



## **MORAL JUDGMENT OF ADOLESCENTS IN RELATION TO INTELLIGENCE GENDER AND LOCALE**

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### **Abstract**

*Moral values are the soul of any society and moral foundations are a must for social in all societies. The study of moral development of learners is important because the childhood is the period while moral development takes place. In the course of moral development, children obtain values from the family members, teachers, community, public figures and ancestors etc. Present study is an attempt towards judgment which involves the cognitive capacity and insight to see the relationship between abstract principles and concrete situations as right or wrong. Keeping in view the knowledge of moral standards that is the byproduct of adolescents' general social experiments which enables them to evaluate worthiness or unworthiness of actions as good or bad. The female students have shown better moral judgment than their male counterparts. So, it may be derived that gender is an important factor which influences the level of moral judgment. Students of higher intelligence groups have shown significantly better moral judgment than their low intelligence counterparts. Hence, it may be generalized that intelligence is one of the prominent determinants of moral judgment.*

*Key words: Moral Judgment, Intelligence, Gender, Adolescents*

## **Introduction**

It is a general notion that our society is suffering from decreases in moral standards or moral values. The degeneration of moral values or moral standards is the main impediment in our national development. The present system of education does not appear to contribute significantly in the development of required type of national character. Keeping in view the importance of the moral values, due weight age has been given to it in the NPE-1986. The teachers are being trained for imparting moral education and values to the children. It is in the formative years of childhood and adolescence when the foundation of good character can be laid by infusing moral values. It is on the part of schools to turn out good citizens, because it is the time of boyhood that the character is shaped when the whole nature is plastic. So the moral development among children should seriously be taken into consideration by parents, teachers and educational institutions, as well. Intelligence is considered to be the horse power of learning as it plays a vital role in the process of human learning. As no two children have the same intellectual abilities or the same experience. Not two individuals can be expected to have the same understanding of an object or situation therefore, it is natural for the researchers to think about the extent to which intelligence influences the learners' performance in the domain of moral development. The Intelligence, which is generally associated with many other important personality variables like-heredity, home environment, socio-economic status of the family, level of education of parents, mental health and schools environment etc. All these factors determine the peculiar way of thinking and learning of the children .The study of moral judgment of children in relation to their intelligence and locale is important because the childhood is the period when children develop morally. The children of the same family getting education in different institutions are found to vary in their academic achievement as well as in their moral development. It shows influence of school on the academic achievement of children. Hence, the schools are the symbol of progress and centres of imparting the past and present values where human beings are equipped with academic competence, ability to judge the morality, technical skills and a number of abilities to lead their adult lives. Through the curriculum and teaching methods, it also helps children to organize and structure the information with the help of their various experiences planned to clarify the feelings, thinking and judgments. Thus, it appears that the role of Intelligence is much important in the future performance of the moral behaviour of children of both genders.

**EMERGENCE OF THE PROBLEM:** Education is rightly considered as the key to social, economic and national development and prosperity. It is one of the most useful and important forms of long-term investments. It constitutes an essential base for Social, Economic and moral health and industrial development of a nation. The NPE-1986emphasizes the development of moral values among new generations. Keeping in the view the key role of the teachers, the government has begun to impart training of moral education to the teachers. We can ensure social harmony and peace by cultivating moral values among individuals from the early

childhood(Teli, 2007). Thus, the role of school in shaping the value pattern of the future nation builders is of high significance. Intelligence is more a common variable related to any kind of personality development. Moral judgment is more a matter of emotion and affective intuition than deliberate reasoning (Greene and Jonathan, 2002).Study of individual differences is common area of research as it is educationally important and significant. Its role in cognitive learning is evident. Gender disparity in almost all the walks of life is alarming in all our systems including that of the system of education. Value decoration is main problem of education, now a day. So, to study that how intelligence interacts with value patterns and moral judgment both as the process and product as well is significant to study. What is the scenario of development of moral judgment across the genders is also educationally important because most of our schools now are co- education institutions. That is why the researcher has made up his mind to undertake the Study of Moral Judgment of Adolescents in relation to Intelligence Gender and Locale.

**OBJECTIVES OF THE STUDY:** The study was carried out with following objects:

1. To study moral judgment of the adolescents in terms of their intelligence.
2. To study moral judgment of the adolescents in terms of their gender.
3. To study moral judgment of the adolescents in terms of their locale.
4. To study moral judgment of the adolescents in terms of their school type.

**HYPOTHESES OF THE STUDY:** Following hypotheses were formulated:

1. There is difference in moral judgment scores of the adolescents in terms of their intelligence.
2. There is difference in moral judgment scores of the adolescents in terms of their gender.
3. There is no difference in moral judgment scores of the adolescents in terms of their locale.
4. There is no difference in moral judgment scores of adolescents in terms of their school types.

**METHODOLOGY:** Keeping in mind the nature of the problem the Descriptive Method of Research was applied. Method of the study was Normative Survey Method under the Descriptive Method of Research.

**POPULATION OF STUDY:** All the students between Twelve to Sixteen years of age, enrolled in Ninth class co education sections, irrespective of their caste, religion and family background both in government aided and Government non aided schools of Kanpur district of Uttar Pradesh constituted the population of this study.

**SAMPLING AND SAMPLE:** The technique of sampling applied for the study was Stratified Random Cluster Sampling. All the schools of the district were stratified into two strata viz. urban and rural schools. Schools under both strata were further stratified into Government aided and government non aided categories. Two schools each from urban and rural areas were randomly selected. Selected two schools of each stratum essentially were from government aided and government non aided categories. Being the sampled sections under co education system the variety of gender was automatically considered. Classes and sections were taken as clusters of the subjects.

Thus, the study was conducted on pooled sample of 160 students. Eighty adolescent students were sampled each from urban and rural locale schools. Each group of eighty students was consisted of forty adolescents from government aided and other forty from government non-aided urban and rural locale schools. Within the each group out of forty students there were twenty male and twenty female adolescent students.

**OPERATIONALISATION OF THE TECHNICAL TERMS:** Technical terms used in the title of the problem have been operationalised in the following way;

**Moral Judgment:** Moral judgment stands for the cognitive capacity and insight to see the relationship between abstract principle/principles and concrete or practical case/cases or situation/situations as right or wrong.

**Adolescents:** All the students between Twelve to Sixteen years of age, enrolled in Ninth class co education sections, irrespective of their caste, religion and family background both in government aided and Government non aided schools were considered as adolescents.

**Intelligence:** Intelligence stands for what the Group Test of Mental Ability constructed and standardized by Jalota (1972) measures.

Gender: Gender depicted the male adolescent students and their female counterparts.

Locale: Locale has been undertaken in terms of urban or rural location of the schools in which the population was enrolled.

**TOOLS OF DATA COLLECTION:** Following tools were administered for collection of required data:

Test of Moral Judgment: 'Moral Judgment Test for Adolescents' constructed and standardized by Gupta (?) was administered for collecting the data regarding moral judgment of the subjects. This test is made for fourteen to nineteen year age group of the students. It includes items on various dimensions of moral judgment like- immanent justice, moral realism, retribution and expiation vs. restitution and reciprocity, the efficacy of severe punishment and communicable responsibility. This test was highly reliable, valid and objective one.

Test of Intelligence: To study the intelligence of subjects the MANSIK YOGYATA SAMUHIK PARIKSHAN constructed and standardized by Jalota(1972) was used. It is a spiral omnibus type of verbal group test containing 100 items. Four alternatives answers have been provided to make the scoring objective and full-proof. The hundred items have been distributed over seven subtests, vocabulary, similar, opposites, classifications, and best answers, analogies, reasoning and numerical. For practice fourteen additional items have been provided in the beginning. The test is of twenty minutes of duration.

**STATISTICAL TECHNIQUES USED:** Mean, Standard Deviation, Standard Error of Difference of Means and Critical Ratio was calculated for the statistical treatment of raw data. Significance of difference was tested at 0.05 level of confidence.

**ANALYSIS AND INTERPRETATION:** Objective wise analysis and interpretation of data is as follows;

It is evident from table-1 that value of Critical Ratio of the scores on moral judgment of high and low groups of adolescents is 1.54. This calculated value of Critical Ratio is lesser than

the standard table value at 0.05 level of significance (1.98). Hence, the research hypothesis-‘there is difference in moral judgment scores of the adolescents in terms of their intelligence’

Table-1: Comparison of Moral Judgment Scores of the Adolescents in Relation to their Level of Intelligence

| Groups            | N  | Mean  | S.D  | SE <sub>DM</sub> | CR. Value |
|-------------------|----|-------|------|------------------|-----------|
| High Intelligence | 80 | 35.56 | 4.72 | 8.82             | 1.54*     |
| Low Intelligence  | 80 | 22.00 | 7.45 |                  |           |

\*Not significant at 0.05 level.

disapproved and the alternative hypothesis- ‘There is no difference in moral judgment scores of adolescents in terms of their Intelligence’ or ‘seen difference is the result of error’ was approved. Hence, it was generalized that there is no significant difference between high and low intelligence groups of the adolescents. It seems so because intelligence is general mental ability distributed normally while, ability of moral judgment (values and morale) is related to the socio cultural environment of the individual and with many other socio-cultural and familial factors.

It is evident from table-2 that value of Critical Ratio of the scores on moral judgment of male and female groups of adolescents is 5.52. This calculated value of Critical Ratio is greater than the standard table value at 0.05 level of significance (1.98). Hence, the research hypothesis-

Table-2: Comparison of Moral Judgment Scores of the Adolescents in Relation to their Gender

| Groups | N  | Mean  | S.D. | SE <sub>DM</sub> | CR Value |
|--------|----|-------|------|------------------|----------|
| Male   | 80 | 24.25 | 8.60 | 1.88             | 5.52*    |
| Female | 80 | 34.63 | 8.75 |                  |          |

\* Significant on 0.05 level.

'there is difference in moral judgment scores of the adolescents in terms of their gender' was approved and the alternative hypothesis-'there is no difference in moral judgment scores of adolescents in terms of their gender' or 'seen difference is the result of error' was disapproved. It was generalized that there is significant difference in moral judgment of adolescents in terms of their gender. It is clear from the above table that the difference of mean is in favour of females. A significant difference was observed in the moral judgment of the boys and girls students. Further, girls have shown better moral judgment than boys.

It is evident from table: 3 that value of Critical Ratio of the scores on moral judgment of urban and rural locale groups of adolescents is 0.06. This calculated value of Critical Ratio is lesser than the standard table value at 0.05 level of significance (1.98). Hence, the research hypothesis-'there is no difference in moral judgment of the adolescents in terms of their locale' has been disapproved and the null hypothesis-'seen difference is the result of error' was approved. It was generalized that there is no significant difference between urban and rural locale groups of the adolescents. It seems so because intelligence which is claimed to be the horse power of learning is general mental ability distributed normally while, the locale of the school specific socio cultural environment and many other socio-cultural and family factors

Table-3: Comparison of Moral Judgment Scores of the Adolescents in relation to their Locale

| Groups          | n  | Mean  | S.D   | SE <sub>DM</sub> | CR Value |
|-----------------|----|-------|-------|------------------|----------|
| Urban<br>Locale | 80 | 29.07 | 10.22 | 1.43             | 0.06*    |
| Rural<br>Locale | 80 | 29.17 | 7.77  |                  |          |

\*Not significant on 0.05 level.

directly or indirectly related to the ability of moral judgment (values and morale). Another factor that might be claimed responsible for no difference is the fact that clear cut boundary line between urban and rural students could not be drawn on the sole base of their enrollment in locale wise identified schools the of general migration of families from rural to urban areas and, non availability of so said good schools in rural areas and prevailing tendency of getting enrolled in urban schools among rural locale students.

It is evident from table: 4 that value of Critical Ratio of the scores on moral judgment of government aided and government non aided schools enrolled groups of adolescents is 0.63. This calculated value of Critical Ratio is lesser than the standard table value at 0.05 level of significance (1.98). Hence, the research hypothesis-‘there is no difference in moral judgment of

Table-4: Comparison of Moral Judgment Scores of the Adolescents in relation to their type schools

| Groups                  | n  | Mean  | S.D   | SE <sub>DM</sub> | CR Value |
|-------------------------|----|-------|-------|------------------|----------|
| Govt. aided Schools     | 80 | 29.83 | 10.18 | 2.39             | 0.63*    |
| Govt. Non aided Schools | 80 | 28.31 | 18.85 |                  |          |

\*Not significant on 0.05 level.

the adolescents in terms of their type of school’ has been disapproved and the null hypothesis-‘seen difference is the result of error’ was approved. It was generalized that there is no significant difference in moral judgment of government aided and government non aided schools enrolled groups of the adolescents. It seems so because the variables affecting learning like general mental ability, motivation etc are distributed normally while, the moral judgment related to the socio cultural environment and many other socio-cultural and family factors is a earned one. Good schools are being opened in rural or sub urban areas due to many administrative and financial causes and no claim can be made regarding whether the government aided schools provide better morale conductive atmosphere or their government non aided counterpart schools.

**RESULTS AND THEIR EDUCATIONAL IMPLICATIONS:** results of the study are as given hereunder;

1. There is no significant difference in Moral Judgment of high and low intelligence groups of the adolescent students.
2. There is significant difference in moral judgment of male and female adolescent students.
3. There is no significant difference in moral judgment between urban and rural locale groups of the adolescent students.



4. There is no significant difference in moral judgment of government aided and government non aided schools enrolled groups of the adolescents.

As it is already observed that there is difference in moral judgment of male and female adolescent students and female adolescents have better moral judgment than their male counterparts. So, the schools should try to inculcate moral values among their male students. The educational administrator should take appropriate action to see from time to time if the moral education as given in the boys school's curriculum is being effectively taught. To develop the feeling of co-operation, brotherhood and integration etc. should also be encouraged by the teachers/ administrators through camps, educational excursions, tours, picnics, outing etc. Total school climate should be of democratic orientation, which could motivate the students to make better moral judgment. Teachers and parents have an important role in developing the moral judgment among the children of pre adolescent stage. Therefore, schools should have parent teachers association, which should meet frequently to discuss about the proper development of their children? Student indiscipline which prevails all over the country and is plaguing the education institutions is to some extent, due to the degradation of morality among students. Educational psychologist and counsellors can help the students to enhance their morality level. Teachers, psychologists and education planners should involve concrete measures that will prove conducive in inculcating moral judgment among students.

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