.000 TL	96	137.94	0.28118		
	60.001+	48	133.25	.26415		
Child Raising Attitudes (Total)	0-20.000 TL	36	199.92	0.32033	43.232	0.000
	20.001-40.000 TL	78	122.77	0.41181		
	40.001-60.000 TL	96	125.81	0.36815		
	60.001+	48	95.00	0.42004		
Overprotectiveness	0-20.000 TL	36	186.17	0.49580	25.770	0.000
	20.001-40.000 TL	78	123.42	0.66772		
	40.001-60.000 TL	96	123.72	0.50907		
	60.001+	48	108.44	0.42487		
Demokratic Attitude and Recognition of Equality	0-20.000 TL	36	106.67	0.40846	4.718	0.194
	20.001-40.000 TL	78	131.08	0.41719		
	40.001-60.000 TL	96	137.91	0.35013		
	60.001+	48	127.25	0.57238		
Rejecting the Housewife Role	0-20.000 TL	36	169.56	0.43251	27.613	0.000
	20.001-40.000 TL	78	135.04	0.68609		
	40.001-60.000 TL	96	131.95	0.67826		
	60.001+	48	85.56	0.53717		
Dissension	0-20.000 TL	36	209.00	0.39521	52.997	0.000
	20.001-40.000 TL	78	110.42	0.75725		
	40.001-60.000 TL	96	129.13	0.63091		
	60.001+	48	101.63	0.75207		
Strict Discipline	0-20.000 TL	36	205.83	0.29914	46.686	0.000
	20.001-40.000 TL	78	119.12	0.50694		
	40.001-60.000 TL	96	123.13	0.53363		
	60.001+	48	101.88	0.44149		

As seen in Table 8, in the Kruskal-Wallis H test conducted to compare the moral maturity and child-raising attitude and sub-dimensions according to the monthly income of the participants, there was a statistical difference according to monthly income in all sub-dimensions except moral maturity and child-raising attitude and democratic attitude and equality recognition sub-dimension. It was determined that there were significant differences ($p < 0.05$). Accordingly, the moral maturity average of participants whose monthly income is between 0-20,000 TL is higher than that of participants with other income levels. The mean values of child-raising attitudes, over-protectiveness, strict discipline, incompatibility and rejection of the housewife role of the participants whose monthly income is between 0-20,000 TL are higher than the other participants.

Table 9: Examining the Relationship Between Moral Maturity and Child Raising Attitudes.

	1	2	3	4	5	6	7
1-Moral Maturity	1.000	-0.035	0.109	0.193**	-0.273**	-0.021	0.155*
2-Child Raising Attitudes (Total)	-0.035	1.000	0.815**	0.008	0.751**	0.729**	0.854**
3-Overprotectiveness	0.109	0.815**	1.000	-0.053	0.348**	0.409**	0.853**
4-Demokratic Attitudes and Recognition of Equality	0.193**	0.008	-0.053	1.000	-0.145*	-0.031	-0.089
5- Rejecting the Housewife Role	-0.273**	0.751**	0.348**	-0.145*	1.000	0.646**	0.426**
6- Dissension	-0.021	0.729**	0.409**	-0.031	0.646**	1.000	0.501**
7- Strict Discipline	0.155*	0.854**	0.853**	-0.089	0.426**	0.501**	1.000

Note: **. The correlation is significant at the 0.01 level (2-starred).
*. The correlation is significant at the 0.05 level (2-starred).

According to Table 9, in the Spearman Correlation test conducted to examine the relationship between moral maturity and child-raising attitudes, it was determined that there are statistically significant relationships between moral maturity and democratic attitude and the sub-dimensions of recognizing equality, rejecting the housewife role and strict discipline. While there are positive relationships between moral maturity and democratic attitude, recognition of equality and strict discipline, there is a negative relationship between moral maturity and rejection of the housewife role. There are positive significant relationships between child-raising attitudes and overprotectiveness, rejection of the housewife role, dissension and strict discipline. It has been observed that there are positive significant relationships between overprotectiveness and child-raising attitudes, rejection of the housewife role, dissension and strict discipline. There are positive relationships between democratic attitudes and recognition of equality and moral maturity, and negative relationships with rejecting the housewife role. While there was a negative relationship between rejection of the housewife role and moral maturity, democratic attitude and recognition of equality, a positive relationship was found between child-raising attitude, overprotectiveness, discord and strict discipline. Between dissension and child-raising attitudes, overprotectiveness, rejection of the housewife role and strict discipline; between strict discipline and moral maturity, child-rearing attitude, overprotectiveness, rejection of the housewife role and incompatibility, positive relationships were detected.

Table 10: Examining the Relationship Between Moral Maturity and Child Raising Attitudes

	B	Std. Error	Beta	t	p
Constant	3.087	0.279		11.052	0.000
Child-raising Attitudes (Total)	-0.121	0.064	-0.118	-1.897	0.059
Overprotectiveness	-0.138	0.079	-0.193	-1.749	0.081
Demokratic Attitudes and Recognition of Equality	0.153	0.054	0.159	2.820	0.005
Rejecting the Housewife Role	-0.353	0.047	-0.559	-7.451	0.000
Dissension	0.110	0.044	0.195	2.511	0.013
Strict Discipline	0.246	0.092	0.317	2.677	0.008

Note: R=0.476 R^2=0.226 F=14.732 Durbin-Watson=0.992 P=0.000

According to the results of the regression analysis regarding the prediction of moral maturity's child-rearing attitude given in Table 10, there is a positive significance between moral maturity and democratic attitude and recognition of equality, dissension and strict discipline sub-dimensions, and a negative significance between moral maturity and the sub-dimension of rejecting the housewife role. There appears to be a relationship (R=,476; R2=,226; P<0.05). Moral maturity significantly explains approximately 23 percent of the variance in the total score of child-raising attitude sub-dimensions. According to the standardized regression coefficient (ß), in the relative importance of the predictor variable on child-raising attitudes, the strict discipline (ß=.317) sub-dimension came to the fore, while the score of rejecting the housewife role (ß=-.559) remained in the background.

5. RESULTS AND DISCUSSION

In this section, the results obtained in the light of the findings are presented. In addition, the similarities and differences of these results with the relevant literature are discussed. As a result of the analysis conducted to compare child-raising attitudes and sub-dimensions by gender, it was determined that there were statistically significant differences according to gender in all sub-dimensions except child-raising attitude and incompatibility. Accordingly, while men's averages of overprotectiveness, rejection of the housewife role and strict discipline are higher than women, women's averages of democratic attitude and recognition of equality are higher than male participants. It was determined that there were no statistically significant differences in the moral maturity dimension according to gender. Accordingly, the moral maturity averages of male and female participants are similar. Unlike our findings, the research conducted by Yılmaz (2023) found that child-raising attitudes and its sub-dimensions did not differ according to gender. Similar to our findings, Doğanay (2022) found in his research that the level of parental attitudes did not change according to gender. However, in his study, Günay (2020) found that the child-rearing attitude was higher in male participants than in females, and that women were more disagreeable and men were more oppressive and disciplined when it came to raising children. Similar to our findings, no statistically significant difference was found between moral maturity and gender in the studies conducted by Çakmak (2021), Alkal (2016) and Çelebi (2014). However, unlike our findings, there are also studies showing that women's moral maturity levels are higher than male participants (Saylağ, 2001; Çiftçi, 2001). According to Şengün (2008), the reason for this gender difference is the roles assigned to women in society. As a result of the analysis conducted to compare moral maturity and child-raising attitude according to age and its sub-dimensions, it was determined that there were statistically significant differences in moral maturity and child-raising attitude and all its sub-dimensions according to age. Accordingly, the moral maturity average of participants between the ages of 39-48 is higher than other age groups. The average mean of overprotectiveness and strict discipline is higher in participants between the ages of 39-48, the average mean of democratic attitude and recognition of equality is higher in participants between the ages of 29-38, and the average mean of disagreement and rejection of the housewife role is higher in participants between the ages of 18-28. Contrary to our findings, Yılmaz (2023) and Doğanay (2022) found in their studies that child-rearing attitudes did not differ significantly according to age. As a result of the analysis conducted to compare moral maturity and child-raising attitude and its sub-dimensions according to educational status, it was determined that there were statistically significant differences in moral maturity and child-rearing attitude and all its sub-dimensions according to educational status. Accordingly, the moral maturity average of participants with high school education is higher than participants with other education levels. While the average of child-raising attitudes, overprotectiveness, rejection of the housewife role and strict discipline is higher with primary education level, the democratic attitude and equality recognition average of participants with bachelor's degree education level is higher. The average dissension of participants with a master's degree is higher compared to participants with other education levels. Similar to our findings, studies conducted by Yılmaz (2023) and Doğanay (2022) found that child-raising attitudes differ significantly in the sub-dimensions of overprotectiveness, democratic attitude and discipline, depending on the mother's education level. It is thought that the reason for this difference is that as the education level increases, mothers become more knowledgeable and equipped about raising children.

Unlike our findings, in the research conducted by Çakmak (2021), no significant difference was found between moral maturity and educational status. As a result of the analysis conducted to compare moral maturity and child-rearing attitude and its sub-dimensions according to monthly income, it was determined that there were statistically significant differences according to monthly income in all sub-dimensions except moral maturity and

child-rearing attitude and democratic attitude and equality recognition sub-dimensions. According, the moral maturity average of participants whose monthly income is between 0-20,000 TL is higher than that of participants with other income levels. The mean values of child-raising attitudes, over-protectiveness, strict discipline, incompatibility and rejection of the housewife role of the participants whose monthly income is between 0-20,000 TL are higher than the other participants. Unlike our findings, in the study conducted by Yılmaz (2023), it was found that child-raising attitudes differ in the democratic attitude sub-dimension according to socioeconomic status. That is, it was stated that the democratic attitude average of the participants with minimum wage and below income was significantly higher. It did not show any difference in other sub-dimensions. Therefore, while the income level is a determining factor in the education parents provide to their children, it also determines the way they raise children. As a result of the analysis conducted to examine the relationship between moral maturity and child-raising attitudes, it was determined that there were statistically significant relationships between moral maturity and democratic attitude and the sub-dimensions of recognizing equality, rejecting the housewife role and strict discipline. While there are positive relationships between moral maturity and democratic attitude and recognition of equality and strict discipline, there is a negative relationship between moral maturity and rejection of the housewife role. There are positive significant relationships between child-raising attitudes and overprotectiveness, rejection of the housewife role, discord and strict discipline. Unlike our findings, the research conducted by Kaya (1993) found that there was no significant relationship between parental attitude and moral development. Therefore, it was understood that the literature did not support the study we obtained. According to the results of the analysis regarding moral maturity's prediction of child-raising attitudes, there is a positive significant relationship between moral maturity and the sub-dimensions of democratic attitude and recognition of equality, incompatibility and strict discipline, and a negative significant relationship between moral maturity and the sub-dimension of rejecting the housewife role. Moral maturity significantly explains approximately 23 percent of the variance in the total score of child-rearing attitude sub-dimensions. According to the standardized regression coefficient, in terms of the relative importance of the predictor variable on child-raising attitudes, the strict discipline sub-dimension came to the fore, while the score of rejection of the housewife role remained in the background. People have some moral principles from society and family from the moment they are born. They begin to accept and understand this only when they reach a certain age. Over time, people internally question some of their moral principles under the influence of society or their own environment. Instead, they can adopt new principles. The process of a person interacting with society being able to make personal evaluations about which behavior is right, wrong, bad or good is defined as moral development. When we look at family relationships, it is observed that they affect each other in terms of emotions and behavior. Regarding the attitudes and influence of the mother and father, there are opinions that the mother's authoritarian role increases the child's behavioral problems, while the mother's strict rules reveal the child's negative emotions. The excessive attention and protection that parents show to children has a negative impact on the child's personality. When we look at democratic families, it is observed that when a decision is to be made, it is made by discussing it with the children, displaying the attitudes that each child deserves, and taking their opinions into consideration. They have a kind and understanding attitude towards children. In this approach, parents communicate with their children and express their wishes and thoughts to the child in an original, understandable and clear way. The self-actualization level of people raised in families with democratic attitudes is quite high. People who grew up in families with authoritarian attitudes have a low level of self-actualization. People who grow up in unconcerned families achieve moderate self-actualization. The results of the research indicate that poor marital relations between parents lead to poor parental relations due to the prevalence of general malaise among parents. It is known that the lack of understanding and constant conflict between spouses cause them to abandon the parental role and cause negative reactions such as tension, hostility and imbalance in their relationships with children. Morally mature people are not content with evaluating the ideas they have acquired, they are aware that these ideas need to be developed. In addition, having a self and being aware of the attitudes one exhibits by actively controlling one's actions at the point of influencing others constitute the basis of moral maturity. In this study, the effect of parents' moral maturity on their child-raising attitudes was examined. The importance of the information obtained in this context emerges once again.

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