a similar situation so they accept the father's request the least since it is not in accordance with the previously established conditions.

The "middle" children agree the most with seeing the father as being a bad example; they perceive themselves as examples for their younger siblings and at the same time their position is weakened by the presence of an older sibling; the parents are not as consistent either. That is the reason why the children with a younger sibling agree the least.

**Conclusions**

The child's moral development in family is strongly influenced by the relationship between the parents and children as well as among the children (siblings) themselves. The parent is mainly the 'carrier' of norms in the teenage period; the child becomes conformal and only then, in the teenage years – if not pushed earlier by any family conditions – begins to promote and defend its interests and observance of rules. Our results show that how parents and their roles are accepted by children is also influenced by tradition. A significant influence on evaluating the father's false step depends on whether the child is an only child or has a sibling and whether the sibling is a boy or a girl, as well as whether the child is from a complete, incomplete or broken family.

Generally, it can be stated that the girls – daughters – are more sensitive and critical of the father's false step than the boys. The boys gradually mature into the role of father, therefore they forgive the father so that they would themselves be forgiven, in other words, the boys themselves are aware they could one day break their promise and solidarity among men becomes evident here. On the other hand, girls often idealize the personality of their father, also from this point of view, their future partner, and are significantly more critical of fathers – their idols. All the respondents perceive keeping one's promise as a significant factor of mutual trust; it is one of the most important conditions of good and successful relationships between parents and children.

**Bibliography**

New York: Cambridge University Press.