

MORAL JUDGEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR SOCIO ECONOMIC STATUS AND PARENTAL BEHAVIOUR

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Abstract

The present study aims to study Moral judgment of secondary school students in relation to their socio economic status and parental behavior. The result of the present study revealed that there is positive relationship between moral judgment and socio economic status and parental behavior of secondary school students.

Key Words: *Moral, Morality, Moral Judgment, Parental Behaviour, Socio economic status, Secondary School Students.*

Background of the Study

The concept of morality in practical life has been different in different human societies and is changing from time to time even though there are certain moral principles which are universal. The scope of morality originating in simple forms with the ushering in of the first human societies in certain parts of the world has now extend to the whole world, which is tending to become one family, social groups or individuals cannot masses of population, not in any way directly connected with the sources. Since moral standards have gone low all over the world, there is a cry for moral education from several quarters. Education and schooling are intrinsically moral enterprises in two aspects. First, the content and method constituting any education regime represent deliberated selections from a wide variety of possible contents and methods, and those selection must be made and ultimately justified in axiological rather than merely descriptive terms. That is to say, the choice of this rather than educational end or means, so long as the determination is considered conscious, free, and rational, rests ultimately on its relation to some outcome regarded as valuable. Second, the educational process in variably includes implicit if not explicit recommendations respecting the choices, judgments and conduct of its participants, both within the process and outside it. Consequently, some sort of pattern of moral development as touching both society and the individual, has been fundamental in educational thought and activity.

Moral developments of the children enhance the peace and happiness of parents. Parents, therefore, are very anxious to give stress upon children's various activities in the home and outside home to influence their moral development. In order to influence the children the parents have to do a lot of activities for their moral development. The parents must take care of the health of their children. They should satisfy the bare necessities of life of the children. They should not give huge amount of money to provide books, and necessary learning equipments relevant to age and class of their children. For the parental relationship such type of duties are expected to perform as the children deserve will do their duties in this regard their children may behave in any immoral manner.

Besides these duties, parents must display good habits of daily performance in their residence to give impact upon the children for moral development. The parents must get up early before the sun appears in the azure sky. They must devote sometime for silent meditation and prayers in the home. They must develop good food and drink habits. They must keep good company. They must keep good company; they must do some ideal activities such as giving along to the helpless and have –not persons. The activities which will promote the moral behaviours of the children should be practiced by the parents and children at home. Sai (1989) state the duty of parents in the following manner.

The children should be made to develop the habit of getting up early in the morning; by the time the cock crows they should get up. Then they should say their prayers, finish showering or taking bath, eat breakfast, do their homework and attend the school. They should be good studies. The child should be trained to cultivate such healthy and sound habits. Children should grow up with a sense of emity and brotherly understanding with each other.

Parents should show due affection of their children and should guide their children at the time of their need. Parent's guidance is of the prime importance for upbringing the moral feeling of the children. Parents should not always keep aloof from the various activities and practices of their children. Their guidance in the proper time and place is of great importance in promoting the moral development of the children.

Moral education:

Kohlberg used these findings to reject traditional character education practices. These approaches are premised in the idea that virtues and vices are the basis to moral behavior, or that moral character is comprised of a "bag of virtues", such as honesty, kindness, patience, strength, etc. According to the traditional approach, teachers are to teach thee virtues through example and direct communication of convictions, by giving students an opportunity to practice these virtues, and by rewarding their expression. However critiques of the traditional approaches find flaws inherent in this model. This approach provides no guiding principle for defining what virtues are worthy of espousal, and wrongly assumes a community consensus on what are considered "positive values". In fact teachers often end up arbitrarily imposing certain values depending upon their societal, culture and personal beliefs. In order to address this issues of ethical relatively, some have adopted the values-clarification approach to moral education. This teaching practice

is based on the assumption that there are no single, correct and acting accordingly. In addition, there is a value of toleration of divergent views. It follows, then, that the teachers role is one of discussion moderator, with the goal of teaching merely that people hold different values, the teachers does attempt to present her views as the 'right' views.

Meaning of morality:

Morality comes from the latin word "moralis" which means custom relating to principles of right an wrong in behavior. According to Jean Piaget, " All morality consist in a system of rules and the essence of all morality it to be sought in the respect which the individual acquires for these rules.

Meaning of Moral Judgement:

Moral judgements derive from moral concepts these have matured, with time and experience, and their roots go deep. It can at least be held that they furnish evidence of potential moral action, and the more so as moral principles become interiorized and a sense of guilt become a reality of moral experience and so a moral control.

Parental Behaviour:

In the case of the pre-school child parent behavior is not one-dimensional and it does not consists simply of variations along a single axis, as popular over simplifications. Sometimes seem to imply. Parents may love their children or they may reject them. They may also, however, be loving and controlling or loving and lax, as well as calm or anxious, confident or insecure, well-adjusted or disturbed. Response of the child will not depend simply on any one aspect of the parents behavior and personality, but rather on the combined effect of many aspects.

Need for the study:

No society can survive without a moral order. A system of moral/human/spiritual values are indispensable to group living. There is order in this universe of God, evidenced by systems, laws, principles, rythums, consistency and much more than what modern science has followed so far. A regular system and organization on this universe, called Ritains by Vedic Rishis calls forth a concomitant order in the human society, which was named as dharma and satya. Dharma, or a systematized body of human values was considered a significant aspect of social living. Though the individual perishes, the society continues to exist for a very long period. Hence the social heritage needs to be preserved, protected, and improved through education and training. How can we expect good education, peace and securirty in any society without its members being moral?

E.Durkheim has said that the first element of morality is a sprit of discipline, the second element being attachment to social groups. Both depend upon the education and training that the individual receives during childhood and adolescence. Children brought up in bad atmosphere cannot develop morality to any desired extent.

Action from the environment, to which they are exposed constantly. Because now a days, whatever children read, see and listen will be mostly of violence, terrorism, conflicts, corruption, etc. in such a context how can we expect children to be moral? Hence it is high time not only to introuduce moral education , but also to lay stress on it in the schools is also needed".

Hence the researcher has felt the need to study the relationship between the moral judgment of pupils and the socio-economic status of their parents, and their behaviour.

Objectives of the study:

1. To find out the difference if any in the moral judgement of IXth standard boys and girls students of Ramanagaram District.
2. To find out the difference if any in the moral judgement of IXth standard students belonging to Hindu, Muslim and Christian religion.
3. To find out the difference if any in the moral judgement of IXth standard students belonging to small, average and large size families.
4. To find out the difference if any in the moral judgement of IXth standard students belonging to nuclear and joint family types.
5. To find out the difference if any in the moral judgement of IXth standard students belonging to government, private aided and private unaided schools.
6. To find out the difference if any in the moral judgement of IXth standard students belonging to high, average, and low socio economic status groups
7. To find out the difference if any in the moral judgement of IXth standard students belonging to favorable and unfavorable parental behavior.
8. To find out the relationship if any in the moral judgement scores of IXth standard student and their socio-economic status scores.
9. To find out the relationship if any in the moral judgement scores of IXth standard student and their parental behavior scores.

HYPOTHESES:

1. There is no significance difference between the moral judgement of IXth standard students belonging to boys and girls of Ramanagaram District.
2. There is no significance difference between the moral judgement of IXth standard students belonging to Hindu and Muslim religion.
3. There is no significance difference between the moral judgement of IXth standard students belonging to Hindu and Christian religion.
4. There is no significance difference between the moral judgement of IXth standard students belonging to christian and Muslim religion.
5. There is no significance difference between the moral judgement of IXth standard students belonging to small and average size families.
6. There is no significance difference between the moral judgement of IXth standard students belonging to small and high size families.
7. There is no significance difference between the moral judgement of IXth standard students belonging to high and average size families.
8. There is no significance difference between the moral judgement of IXth standard students belonging to nuclear and joint family types.
9. There is no significance difference between the moral judgement of IXth standard students belonging to government and private aided schools.

10. There is no significance difference between the moral judgement of IXth standard students belonging to government and private unaided schools.
11. There is no significance difference between the moral judgement of IXth standard students belonging to private unaided and private aided schools.
12. There is no significance difference between the moral judgement of IXth standard students belonging to high and average socio economic status groups.
13. There is no significance difference between the moral judgement of IXth standard students belonging to high and low socio economic status groups.
14. There is no significance difference between the moral judgement of IXth standard students belonging to low and average socio economic status groups.
15. There is no significance difference between the moral judgement of IXth standard students belonging favorable and unfavorable parental behavior.
16. There is no significance relationship between the moral judgement scores of IXth standard student and their socio-economic status scores.
17. There is no significance relationship between the moral judgement scores of IXth standard student and their parental behavior scores.

Methodology

Tools used for the study:

Moral Judgement Scale:

A scale developed by B.G. Sudha and satyanarayana (1978) was used to measure the moral judgement of students in the present study.

Parental behavior scale:

An inventory originally developed by Dr. Uma Sexena and Dr. N.K. Saxena in Hindi was first translated into English by language experts from the department of Hindi and later standardized by Dr. Tara Sabapathy.

Sampling procedure for collection of data :

The students of secondary school students enrolled in different schools of the academic year 2017-2018 constitute the population of the study. A sample of 200 students were selected from different schools of Bangalore District. The researcher used the stratified random sampling techniques to draw the sample.

Statistical techniques used for data analysis :

The following statistical techniques were used for analyzing the data and were computed by using standard formula.

1. Percentages
2. Mean differences (t-test) test.
3. Co-efficient of correlation

Analysis and Interpretation of data:**Table-1**

This table shows Frequency and percentage of sampling distribution over different selected independent variables.

Sl. No.	Variables	Frequency	Percentage	Total Percentage	
1	Sex	Boys	100	50.00	100
		Girls	100	50.00	
2	Type of Management	Government	60	30	100
		Private Aided	60	30	
		Private Unaided	80	40	
3	Religion	Hindu	159	79.50	100
		Muslim	39	19.50	
		Christian	2	1	
4	Size of Family	Small	116	58.00	100
		Medium	67	33.50	
		Large	17	8.50	
5	Type of family	Nuclear	139	69.50	100
		Joint	61	30.50	
6	Socio economic status	Low	67	33.50	100
		Moderate	65	32.50	
		High	68	34.00	
7	Parental behavior	Low	66	33.00	100
		Moderate	68	34.00	
		High	66	33.00	

Table-2

This table shows the differences between Moral Judgement of secondary school students between different variables.

Variables	Type of school	N	Mean	SD	't' value	Remarks
Sex	Boys	100	69.190	8.950	0.812	Not Significant
	Girls	100	70.210	8.813		
Religion	Hindu	159	70.490	8.747	2.585	Significant
	Muslim	39	66.384	8.922		
Religion	Hindu	159	70.490	8.747	0.283	Not Significant
	Christian	2	71.500	4.949		
Religion	Muslim	39	66.384	8.922	1.353	Not Significant
	Christian	2		4.949		
Size of family	Small	116	71.387	8.496	2.609	Significant
	Average	67	67.880	8.909		
Size of family	Small	116	71.387	8.496	2.633	Significant
	Large	17	65.352	8.873		
Size of family	Large	17	65.352	8.873	1.048	Not Significant
	Average	67	67.880	8.909		
Type of families	Nuclear	139	71.043	8.462	3.218	Significant
	Joint	61	66.639	9.099		
Types of management	Government	60	66.983	10.263	1.106	Not Significant
	Private aided	60	68.850	8.094		

Type of management	government	60	66.983	10.263	2.620	Significant
	Private unaided	80	72.375	7.576		
Type of management	Private aided	60	68.850	8.094	2.620	Significant
	Private unaided	80	72.375	7.576		
Socio economic status	High	68	72.176	7.586	0.360	Not Significant
	average	65	71.661	8.828		
Socio economic status	High	68	72.176	7.586	4.943	Significant
	Low	67	65.283	8.577		
Socio economic status	average	65	71.661	8.828	4.208	Significant
	Low	67	65.283	8.577		
Parental Behaviour	Favorable	66	71.545	9.242	2.709	Significant
	Unfavorable	66	67.363	8.479		

Table-3

Table Showing relationship between the moral judgement scores of IXth standard student and their socio-economic status scores.

Variables	N	Df	'r' value	Level of significance
Moral judgement	200	198	0.326	Significant
SES	200			

Table-4

Table showing relationship between the moral judgement scores of IXth standard student and their Parental Behaviour scores.

Variables	N	Df	'r' value	Level of significance
Moral judgement	200	198	0.255	Significant
Parental Behaviour	200			

Major findings:

1. There is no significance difference between the moral judgement of IXth standard students belonging to boys and girls.
2. There is a significance difference between the moral judgement of Ixth standard students belonging to Hindu and Muslim religion.
3. There is no significance difference between the moral judgement of Ixth standard students belonging to Hindu and Christian religion.
4. There is no significance difference between the moral judgement of Ixth standard students belonging to Muslim and Christian religion.
5. There is a significance difference between the moral judgement of Ixth standard students belonging to small and average size families.
6. There is significance difference between the moral judgement of Ixth standard students belonging to small and large size families.
7. There is no significance difference between the moral judgement of Ixth standard students belonging to large and average size families.
8. There is a significance difference between the moral judgement of Ixth standard students belonging to nuclear and joint types of families.
9. There is no significance difference between the moral judgement of Ixth standard students belonging to government and private aided schools.
10. There is a significance difference between the moral judgement of Ixth standard students belonging to government and private unaided schools.
11. There is a significance difference between the moral judgement of Ixth standard students belonging to private aided and private unaided schools.

12. There is a no significance difference between the moral judgement of Ixth standard students belonging to high and average socio economic status groups.
13. There is a significance difference between the moral judgements of Ixth standard students belonging to high and low socio economic status groups.
14. There is a significance difference between the moral judgement of Ixth standard students belonging to average and low socio economic status groups.
15. There is a significance difference between the moral judgement of Ixth standard students belonging to favorable and unfavorable parental behavior.
16. There is a significant relationship between mean moral judgement scores and SES scores of secondary school students.
17. There is a significant relationship between mean moral judgement scores and parental Behaviour scores of secondary school students

Educational Implication:

The major social agencies which play a very important role in the moral development of children are

1. The role of the parents: Parents give the steadiest and noticeable models of practices related with character advancement, they additionally help by distinguishing different models of the character qualities they need their youngsters to create and by raising fitting character related issues in discourse of every day occasions. A lot of research proposes that nature of the parent-tyke bond and the level of warmth in the parent – tyke relationship influence numerous aspects of youngsters' advancement (Bretherton and Waters 1989). In reality, one of the steady discoveries from the exploration looking at the family cooperations that encourage Kohlbergian good thinking stages id the full of feeling segments or those associations, for example, parental warmth, inclusion and backing are identified with good thinking advancement
2. The role of the teachers: Apart from parents who have been referred to as the moral teacher, teachers are likewise extremely persuasive and huge grown-ups in the lives of kids beginning from the pre-school years. Educators help kids to comprehend character qualities and qualities, they additionally model alluring character attributes in the understudies both inside the school setting and in bigger society. The consideration of good exercise in the educational modules includes the instructor straightforwardly by training what is good and bad.
3. The role religious institutions: The job of religious organization in the ethical training of the kid can't be over underlined. Generally, moral lessons have been vital to all religions. The religious establishments have a method for bestowing moral exercises to their disciples. In such a circumstance where the lesson of our general public are falling apart, it is the high time that all of

us needs to think in all respects genuinely the available resources to create good qualities. All of us needs our kids to grow up with high good guidelines, yet inability to give an empowering domain to the accomplishment of this objective will lead powerlessness to understand this objective. In this manner, the ethical improvement specialists should cooperate and give and condition where the youthful character flourishes and develops as champ in each part of life.

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