

Influence of Parental Monitoring on Adolescents' Moral, Social and Emotional Development

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Abstract-*The study aimed to determine the influence of parental monitoring on adolescents' moral, social and emotional development. The subjects of the study were two hundred sixty four (264) Grade 5 to Grade 8 students of Batangas State University Integrated School with ages 10- 14 years old. The respondents were selected by first conducting a pre survey of parental monitoring questionnaire. It was screened out and those adolescents' students who experience parental monitoring were stratified according to age. Then the samples at each age were selected through convenience sampling. The data were obtained through the use of a self-constructed questionnaire.*

Based on the findings, parental monitoring has beneficial influence on adolescents' moral, social and emotional development. There was no significant difference on the extent of influence of parental monitoring in adolescents moral development when grouped according to their profile variables. Also, there were no significant differences on the extent of influence of parental monitoring in adolescents social development when grouped according to their profile variables except to grade level. There were also no significant differences on the extent of influence of parental monitoring in adolescents emotional development when grouped according to their profile variables except to family form.

As an output of this study, the researchers designed a seminar about information on parental monitoring and how it influences adolescents' moral, social and emotional development. This seminar program will be implemented upon the approval of the management.

Keywords: *parental monitoring, adolescence, moral development, social development, emotional development*

INTRODUCTION

Adolescence is a transition from the dependency of childhood to the independence and responsibility of early adulthood. It described as a period fraught with many threats to the health and well-being of adolescents in which many suffer substantial impairment and disability[1].

The process of adolescence is a period of preparation for adulthood during which time several key developmental experiences occur [2]. It comprises their moral, social and emotional development. As these developments continue to mature, their understanding of morality expands and their behavior becomes more closely aligned with their values and beliefs. As a result, adolescents start to develop their identity, begin to acquire some of the skills needed to carry out relationships and roles, and learn to have the

capacity to cope with their selves and their environment.

However, while adolescence is a time of tremendous growth and potential, it is also a time of considerable risk that hinders in achieving their full and proper development. It is the reason why this developmental period certainly presents parents with many challenges.

With this commotion, at the start of adolescence, parents adjust their supervisory practices to their teenage children to manage them and prevent them from harmful environment that their children may encounter. They also want to minimize the chances that their child will fall prey to bad influences. This supervisory practice is called parental monitoring that enable parents to make a habit of knowing about their teens—what they are doing, who they are with, and

where they are and setting clear expectations for behavior with regular check-ins to be sure these expectations are being met [3].

Parental monitoring is mostly practiced by many parents since during adolescence, peer relationship becomes more salient and they start to spend more time with their peers and less time with their parents. Also, adolescents may be more likely to engage in unhealthy and unsafe relationships [4].

This signifies for parent to really monitor the doings of his children. Parents still find it strange because their “baby” is already growing up. And their tendency is to still be a curious parent to their adolescent child by their knowledge of the whereabouts of their teenager when they are not with them, and knowing whom they are spending time with.

Parental monitoring and supervision are important avenues for keeping adolescents from risky situations and activities while the teen develops responsible decision-making skills. Because of this, continued monitoring is practiced by most of the parents.

Research shows that teens whose parents use effective monitoring practices are less likely to make poor decisions, such as having sex at an early age, smoking cigarettes, drinking alcohol, being physically aggressive, or skipping school. Research also shows that teens who believe their parents disapprove of risky behaviors are less likely to choose those behaviours[5].

Motivated by these concerns, the researchers conducted a study to determine the influence of parental monitoring on adolescents' moral, social and emotional development in Batangas State University Integrated School. Since the Office of the Guidance and Counseling of the said institution is concerned with the holistic development of each of their students, a study of possible influences on the different aspects of their development will be a great help in developing programs or activities for the improvement of their endeavors.

OBJECTIVES OF THE STUDY

The aimed of the study is to know the influences or changes on behaviors or values on moral, social and emotional aspects of adolescents if it is associated with thorough parental monitoring. They would also like to address if it is beneficial to adolescents or it could hinder their development. It is in this light that the researchers wanted to conduct this study.

MATERIALS AND METHODS

This study employed the descriptive method type of research to determine the influence of parental monitoring on adolescents' moral, social and emotional development. The descriptive type of research involved collecting data to test a hypothesis. Also, in this type of research, survey questionnaire is the usual way of gathering and collecting data [6].

In addition, this study used the quantitative approach, to specify the number of profile variables and their responses particularly on the influence of parental monitoring on adolescent development.

The subjects of this study were the Grade 5 to Grade 8 students of Batangas State University Integrated School with ages 10- 14 years old. The respondents were selected by first conducting a pre survey of parental monitoring questionnaire. It was screened out and those adolescents' students who experience parental monitoring were stratified according to age. Then the samples at each age were selected through convenience sampling.

The researcher's over all respondents were 264 students. The researchers got 26 out of the total 76 ten (10) years old students, 47 out of the total 137 eleven (11) years old students, 115 out of 338 twelve (12) years old students, 70 out of the total 204 thirteen (13) years old students and 6 out of the total 19 fourteen (14) years old students.

The data gathering instruments used in this study went through the process of construction, validation, and administration phases.

The researchers used a self-constructed survey questionnaire that had two parts. The first part was focused on the profile of the respondents. The second part consisted of three sections. In this part, the questions were about the influence of parental monitoring. Practitioners, psychologist and guidance counsellor validated the instrument of the study.

The researchers used the stratified random sampling to determine their respondents. The data were tallied carefully, classified and tabulated for statistical treatment. Percentage, frequency, weighted mean, independent t-test and one-way ANOVA were used in treating the data. To interpret the score that were obtained, scale 1-4 was used, 1 interpreted as no effect to 4 as very great extent.

RESULTS AND DISCUSSIONS

Table 1 shows the distribution of the respondents in terms of their profile. This shows that out of 264

respondents, 26 or 9.8 percent of the adolescents who experience parental monitoring were Grade 5 students, 50 and a percentage of 18.9 were on Grade 6 students, 113 or 42.8 percent of the respondents were Grade 7 students and 75 or 28.4 percent were Grade 8 students.

Table 1. Distribution of the Respondents in terms of their Profile (n=264)

Grade Level	Frequency	Percentage
Grade 5	26	9.8
Grade 6	50	18.9
Grade 7	113	42.8
Grade 8	75	28.4
Sex		
Male	104	39.4
Female	160	60.6
Parents' Monthly Income		
6,001-8,000	26	9.8
8,001-10,000	24	9.1
10,001-12,000	33	12.5
12,001-14,000	23	8.7
14,001-16,000	29	11.0
16,001 and above	129	48.9
Family Form		
Nuclear	188	71.2
Extended	76	28.8
Type of Community		
Rural	80	30.3
Urban	184	69.7
Type of Community		
Roman Catholic	224	84.8
Born Again Christian	18	6.8
Protestant	5	1.9
The Church of Latter-day Saints	2	0.8
Iglesiani Cristo	12	4.5
Baptist	1	0.4
Seventh Day Adventist	2	0.8

Most of the respondents were of grade 7 students. This means that most of the respondents were 11 to 12 years old.

It also revealed that out of 264 respondents, 104 or 39.4 percent were male and 160 or 60.6 percent of the respondents were female.

Table 1 also reflected that out of 264 respondents, 26 or 9.8 percent of adolescents has a parents' monthly income of Php 6,001-8,000, while 24 or 9.1 percent has a parents' monthly income of Php 8,001-10,000, 33 or 12.5 percent has a parents' monthly

income of Php 10,001-12,000, 23 or 8.7 percent has a parents' monthly income of Php 12,001-14,000, 29 or 11 percent has a parents' monthly income of Php 14,001-16,000 and there were 129 or 48.9 percent of adolescents has a parents' monthly income of Php 16,001 and above. It can be gleaned that most of the respondents' parents' monthly income were Php 16,001 and above.

The table also showed that 188 or 71.2 percent belongs to a nuclear family while 76 or 28.8 percent belongs to an extended family. This shows that most of the respondents are from a nuclear family.

Table 1 revealed that 80 or 30.3 percent lives in a rural community while 184 or 69.7 percent lives in an urban community. It can be gleaned that most of the respondents were from an urban community.

Lastly, the table showed that 224 or 84.8 percent of the respondents' religion were Roman Catholic, while 18 or 6.8 percent of the respondents' religion were Born Again Christian, 5 or 1.9 percent of the respondents' religion were Protestant, 2 or 0.8 percent of the respondents' religion were Mormons, 12 or 4.5 percent of the respondents' religion were Iglesia ni Cristo, 1 or 0.4 percent of the respondents' religion were Baptist and there were 2 or 0.8 percent of the respondents' religion were Seventh Day Adventist. This shows that most of the respondents' religion was Roman Catholic.

Table 2. Extent of Influence of Parental Monitoring on Adolescents' Moral Development

Influence	WM	VI
1. Follow home rules and regulations. (ex: curfew)	3.23	GE
2. Follow school rules and regulations.	3.56	VGE
3. Make decisions that will benefit others.	3.18	GE
4. Obey the rules and policies.	3.44	GE
5. Don't tolerate illegal/immoral activities.	3.56	VGE
6. Can distinguish what is right from wrong.	3.47	GE
7. Tend to focus on rules and fairness.	3.50	VGE
8. Exhibit strong sense of responsibility.	3.27	GE
9. Develop interest in my own religion.	3.53	VGE
10. Practice prosocial behaviors. (ex: helping, volunteerism, caring for others)	3.42	GE
Composite Mean	3.42	GE

WM- Weighted Mean; VI-Verbal Interpretation; GE – Great Extent; VGE-Very Great Extent

Table 2 reveals that parental monitoring influenced the moral development of adolescents to a great extent with a composite mean of 3.42. It means that parental monitoring has high influence on the moral development of adolescents.

Because adolescents are always monitored by their parents, their tendency to act immorally will decrease. It is the major reason why parents monitor their adolescent children- that is to prevent them from harmful environment that they could encounter. Also, the researchers assumed that adolescents are trained by their parents to behave according to norms. This is the reason why the development of their moral values and ethical behaviors is in accordance with what is right and wrong.

The highest mean scores were 3.56 indicating that the respondents follow school rules and regulations, 3.56 indicating that they don't tolerate illegal/immoral activities, 3.53 indicating that they develop interest in their own religion and 3.50 indicating that they tend to focus on rules and fairness. All of these means were on a very great extent as influenced by parental monitoring.

Based also on the findings, the researchers assumed that the adolescents tend to follow school rules and regulations because of how their parents monitor them. They also tend to focus on rules and fairness because adolescents are used to obeying rules like telling their parents on where they are and whom they are with. They learned to follow rules, especially school rules because they know that it is what their parents want. They want to be a model student for the positive feedback they could receive from their parents.

From this perspective, monitoring is beneficial to adolescents, as it provides protection from potentially harmful situations that adolescents may encounter and in helping them to develop their moral principles. It prevents them on bearing illegal or immoral activities. It also helps them on distinguishing right from wrong, following rules and regulations and focus on fairness.

It is true that parents are a great influence on adolescents especially on their decision making skills that concerns their moral understanding. . In addition, when parents are more knowledgeable about their children's whereabouts and behavior, they are in a better position to intervene in their children's lives and lower the likelihood of adolescent involvement in illegal/immoral behaviors.

Overall, as the results of the study suggests, parental monitoring is very important on moral development of adolescents.

Table 3. Extent of Influence of Parental Monitoring on Adolescents' Social Development

Influence	WM	VI
1. Exhibit strong communication skills.	3.39	GE
2. Seek deeper friendship	3.43	GE
3. Experience increased interest on same and opposite sex.	2.73	GE
4. Get together with friends.	3.54	VGE
5. Go out for fun and recreations	3.23	GE
6. Have romantic relationship. (ex: dating)	1.46	NE
7. Able to communicate with my parents effectively.	3.57	VGE
8. Able to communicate with my teachers effectively.	3.27	GE
9. Participate on different school activities.	3.27	GE
10. Have my own peer group or barkada.	3.17	GE
Composite Mean	3.11	GE

WM- Weighted Mean; VI-Verbal Interpretation; GE – Great Extent; VGE-Very Great Extent; NE- No Extent

Table 3 reveals that parental monitoring influence the social development of adolescents to a great extent with a composite mean of 3.11. It means that parental monitoring has high influence on the social development in adolescents.

The result was based on the assumption that because adolescents know how to communicate well on their parents because of monitoring, they learned to adapt with it and apply this developed skills in socializing with other people. Therefore, it helps them in achieving social competence in their school and in the community. The communication between them becomes the training ground for the adolescent child to improve their social skills. It really helps them in achieving a well-developed interaction with different kinds of people.

The highest mean scores on the influence of parental monitoring on adolescent social development are 3.57 indicating that they are able to communicate with their parents effectively and 3.54 indicating that they get together with friends. Having strong attachments to their parents are better able in reaching out to relate with others. Because parental monitoring could be said as having connected with an adolescent,

the adolescents gained better communication skills not only with their parents but also to their peers, teachers and other part of the community. It is a positive outcome in terms of developing the social skills of an adolescent. It signifies that these items are influence by parental monitoring to a very great extent.

The lowest mean score was 1.46 indicating that the respondents do not have romantic relationship. With this result, adolescents do not engage on dating or having boyfriend/girlfriend because of their parents monitoring them. So, in dealing with romantic relationship, adolescents who experience parental monitoring do not yet engaged with it. It could be considered as a positive result for parents.

So, because parents tend to monitor their doings and whereabouts, adolescents feel afraid of entering romantic relationships or even engage in dating. They are still fearful on how their parents will react with the idea of having boyfriend/girlfriend.

Overall, as the results of the study suggests, parental monitoring is beneficial in social development of adolescents.

Table 4 reveals that parental monitoring influence the emotional development of adolescents to a great extent with a composite mean of 3.36. It means that parental monitoring has high influence on the emotional development of adolescents.

Table 4. Extent of Influence of Parental Monitoring on Adolescents' Emotional Development

Influence	WM	VI
1. Know when I feel lonely.	3.38	GE
2. Know when I like a person.	3.22	GE
3. Express love for my parents.	3.78	VGE
4. Develop sense of identity.	3.39	GE
5. Am proud of my achievement.	3.76	VGE
6. Feel confident.	3.31	GE
7. Am sensitive to the feeling of others.	3.18	GE
8. Can cope with challenges and stress.	3.19	GE
9. Express to the needs of others.	3.29	GE
10. Express to the criticism of others.	3.08	GE
Composite Mean	3.36	GE

Since parents always have knowledge on their child activities and whereabouts, the connection between the parent and the child or the adolescent is stable. It really helps an adolescent to feel emotionally secure and supports them in dealing with their emotions properly because they know that they have parents to lean on whenever they are experiencing emotional problems. The communication they had

helps an adolescent in adapting with their emotions appropriately. It benefits their emotional development as they grow up.

The highest mean scores on the influence of parental monitoring are 3.78 indicating that the respondents express love for their parents and 3.76 indicating that they are proud of their achievement. As it revealed, parental monitoring helps the adolescents in their emotional development.

It is assumed by the researchers that the feelings of emotional connectedness or love with their mother and their father strengthen as they experience parental monitoring. It signifies that these items are influence by parental monitoring to a very great extent. Adolescents are also proud of their achievement because of their parents who are also proud of them. The connection between the parents and an adolescent helps to strengthen the emotional feelings they both encounter.

The researchers concluded that with parental monitoring, a bond between a parent and an adolescent child will be strengthened. The communication they had forms a connection that helps an adolescent in the improvement of expressing their emotions in socially acceptable ways.

Therefore, as the present study revealed, parental monitoring helps the emotional development of adolescents.

Table 5. Difference on Influence of Parental Monitoring in Moral Development

Profile Variables	p-values	Computed f-values	Decision H ₀	V.I.
Grade	0.21	1.53	Failed to Reject	Not Significant
Sex	0.89	0.02*	Failed to Reject	Not Significant
Parents' Monthly Income	0.67	0.64	Failed to Reject	Not Significant
Family Form	0.43	0.62*	Failed to Reject	Not Significant
Type of Community	0.20	1.68*	Failed to Reject	Not Significant
Religion	0.40	1.04	Failed to Reject	Not Significant

* t-test

It can be gleaned from Table 5 that there was no significant difference on the influence of parental monitoring on adolescents' moral development when grouped according to their profile variables. Each of the probability value that ranges from 0.20 – 0.89 were greater than 0.05 that resulted in the failure to reject the null hypothesis.

The researchers assumed that it resulted the way it is because both male and female adolescents experience monitoring. They both had the same perception on doing what is moral and ethical because of how parents monitor them. They are afraid to act illegally because of the way they are raised by their parents. It helps them in developing their principles on right and wrong and on legal and illegal acts. It contradicted what Kohlberg pointed out that there are differences between moral developments of each gender. He had shown that the average female attained a moral judgment rating of stage three (good boy-nice girl), while adolescent males score at level four (law and order) and are more likely to move on to post conventional levels. It shows that each gender has differences in their moral development.

Both genders are on better environment when they experience parental monitoring. They will both conform to the rules and laws of the society when their parents are monitoring them. Indeed, parental monitoring provides positive influences on the moral development of both genders.

Table 6. Difference on Influence of Parental Monitoring in Social Development

Profile Variables	p-values	Computed f-values	Decision H ₀	V.I.
Grade	0.00	11.56	Reject	Significant
Sex	0.08	3.08*	Failed to Reject	Not Significant
Parents' Monthly Income	0.39	1.05	Failed to Reject	Not Significant
Family Form	0.39	0.73*	Failed to Reject	Not Significant
Type of Community	0.94	0.01*	Failed to Reject	Not Significant
Religion	0.24	1.33	Failed to Reject	Not Significant

* t-test

Table 6 reveals that there was no significant difference on the influence of parental monitoring on adolescents social development when grouped according to their profile variables sex, parents' monthly income, family form, type of community and religion. Each of the probability value that ranges from 0.08 – 0.94 were greater than 0.05 level of significance. Thus, the null hypothesis was failed to reject. However, the probability value of 0.00 for grade level was less than 0.05 that resulted to the rejection of the null hypothesis. There is significant difference found in the responses of the respondents when grouped according to grade level.

Since in different grade level, there are also different ages, the level of their social skills is also common to each of their grade level/age groups. For lower grades, their social skills are not yet fully developed while for higher grades, they begin to acquire much improvement when it comes to socialization.

There are really different social skills to expect on different grade level. For Grade 5 students, they are seeking more privacy and independence, but they still need their parents to be involved and to set boundaries. They started to crave for much independence and wanted to be with their friends. Then during Grade 6, obsession with the opinions of peers and intense desire to fit in with a crowd is experienced. They always look on how their peers will praise or criticized them and conform to it without hesitation.

During Grade 7, it is the time where adolescent enters high school. They form new sets of friends and they started to convince their parents to go away and spend more time with their peers. While during Grade 8, adolescents started to think about relationships and dating. However, they are still concerned with fitting in with their peers. Their social connection becomes wider and they begin to decide with their own without the guidance of their parents.

As it could be concluded, there are different social changes to expect in each grade level. These social changes are also influenced by parental monitoring in different ways.

Table 7. Difference on Influence of Parental Monitoring in Emotional Development

Profile Variables	p-values	Computed f-values	Decision H ₀	V.I.
Grade	0.52	0.76	Failed to Reject	Not Significant
Sex	0.52	0.41*	Failed to Reject	Not Significant
Parents' Monthly Income	0.67	0.64	Failed to Reject	Not Significant
Family Form	0.02	5.71*	Reject	Significant
Type of Community	0.71	0.14*	Failed to Reject	Not Significant
Religion	0.22	1.38	Failed to Reject	Not Significant

* t-test

Table 7 reveals that there was no significant difference on the influence of parental monitoring on adolescents emotional development when grouped according to their profile variables grade level, sex, parents' monthly income, type of community and

religion. Each of the probability value that ranges from 0.22 - 0.71 were greater than 0.05. Thus, the null hypothesis was failed to reject. However, the probability value of 0.02 for family form was less than 0.05 that resulted to the rejection of the null hypothesis. Thus, there is significant difference found in the responses of the respondents when grouped according to family form.

Since in each family form there are different members of the family, their emotional development could also have different outcomes. For example, in an extended family, an adolescent has more relatives or person to lean on whenever they have emotional concerns unlike in a nuclear family which they only have their parents and siblings. This situation could really influences emotional development of adolescents living in different family forms. Their emotional development could be affected with the members of the family living in the same house.

Having been grown up in an extended family helps an individual with emotion related problems. It is brought by the bonds between oneself and one's parents or even grandparents. The care provided by other individuals such as grandparents, aunts and uncles plays a major role on child's development.

However, being in a nuclear family could have positive effects as well as negative effects on emotional aspect of each member of the family. If there is an argument or misunderstanding between a parent and a child, the child has no one to lean on. It could affect the emotional stability of a child.

For these reasons, family form of each adolescent is a factor on why there are differences on the emotional development of an adolescent experiencing parental monitoring.

The beginning of the teenage years of an adolescent child is challenging for every parent. Developments of moral, social and emotional aspects of adolescent are a major concern. For a parent to guide their adolescent children, parents practiced the so called parental monitoring.

Table 8 shows the topics and objectives of the seminar designed for parents to address the influence of parental monitoring on adolescents' moral, social and emotional development.

Based on the findings, parental monitoring is beneficial on adolescents' moral, social and emotional development. In light with this, this seminar is designed for the parents of Grade 5 to Grade 8 students in Batangas State University- Integrated

School to understand parental monitoring and its influence on adolescents' development. The results of the study also revealed that parental monitoring has different influences on the social development of adolescents from Grade 5 to Grade 8. That is why the seminar designed will be different from different grade levels emphasizing the social development of each student in different grades.

Table 8. Proposed Seminar for Parents

Topics	Objectives
Adolescents' Development	To help parents understand the developmental transition of childhood to adolescence. To give parents knowledge about the moral, social and emotional aspects of adolescents.
Parental Monitoring	To be able to discuss the definition and concept of parental monitoring.
Influences of Parental Monitoring on Adolescents' Development	To deliberate the beneficial influences of parental monitoring on the adolescents' development.
Social Development of Each Grade Level	To give an emphasis on the influence of parental monitoring on social development of adolescents in different grade level.
Importance of Parental Monitoring	To encourage parents to practice parental monitoring and know its limitation. To share experiences of a parent and child about parental monitoring and its positive results.

The proposed seminar about parental monitoring will help the parents understand the transition of a child into an adolescent and the developmental periods they are about to face especially the social development of an adolescent. It will also help them to reflect on their way of nurturing their child and make adjustments by practicing parental monitoring.

With this, parents will gain greater understanding of parental monitoring as an effective way of parental practice as well as the aspects of the major developmental process during adolescence.

CONCLUSIONS

Most of the respondents are Grade 7 students, female and has a parents' monthly income of 16,001 and above. Most respondents belong to a nuclear family and live in an urban community. Majority of them are Roman Catholic.

Majority of the respondents take the influence of parental monitoring positively on their moral, social and emotional development. Parental monitoring helps the adolescents in developing their moral aspects, enhancing their social skills and being able to deal progressively with their emotions.

There were no significant differences on the extent of influence of parental monitoring in adolescents moral development when grouped according to their profile variables grade level, sex, parents' monthly income, family form, type of community and religion.

There were no significant differences on the extent of influence of parental monitoring in adolescents social development when grouped according to their profile variables sex, parents' monthly income, family form, type of community and religion. But there is significant difference on the extent of influence of parental monitoring in adolescents social development when grouped according to grade level.

There were no significant differences on the extent of influence of parental monitoring in adolescents emotional development when grouped according to their profile variables grade level, sex, parents' monthly income, type of community and religion. But there is significant difference on the extent of influence of parental monitoring in adolescents emotional development when grouped according to family form.

Effective implementation of the seminar would help the parents in knowing the beneficial influence of parental monitoring on the development of their adolescent children. They will be enlightened to practice parental monitoring.

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