

**A STUDY OF MORAL JUDGMENT OF SCHOOL CHILDREN
BELONGING TO DIFFERENT SOCIO-ECONOMIC STATUS AND
SCHOOL BACKGROUNDS**

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Paper Received On: 21 JUNE 2021

Peer Reviewed On: 30 JUNE 2021

Published On: 1 JULY 2021

Content Originality & Unique: 75%

Abstract

Socio Economic Status (SES) is one among important indicators to evaluate the health & nutritional status of family. It is a position attained by an individual within a system of hierarchical social structure. The present study examines the moral judgment of school children belonging to different socio economic status & school background. The sample of 100 students from convent school background & 100 from nagar palika background was selected by adopting stratified simple random sampling technique. In case of convent schools, students of low SES group have shown better moral judgment than the students of high SES group. There exists no significant difference in the moral judgment of high and low S.E.S. group students of Nagar Palika background schools.



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INTRODUCTION

Education is regarded as the potential instrument of national development. Basically education deals with improvement of human resources. Nation transmits its heritage, recreation, culture, strengths through education. Its values it is the means of such immense importance that education has been enunciated one of the fundamental human rights. It is also important for solve economic planning and training in different service which are the internal components of the human resource development. Education is essential for everyone. It is the level of education that helps people earn respect and recognition and it is indispensable part of life both personally and socially.

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Education plays an elementary role in the society and cannot imagine a life without it. It is a determined element for the civilization of human society. It will also help to develop healthy surroundings and generates advance community. The modern aim of the education is the harmonious development of the personality. It means moral, social, spiritual, intellectual, emotional and physical development. All these aspect are equally important for developing Healthy personality in the society. It is through schools,that the aim of education can be achieved. In schools, the teacher plays an important role in molding the character of the child. Teachers are the building blocks of an educational structure. They play a vital role in educating and teaching future generations. They are perceived as the architects of the second creation. Therefore training institutions have to play vital roles in ensuring adequate development of knowledge, skills, and attitudes necessary for teaching.

According to Ingersoll (1999), the quality of a teacher is determined by his/her personality traits, teaching applications, and level of academic development. A teacher is fair, and treats students equally and patiently is non-judgment through moral judgment. Warm, kind, friendly, sociable, familiar, trustworthy, earns students' trust, humble, dynamic, disciplinarian and confident. Encouraging, supportive, democratic, flexible, amicable, cooperative, and respectful of students; values their opinions, cheerful, compassionate, and enjoys helping others. The above characteristics, it is imperative that the student teacher should have Moral Judgment. The moral Judgment of a person at a given stage of growth and development is multidimensional process shaped by intellectual and culture process. The whole idea of moral judgment comes from the fact that a comprehensive analysis of morality and moral development must consider judgment about moral behavior as well as issues involving moral principles and actions.

MORAL JUDGMENT

Moral judgment is cognitive in nature, that is, it is an aspect of intellectual activity. The study of moral judgment inevitably leads one to consider the relatively clear and comprehensive activity of human thought. The individual is applying his mind to a moral problem. Just as he would solve a logical problem and reach a decision by purely intellectual means to he applies the same mental apparatus to a moral problem and reaches a decision by a similar process. Actual behavior and motives behind it are important but the emphasis here is on the intellectual element involved in judgments made concerning moral situations and issues. Thus moral judgment has been primarily studied as the child's interpretation in conflict situations and his

reasons for moral actions. When this dimension of moral development is considered, it is clear that one is dealing with morality as it impinges on the cognitive area of human activity.

Mackenzie (1828) opines that whenever a subject is willing to do some act he has a particular viewpoint. The viewpoint is the subject of moral judgment. The subject of moral judgement is to inquire about the person who declares the moral judgement. The subject of moral judgement is rational or the ideal self and it pronounces judgement upon the motive and intentions of others no less than his own.

NEED OF THE STUDY

Presently, our society is deeply fragmented into caste, creed and religion. There is constant conflict among different sections. It makes it clear that we are pursuing wrong values considering them to be right. We do not behave properly with our relations and neighbours, do not respect our parents but still proclaim ourselves to be good, civilized and morally handsome. Moral handsomeness comes from our deeds, and not from our outward appearance.

The national education policy (1986) lays emphasis on moral and social values. And therefore the teachers are induced to, themselves, become morally handsome and impart moral education to the children through their deeds. We could ensure social harmony, peace, universal love and brotherhood, by cultivation of moral values among the children. [1]

The researcher has tried to assess, with the help of this study the effect of school background and socio-economic status on moral judgment performance of students. This research is of great use for the teachers, students, guardian and curriculum designers for maintaining mental health of the children. This study may also provide an indication that which type of school is favourable for the development of moral judgment among children.

OBJECTIVES OF THE STUDY

This study has been carried out with the following objectives-

- To compare the moral judgment performance of the students of high & low S.E.S. group for convent background schools of Delhi.
- To compare the moral judgment performance of the students of high & low S.E.S. group for Nagar Palika background schools of Delhi

HYPOTHESIS OF THE STUDY

The following hypotheses have been framed for the study-

- There is no significant difference in mean moral judgment scores of children of high and low S.E.S. group for convent schools.

- There is no significant difference in mean moral judgment of children of high & low S.E.S group for nagar palika schools.

METHODOLOGY

This study, was survey type in nature, which involved VII grade children of convent and Nagar Palika background schools of Delhi.

POPULATION

In the present investigation, all the students of convent and Nagar Palika background schools of class VII of DELHI, will form, the population.

SAMPLING & SAMPLING TECHNIQUE

The researcher has used stratified random sampling technique, [2] to select the data from the population. Total 200 students were selected by employing this technique, from schools of DELHI. Out of which 100 students were from Nagar Palika schools and 100 students from convent schools

TOOLS

Moral Judgment Test:

- A test entitled 'Moral Judgment Test' constructed & standardized by Meera Verma & Durganand Sinha, has been used to meet the purpose.
- **Socio-Economic Status:** This test has been constructed by researcher herself.

RESULTS & DISCUSSIONS

For the interpretation of collected data following tables are formed-

Table No. 1: Effect of S.E.S. on the St. Columba's school (Convent Schools)

STUDENTS	N	MEAN	SD	CR
HIGH S.E.S	83	42.78	3.39	10.30
LOW S.E.S	17	59.64	6.57	

As the above table shows that, the obtained difference in the mean moral scores of the two contrasting group, drawn from convent school, has been studied with the help of C.R. The difference has been found to be significant at both level. The value of C.R. (10.30) is so high that it could be attributed to chance. The result can be interpreted by the fact, that the students of poor S.E.S. have to work with their parent, in order to earn money. Therefore they are not able to give sufficient time to their studies.

Table No. 2: Effect of S.E.S. on the M.J.T. (Nagar Palika Schools)

Students	N	Mean	S.D.	C.R.
High S.E.S.	70	34.23	8.49	0.43
Low S.E.S.	30	35.18	10.64	

* Table value 1.96 at 0.05 significant level

The C.R. value of table shows that there is no significant difference in the mean moral scores of Nagar Palika school's students, belonging to low S.E.S. and high S.E.S. The calculated value of C.R. (0.43) is less than the table value of C.R. (1.96) at 0.05 level of significance. Therefore it may be concluded that there is no effect of S.E.S. on the word judgment of Nagar Palika background school students.

CONCLUSION

Following conclusions are made:

- In case of convent background schools, students of Low S.E.S. group has shown better moral judgment than the students of high S.E.S. group.
- In case of Nagar Palika background schools, there exists no significant difference in the moral judgment of high and low S.E.S. group students.

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