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A Study of Moral Judgement of Ninth Standard Students with Annual Income and Father Occupation

Education

KEYWORDS : Moral judgement, annual income and father occupation and Ninth standard students.

Dr. S. S. MOSES ISAIAH Teacher Educator, Navabharathi College of Education, Hyderabad

ABSTRACT

The term moral used to refer to 'resistance to temptation', or the inhibiting of behaviour, which is regarded as 'wrong' through perhaps pleasurable or profitable. In the sense, an immoral person is one who does not inhibit such impulses but pursues the immediate satisfaction of his desires. However, one may refrain from socially disapproved actions because one is afraid of the consequences. In this case, whether an action is regarded as moral will depend entirely on the social definition of the behaviour as 'good' or 'bad'. The main objective of the present study is to study the influence of annual income and father occupation on the moral judgement of ninth standard students. Moral judgement questionnaire developed by Srinivasa Rao, R., Dayakara Reddy, V and Geethanath, P. S (1987) was adopted. A sample of 900 Ninth standard students representing all categories of schools in selected Districts of Andhra Pradesh by following the standardized procedures. Factorial design was employed for analysis of the data. There is significant influence of annual income and father occupation at 0.05 level of significant influence on the moral judgement of ninth standard students.

INTRODUCTION

Morality involves consistency, regularity of conduct: what is moral today must be moral tomorrow. It also invariably involves some sense of authority: constrained to act in certain ways; a resistance to strictly idiosyncratic impulses.

In the popular sense, morality which consist of certain do's and don'ts depends on the existence of a large area of agreement in respect of moral principles or rules in conformity with customs or usual popular standards of morality.

Good and bad are terms of evaluation, by which the worthiness or unworthiness of an action is assessed and one can clearly see the right actions from the wrong and one that should or should not be.

Often acts, which arouse feelings of pleasure, are described as moral, while those which produce feelings of remorse and repentance are considered immoral.

"What is moral is what one feels well after and what is immoral is what one feels that is bad after".

Moral science gives ample justification for concern and for the growing interest in moral education in schools. Such education bristles with difficulties. It must clearly be educationally sound, broad based and rooted in reason, not in any form of authoritarianism. Above all it must be closely geared to the moral development of the child. It must therefore be based upon solid, empirical evidence of the stages through which the child passes in his moral growth, and of the key factors that influence and shape it. The fact is however that the moral field is one of the most neglected areas in the study of child development.

A more serious difficulty is that of securing evidence of moral development. There are two broad approaches that might be used, the theoretical and the practical. The more theoretical approach seeks the child's judgement upon hypothetical, realistic, moral situations. It is open to the obvious criticism that a child's cognitive judgement upon theoretical situations may bear little or no relation to his actual conduct. The practical approach observes the child's actual behaviour in concrete fabricated moral situations.

REVIEW OF LITERATURE

Yella Reddy (2009) reported that annual income of individuals do have significant difference on moral judgement.

Yella Reddy (2009) reported that father occupation of individuals do have significant difference on moral judgement.

Scope of the Study: The main intention of the present study is to find the relation of moral judgement of ninth standard students with annual income and father occupation.

Objective of the Study: To study the impact of annual income and father occupation on the moral judgement of ninth standard students.

Hypotheses of the study

- There would be no significant influence of main effects namely annual income and father occupation on the reasoning of moral judgement of ninth students.
- There would be no significant impact of interaction effects of annual income and father occupation on the reasoning of moral judgement of ninth students.

Tools for the Study

- The moral judgement questionnaire was adopted from **Srinivasa Rao, R., Dayakara Reddy, V and Geethanath, P. S (1987).** The tool was highly reliable for the investigation. The moral judgement questionnaire presents eight moral dilemma stories. Each dilemma has 12 prototypic statements. Each statement represents a moral judgement stage of Kohlberg's stage characteristics. The best four chosen, out of 12 statements for each dilemma and ranked were taken for calculations.
- Personal data regarding the student – 1. Name, 2. Annual income, 3. Father occupation.

Data Collection

The sample for the investigation consisted of 900 ninth standard students. The stratified random sampling was applied in three stages. Geographically Andhra Pradesh state is divided into three regions namely; Telangana, Coastal Andhra and Rayalaseema. One district in each region was selected at random Ranga Reddy district is taken from Telengana region, Guntur District is taken from Coastal Andhra region and Chittoor district is taken from Rayalaseema region. In the next stage 3 colleges in each district were selected (one Government, one Municipal and one Private college), 50 boys and 50 girls from each school. In total 450 boys, and 450 girls included in this study. It is a 2X3X3 factorial design with 900 sample subjects. The investigator personally visited secondary schools with the permission of the head masters of the schools. The Ninth standard students who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned Ninth standard students of the schools. The Ninth standard students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The moral judgement questionnaire and personal data sheet were administered. The data on each variable in the investigation is

properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical techniques i.e. 't' – test and ANOVA employed to test hypothesis.

RESULTS AND DISCUSSION

1. Annual income

On the basis of annual income of the family, the students are divided into three groups. Group – I consists of 337 students whose families' annual income is up to Rs. 20000/-, Group – II consists of 299 students whose families' annual income is Rs. 20001/- to Rs. 50000/- and Group – III consists of 264 students whose families' annual income is above Rs. 50000/-. The influence of 'Annual Income of the family' on the reasoning of moral judgement is studied. The corresponding the reasoning of moral judgement scores of the three groups are analysed accordingly. The influence of annual income on the reasoning of moral judgement is investigated by tested through one way ANOVA technique. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of 'annual income' on the reasoning of moral judgement of ninth standard students.

The above hypothesis is tested by employing one – way ANOVA technique. The results are presented in Table – 1.

Table – 1: Table showing Influence of annual income on the reasoning of moral judgement of ninth standard students

S. No.	Variable	N	Mean	S.D.	't' Values			F -Ratio
					I	II	III	
1.	Group – I	337	343.18	61.00	-	2.778**	1.128@	3.940*
2.	Group –II	299	329.56	62.40	-	-	1.558@	
3.	Group–III	264	337.59	59.84	-	-	-	

** Indicates significant at 0.01 level

* Indicates significant at 0.05 level

@ Indicates not significant at 0.05 level

From the Table – 1, it is clear that, the computed value of 'F' is (3.940). It is greater than the critical value of 'F' (3.00) for 2 and 897 df at 0.05 level of significance. Therefore Hypothesis – 1 is rejected at 0.05 level, for the factor 'annual income'. Hence it is concluded that 'annual income' has significant influence on the reasoning of moral judgement of ninth standard students.

From the Table – 1, it is clear that, the computed value of 't' for Group – I and Group – II is (2.778). It is greater than the critical value of 't' (1.96) for 1 and 898 df at 0.05 level of significance. Therefore Hypothesis – 1 is rejected at 0.05 level, for the factor 'annual income'. Hence it is concluded that 'annual income' of Group – I and Group – II has significant influence on the reasoning of moral judgement of ninth standard students.

From the Table – 1, it is clear that, the computed value of 't' for Group – I and Group – III is (1.128). It is less than the critical value of 't' (1.96) for 1 and 898 df at 0.05 level of significance. Therefore Hypothesis – 1 is accepted at 0.05 level, for the factor 'annual income'. Hence it is concluded that 'annual income' of Group – I and Group – III has not significant influence on the reasoning of moral judgement of ninth standard students.

From the Table – 1, it is clear that, the computed value of 't' for Group – II and Group – III is (1.558). It is less than the critical value of 't' (1.96) for 1 and 898 df at 0.05 level of significance. Therefore Hypothesis – 1 is accepted at 0.05 level, for the factor 'annual income'. Hence it is concluded that 'annual income' of Group – II and Group – III has not significant influence on the reasoning of moral judgement of ninth standard students.

2. Father's Occupation

On the basis of 'Father's Occupation', the students are divided into three groups. Group – I is formed with the students whose fathers are labour. Group – II is formed with the students whose fathers are NGO and Group – III is formed with the students whose fathers are other professionals. There are 341 students in Group - I, 310 students in Group – II and 249 students in Group – III. The influence of 'Father's occupation' on the reasoning of moral judgement is investigated. The corresponding the reasoning of moral judgement scores of the three groups of students are analyzed accordingly. The influence of father's occupation on the reasoning of moral judgement is investigated by tested through one way ANOVA technique. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of 'father's occupation' on the reasoning of moral judgement of ninth standard students.

The above hypothesis is tested by employing one – way ANOVA technique. The results are presented in Table – 2.

Table – 2: Table showing Influence of father's occupation on the reasoning of moral judgement of ninth standard students

S.No.	Variable	N	Mean	S.D.	't' Values			F - Ratio
					I	II	III	
1.	Group – I	341	344.62	63.25	-	2.904**	1.973*	4.489*
2.	Group –II	310	330.73	58.74	-	-	0.725@	
3.	Group–III	249	334.43	60.98	-	-	-	

** Indicates significant at 0.01 level

* Indicates significant at 0.05 level

@ Indicates not significant at 0.05 level

From the above Table – 2, it is seen that the computed value of 'F' (4.489). It is greater than the critical value of 'F' (3.00) for 2 and 897 df at 0.05 level of significance. Hence Hypothesis – 2 is rejected at 0.05 level for the factor 'Father's Occupation'. Hence it is concluded that 'Father's occupation' has significant influence on the reasoning of moral judgement of ninth standard students.

From the Table – 2, it is clear that, the computed value of 't' for Group – I and Group – II is (2.904). It is greater than the critical value of 't' (1.96) for 1 and 898 df at 0.05 level of significance. Therefore Hypothesis – 2 is rejected at 0.05 level, for the factor 'father's occupation'. Hence it is concluded that 'father's occupation' of Group – I and Group – II has significant influence on the reasoning of moral judgement of ninth standard students.

From the Table – 2, it is clear that, the computed value of 't' for Group – I and Group – III is (1.973). It is greater than the critical value of 't' (1.96) for 1 and 898 df at 0.05 level of significance. Therefore Hypothesis – 2 is rejected at 0.05 level, for the factor 'father's occupation'. Hence it is concluded that 'father's occupation' of Group – I and Group – III has significant influence on the reasoning of moral judgement of ninth standard students.

From the Table – 2, it is clear that, the computed value of 't' for Group – II and Group – III is (0.725). It is less than the critical value of 't' (1.96) for 1 and 898 df at 0.05 level of significance. Therefore Hypothesis – 2 is accepted at 0.05 level, for the factor 'father's occupation'. Hence it is concluded that 'father's occupation' of Group – II and Group – III has not significant influence on the reasoning of moral judgement of ninth standard students.

Findings: There is significant influence of annual income and father occupation at 0.05 level of significance on the moral judgement of ninth standard students.

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Conclusions: In the light of the findings, the following conclusions are drawn. Annual income and father occupation have significant influence on the moral judgement of ninth standard students.

EDUCATIONAL IMPLICATIONS

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their moral judgement of ninth standard students.

Annual income is positively correlated with moral judgement. Government has to take necessary steps for give scholarships and hostel facilities may be provided to the poor students on the basis of annual income of the family of the students.

Father occupation is positively correlated with moral judgement of students. Government has to take necessary steps for better amenities for the parents.

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