



A Study of Moral Judgement of Ninth Standard Students With Gender, Management and Region

KEYWORDS

Moral judgement, gender, management and region and Ninth standard students.

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ABSTRACT

Morality, which consists of certain dos 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. The main objective of the present study is to study the influence of gender, management and region 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 Management, Region, Gender Vs Management, and Management Vs Region at 0.01 level and Gender Vs Region at 0.05 level of significance on the moral judgement of ninth standard students.

INTRODUCTION

Following the three - fold division, who may be viewed human conduct as having three aspects or dimensions - the cognitive, the affective and the behavioural. The cognitive aspect refers to such processes as perceiving, judging, knowing and thinking. In the moral sphere, this includes such things as knowledge of moral rules, understanding of the nature and the 'why' or moral rules, and moral judgement, i.e., the capacity for deciding, in terms of general principles, whether a given action or course of action is good or bad, and for deciding which of alternative courses of action are most defensible in moral terms. It also includes the capacity for self - criticism by reference to principles, as distinct from feelings of remorse or guilt. The affective aspect refers to the kind of feeling which in relation to actions that is considered right or wrong - in particular, to feelings like anticipatory anxiety, guilt, remorse and shame, which are experienced in relation to the temptations and transgressions. It also includes the positive feelings of satisfaction, which is experienced when, for example, the feelings of human sympathy, which is induced to respond to others in need, even at a cost of one's own self - interest. It may further be extended to include feelings of moral indignation, which may be experienced, when one believes that some kind of injustice appears to be flourishing. The behavioral aspect refers, as the term indicates, to overt behaviour - resistance to temptation, taking steps to put up right, if one can, the wrongs to others which have resulted from one's transgressions, confessing one's guilt and on the positive side, not merely the avoidance of what is considered to be wrong, but the performance of those actions which is believed to be right, for example helping others. In so far as it is believed that the 'conscience' forms a single more or less organized and self-consistent system, and that it makes sense to talk of a general 'moral character', that should expect to find a fair degree of consistency both within each area and between areas. Those with the highest level of moral judgement, for example, should, in general, also be those who act in the most moral way.

Morality thus consists of universal principles of conduct, which teach the distinction between good and evil, between proper and improper actions and it is a doctrine or right or wrong.

REVIEW OF LITERATURE

Ayesha Noor (2001), Chaya (2001), Suma Rani (2001), Dawson (2002), Thakur and Kang (2002), Sabitha Reddy (2003), Rangaswamy, G (2006), Talwar and Sheela (2006) and Yella Reddy (2009) reported that gender of individuals do have significant difference on moral judgement.

Prabhu (1996), Good and Cartwright (1998), Ayesha Noor (2001), Chaya (2001), Suma Rani (2001), Mc Pherson, Michael; Schapiro, Morton Owen (2007) and Yella Reddy (2009) reported that management of individuals do have significant difference on moral judgement.

Yella Reddy (2009) reported that region 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 gender, management and region.

Objective of the Study: To study the impact of gender, management and region on the moral judgement of ninth standard students.

Hypotheses of the study

1. There would be no significant influence of main effects namely gender, management and region on the reasoning of moral judgement of ninth students.
2. There would be no significant impact of interaction effects of gender, management and region 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. Gender, 3. Management, 4. Region.

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 Telangana 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 technique factorial design employed to test hypothesis.

RESULTS AND DISCUSSION

1. Factorial Design for gender, management and region

The influence of gender, management and region on the reasoning of moral judgement of ninth standard students is investigated by employing 2X3X3 Factorial Design.

The following hypotheses are formulated.

Hypothesis – 1

There would be no significant influence of main effects namely gender, management and region on the reasoning of moral judgement of ninth students.

Hypothesis – 2

There would be no significant impact of interaction effect of gender, management and region on the reasoning of moral judgement of ninth students.

The above hypotheses are tested through 2X3X3 factorial design.

The results of Analysis of variance (ANOVA) of 2X3X3 factorial design for the reasoning of moral judgement scores of ninth students are presented in Table – 1.

Table – 1: Table showing results of ANOVA of 2X3X3 Factorial Design for the reasoning of moral judgement scores of ninth standard students

Factor A: Gender (2 levels), Factor B: Management (3 levels), Factor C: Region (3 levels)

| S. No. | Source of Variance | Sum of Squares | df | Mean squares | F – value | Level of Significance |
|--------|--------------------|----------------|-----|--------------|-----------|-----------------------|
| 1. | A | 6961.12 | 1 | 6961.12 | 1.939 | @ |
| 2. | B | 33156.02 | 2 | 16578.01 | 4.618 | ** |
| 3. | C | 58504.08 | 2 | 29252.04 | 8.149 | ** |
| 4. | A Vs B | 33855.27 | 2 | 16927.63 | 4.715 | ** |
| 5. | A Vs C | 22956.55 | 2 | 11478.27 | 3.197 | * |
| 6. | B Vs C | 61796.28 | 4 | 15449.07 | 4.304 | ** |
| 7. | A Vs B Vs C | 10116.39 | 4 | 2529.10 | 0.705 | @ |
| 8. | Error | 3166243.10 | 882 | 3589.85 | | |

** Indicates significant at 0.01 level

* Indicates significant at 0.05 level

@ Indicates not significant at 0.05 level

It is observed from Table – 1 that the computed value of 'F' for the main effect gender is 1.939. The table / critical value of 'F' for 1 and 887 df at 0.05 level is 3.85 and at 0.01 level is 6.66. The computed value is less than the critical value at 0.05 level of significance. Hence the Hypothesis – 1 is accepted for the main effect gender. Hence it is concluded that the gender has not significant influence on the reasoning of moral judgement of ninth standard students.

It is observed from Table – 1 that the computed value of 'F' for the main effect management is 4.618. The table / critical value of 'F' for 2 and 887 df at 0.05 level is 3.00 and at 0.01 level is 4.63. The computed value is greater than the critical value at 0.05 level of significance. Hence the Hypothesis – 1 is rejected for the main effect management. Hence it is concluded that the management has significant influence on the reasoning of moral judgement of ninth standard students.

It is observed from Table – 1 that the computed value of 'F' for the main effect region is 8.149. The table / critical value of 'F' for 1 and 888 df at 0.05 level is 3.00 and at 0.01 level is 4.63. The computed value is greater than the critical value at 0.01 level of significance. Hence the Hypothesis – 1 is rejected for the main effect region. Hence it is concluded that the region has significant influence on the reasoning of moral judgement of ninth standard students.

It is observed from Table – 1 the computed value of 'F' for the two factor interaction effect namely gender and management on the reasoning of moral judgement of ninth standard students is 4.715. It is greater than table/ critical value of 'F' (4.63) for 2 and 887 df at 0.01 level of significance. Therefore Hypothesis – 2 is rejected at 0.01 level of significance. Hence it is concluded that there is significant interaction effect of gender and management on the reasoning of moral judgement of ninth standard students.

It is observed from Table – 1 the computed value of 'F' for the two factor interaction effect namely gender and region on the reasoning of moral judgement of ninth standard students is 3.197. It is greater than table/ critical value of 'F' (3.00) for 2 and 887 df at 0.05 level of significance. Therefore Hypothesis – 2 is rejected at 0.05 level of significance. Hence it is concluded that there is significant interaction effect of gender and region on the reasoning of moral judgement of ninth standard students.

It is observed from Table – 1 the computed value of 'F' for the two factor interaction effect namely management and region on the reasoning of moral judgement of ninth standard students is 4.304. It is greater than table/ critical value of 'F' (3.34) for 4 and 885 df at 0.01 level of significance. Therefore Hypothesis – 2 is rejected at 0.01 level of significance. Hence it is concluded that there is significant interaction effect of management and region on the reasoning of moral judgement of ninth standard students.

It is observed from Table – 1 the computed value of 'F' for the three factor interaction effect namely gender Vs management Vs region on the reasoning of moral judgement of ninth standard students is 0.589. It is less than table/ critical value of 'F' (2.38) for 4 and 885 df at 0.05 level of

significance. Therefore Hypothesis – 2 is accepted at 0.05 level of significance. Hence it is concluded that there is no significant interaction effect of gender Vs management Vs region on the reasoning of moral judgement of ninth standard students.

Findings: There is significant influence of Management, Region, Gender Vs Management, and Management Vs Region at 0.01 level and Gender Vs Region at 0.05 level of significance on the moral judgement of ninth standard students.

Conclusions: In the light of the findings, the following conclusions are drawn. Management, Region, Gender Vs Management, Gender Vs Region and Management Vs Region 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. The children have certain amount of moral stages namely Good and Bad, and Obedient and Punishment before entering to the school age. It seems to be an immediate need to develop other stages of Kohlberg's moral development.
2. There is a need to develop specific curriculum for inculcation of values for different grades of schooling. Certain specific theme training programmes to be conducted to teachers at both levels (Elementary and Higher). So that the teachers are providing moral education to their students.
3. Necessary infra - structural facilities and physical facilities may be created in high schools. Congenial atmosphere may be developed in high schools.
4. Higher authorities of Board of Secondary Education have to organize a series of workshops, seminars, orientation programmes, symposia etc. on moral education for re orienting secondary education in A.P. without region bias.

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