A Study of Influence of Moral Judgement With Economic Position of the Family and Socio Economic Status of Ninth Standard Students

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ABSTRACT *Moral development is itself an omnibus term containing a number of related ideas. There is interplay between the quantitative and qualitative elements which makes it difficult to analyze this development with complete certainty but in general one may trace a frame work of moral growth through a series of sequential, qualitatively different stages and also along a line of growth marked by quantitatively increasing stability and complexity. The main objective of the present study is to study the influence of economic position of the family and socio economic status 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 economic position of the family at 0.05 level and socio economic status at 0.01 level of significant influence on the moral judgement of ninth standard students.*

KEYWORDS : Moral judgement, economic position of the family and socio economic status and Ninth standard students.

INTRODUCTION

A comprehensive analysis of moral development from the content and principles of growth and development point of view may be considered, firstly as a sequential process which passes through different stages and that the behaviour pattern of each stage could be clearly described. Secondly moral development can be better understood in terms of social and cultural sanctions, which govern moral behaviour. This is an elaborative process and involves a study of the strength of motives underlying moral behaviour at different stages of growth and development. Thirdly, moral development is viewed as a process of analyzing the reasons for moral actions and fourthly moral development is viewed as an integral part of psychosocial development.

Moral development is an integral part of the personality development. But moral development is mainly studied from the viewpoints of cognitive and social development. The cognitive aspect mainly refers to such process as perceiving, judging, knowing and thinking. When applied to moral behaviour, these cognitive components together constitute the moral judgement of a person. Moral judgement is the decision making process, the capacity for deciding, in terms of general moral principle whether a given action is good or bad, and for deciding the alternative course of action morally acceptable.

REVIEW OF LITERATURE

Yella Reddy (2009) reported that economic position of the family of individuals do have significant difference on moral judgement.

Prahalladha (1982), Chaya (1996), Rangaswamy, G (2006), Talwar and Sheela (2006) and Yella Reddy (2009) reported that socio economic status 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 economic position of the family and socio economic status.

Objective of the Study: To study the impact of economic position of the family and socio economic status on the moral judgement of ninth standard students.

Hypotheses of the study

1. There would be no significant influence of main effects namely economic position of the family and socio economic status on the reasoning of moral judgement of ninth students.
2. There would be no significant impact of interaction effects of economic position of the family and socio economic status on the reasoning of moral judgement of ninth students.

Tools for the Study

1. 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.
2. Personal data regarding the student – 1. Name, 2. Economic position of the family, 3. Socio economic status.

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. Economic position of the family

In the present investigation, the students are divided into three groups; there are 304 students with economic position is poor forms with Group - I, 310 students with economic position is middle class forms with Group – II and 286 students with economic position is rich forms with Group - III. The influence of 'economic position of the family' on the reasoning of moral judgement of ninth standard students is investigated. The corresponding the reasoning of moral judgement scores of three groups are analysed accordingly. The influence of eco-

nomic position of the family 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 'economic position of the family' 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 economic position of the family 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	304	329.76	61.62	-	1.782@	2.624**	
2.	Group – II	310	338.54	60.38	-	-	0.907@	3.624*
3.	Group– III	286	343.07	61.50	-	-	-	

**   Indicates significant at 0.01 level

*   Indicates significant at 0.05 level

@   Indicates not significant at 0.05 level

It is clear from the Table – 1 that the computed value of 'F' (3.624) is greater than the critical value of 'F' (3.00) for 2 and 897 df at 0.05 level. Hence the Hypothesis – 1 is rejected for the factor 'economic position of the family' at 0.05 level of significance. It is concluded that 'economic position of the family' 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 (1.782). 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 'economic position of the family'. Hence it is concluded that 'economic position of the family' of Group – I and Group – II 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 – I and Group – III is (2.624). It is greater than the critical value of 't' (2.58) for 1 and 898 df at 0.01 level of significance. Therefore Hypothesis – 1 is rejected at 0.01 level, for the factor 'economic position of the family'. Hence it is concluded that 'economic position of the family' of Group – I and Group – III 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 – II and Group – III is (0.907). 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 'economic position of the family'. Hence it is concluded that 'economic position of the family' of Group – II and Group – III has not significant influence on the reasoning of moral judgement of ninth standard students.

2. Socio – Economic Status
A common Socio - Economic Status (SES) scale for rural and urban areas constructed by Aaron, P.G., Marihal, V.G. and Malathisha, R.N. was adopted for the present investigation the distribution characteristics of socio - economic status score for the whole group are N = 900, Q_1 = 25, Q_2 = 40 and Q_3 = 55. The relationship of moral judgement of ninth standard students with their socio - economic status is studied in the present investigation. On the basis of socio - economic status scores, the ninth standard students are divided into three groups using quartile values. The students whose socio - economic status score is up to Q_1 value forms the Group - I, Group - II forms with above Q_1 and up to Q_3 value and Group – III forms with above Q_3 value. The corresponding moral judgement of the three groups were analyzed accordingly. The mean values of moral judgement scores for the three groups were tested for significance by employing one – way ANOVA

technique. The following hypothesis is framed.

Hypothesis – 2
There would be no significant impact of 'Socio – Economic Status' 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 socio - economic status 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	293	325.11	57.91	-	1.879@	5.518**	
2.	Group – II	325	334.10	61.05	-	-	3.721**	15.610**
3.	Group– III	282	352.75	62.04	-	-	-	

**   Indicates significant at 0.01 level

*   Indicates significant at 0.05 level

@   Indicates not significant at 0.05 level

It is clear from the Table – 2 that the computed value of 'F' (15.610) is greater than the critical value of 'F' (4.63) for 2 and 897 df at 0.01 level. Hence the Hypothesis – 2 is rejected for the factor 'socio - economic status' at 0.01 level of significance. It is concluded that 'socio - economic status' 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 (1.879). 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 'socio - economic status'. Hence it is concluded that 'socio - economic status' of Group – I and Group – II has not 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 (5.518). It is greater than the critical value of 't' (2.58) for 1 and 898 df at 0.01 level of significance. Therefore Hypothesis – 2 is rejected at 0.01 level, for the factor 'socio - economic status'. Hence it is concluded that 'socio - economic status' 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 (3.721). It is greater than the critical value of 't' (2.58) for 1 and 898 df at 0.01 level of significance. Therefore Hypothesis – 2 is rejected at 0.01 level, for the factor 'socio - economic status'. Hence it is concluded that 'socio - economic status' of Group – II and Group – III has significant influence on the reasoning of moral judgement of ninth standard students.

Findings: There is significant influence of economic position of the family at 0.05 level and socio economic status at 0.01 level of significance on the moral judgement of ninth standard students.

Conclusions: In the light of the findings, the following conclusions are drawn. Economic position of the family and socio economic status 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.

1. Economic position of the family is the highly influenced on the moral judgement of ninth standard students. High economic position of the family students have positive reasoning of moral judgement than the low economic position of the family stu-

dents. The government to provide facilities for the low economic position of the family students.

2. Socio economic status is the highly influenced on the moral judgement of ninth standard students. High Socio economic status students have positive reasoning of moral judgement than the low Socio economic status students. The government to provide facilities for the low Socio economic status students.

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