



A Study on Moral Judgment of Pre-Service Teachers

KEYWORDS

Moral Judgment, Pre-service teachers, Stream, college of education

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ABSTRACT *The present study examines the Moral Judgment of the pre-service teachers. The sample of 150 pre-service teachers from Mysuru city was selected by adopting stratified simple random sampling technique based on the background variables namely gender, stream, and type of college of education. Pre-service teachers Moral Judgment was assessed with the help of Moral Judgment Questionnaire developed by Malathi and M. V. Vanaja (2003). Specific objectives formulated were: 1. To assess the level of Moral Judgment of the pre-service teachers. 2. To study the Significant difference between Male and Female pre-service teachers with respect to their Moral Judgment. 3. To study the significant difference between Arts and Science streams pre-service teachers with respect to their Moral Judgment. 4. To study the significant difference between Government, Aided and Un-aided college of education pre-service teachers with respect to their Moral Judgment. Descriptive survey method was adopted for the study. The data obtained from the survey was analyzed using percentage analysis, 't'-test and one-way ANOVA. Findings of the study were: 1. A majority (60%) of the pre-service teachers in Mysore city were found to possess average level of Moral Judgment and (16%) were found to possess low level of Moral Judgment, Only (24%) of the pre-service teachers possess high level of Moral Judgment. 2. Significant difference was found in Moral Judgment of male and female pre-service teachers. 3. No significant difference was found between Arts and science pre-service teachers in their Moral Judgment. 4. No significant difference was found in Moral Judgment of Government, Aided and Un-aided college of education pre-service teachers.*

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.

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, so-

cial, 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 behaviour as well as issues involving moral principles and actions.

Meaning and definitions of Moral Judgment:

The moral development is the process of moral decision making the development of moral values is a process where individuals learn consciously to adopt certain standard of right and wrong. This is reverted in person's moral judgment. The word morality comes from the Latin word 'moral' is which means custom relating to principles of right and wrong in behaviour. According to Jean Piaget (1932) "All morality consists in a system of rules and the essence of all morality is to be sought in the respect which the individual acquires for these rules". However meaning of morality can be looked at from several standpoints such as that of the individual, the societal, the national and the international.

The following are the definitions given by different psychologists.

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 judgement. 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.

Jean Piaget (1965) proposed that Moral Judgement is the result of a process of sequential development in the child's reasoning abilities.

Rest, (1979) "Moral Judgement is defined as the process by which a person decides what is morally right. That is, the structure a person relies on, to assign rights and responsibilities to oneself and others, is based on the way one interprets moral judgments.

The Moral Judgment is the judgment which deals with the moral value or quality of an action. It is a judgment of value and it evaluates the rightness or wrongness of the actions.

The analysis of moral judgment contains

- Subject which will judge,
- Object whose action will be judged,
- Standard in conformity to which the action of the subject will be judged and
- Power of judging the action as required.

Moral judgment is the judgment of moral quality of voluntary habitual actions. Generally, a moral judgment is given on the voluntary and habitual actions of a rational being. The voluntary actions of a rational person which involve deliberation, choice, and resolution, have the moral quality of rightness and wrongness. They are considered to be right or wrong with the reference to the moral standard and on the basis of this standard, moral judgment is given. If the voluntary actions have conformity with the standard or the ideal, then the moral judgment will express it as the right action. If the action has conflict with the standard or norms, then the moral judgment will express it as wrong. Hence, moral judgment involves comparison of voluntary acts with the moral standard.

Need and significance of the study:

A modern society cannot archive its aim of economic growth, technical development fully harnessing the talent of its citizen without quality education. The quality of a nation depends upon the quality of its citizen. The quality of the citizens in term depends upon the quality of education and ultimately upon the quality of the teachers. The destiny of India is being shaped in its classroom, in which teachers play a very significant role as per the Kothari commission report on educational policy of nation. The teachers especially at the secondary level are the creator of the future citizens of the nation.

The teachers should be a collection of Nobel qualities like challenging and dynamic in the society. He/ She not meant only for transference of knowledge equally concerned with inspiring the students towards achieving the characterized goals in the right way. In this background the institution of education play significant role in developing the overall ability like intellectual, moral, social, and decision making ability of their students.

Moral Judgment is a development characteristics and it plays a significant role in decision making and influenced by cognitive and affective factors. All the three Moral development cognitive development and social learning and behavioral emphasize the relation between the moral development and Moral judgment. The development of moral judgment is influenced by some personal factors like age, sex, intelligence and family environment thus moral judgment is undisputed development changes with age and experience.

Society is significant medium where certain quality of life and certain types of activity are provided with the aim of securing child's development based on the social need. Since it is stem of growth characterizes of pre-service teachers should adapt to the society in which they also accepts to adjust and contribute through which can be respond right according to the moral judgment at the present context. At the present age of competition world, every human being meets a lot of problem in his daily activities. The root of most human psychological problem is more psychological based in social situation. Therefore Moral judgment is very important to the teachers who live and grow in the complex social environment. Therefore there is a need to find out the moral judgment of pre-service teachers. Hence this investigation is a modest venture in this direction.

Methodology:

The present study was taken up to investigate the Moral Judgement of pre-service teachers and to find whether there is any significant difference in these variables with respect to gender, Stream and type of B. Ed Colleges. Descriptive survey method of the study was followed.

Statement of the problem:

As student teachers at secondary level are going to handle young minds that are the stage to mould their personality in a desirable way. It is important to develop such perspective teachers who are having high morality. In this regard the present study intends to analyze the level of Moral Judgment of pre-service teachers.

Hence the present study is entitled as,

"A study on Moral Judgment of pre-service teachers".

Objectives of the study:

The following are the objectives of the study

1. To assess the level of Moral judgment of the pre-service teachers.
2. To study the significant difference between male and female pre-service teachers with respect to their Moral Judgment.
3. To study the significant difference between arts and science streams pre-service teachers with respect to their Moral Judgment.
4. To study the significant difference between Government, Aided and Un-aided B. Ed colleges pre-service teachers with respect to their Moral Judgment.

Hypothesis of the study:

In pursuance of the objectives the study the following null hypothesis were formulated.

1. There is no significant difference between male and female pre-service teachers with respect to their Moral Judgment.
2. There is no significant difference between Arts and Science pre-service teachers with respect to their Moral Judgment.
3. There is no significant difference between Government, Aided and un-aided B. Ed college pre-service teachers with respect to their Moral Judgment.

Operational Definitional of Key Terms:

Moral Judgment: Moral Judgment refers to 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. In this study Moral Judgment is mainly viewed as 3 alternatives based on obsolete, relative and subjective theory of morality. The Decision making process involves the selection of any 1 of the 3 alternatively under a moral situation. The many situations based on the generality, discipline, concern for silence of beauty of the student teachers (Malathi and Dr. M. Vanaja 2003). The present study Moral Judgment of pre-service teachers is represented by their scores on Moral Judgment Scale developed by Malathi and Dr. M. Vanaja.

Pre-Service Teachers: The Students who finished their degree and master degree course and joined bachelor of degree in education under different streams like arts and science and also in different college like Government, private Aided and private Un-aided College of education are called Pre-Service Teachers.

Types of B. Ed College: In the present study the following three categories of the B. Ed colleges were considered.

- **Government College:** Colleges which are established, funded and managed by state government of Karnataka, consider as Government colleges.
- **Private Aided College:** Colleges which are established and owned by private management and funded by Karnataka state government consider as private aided college.
- **Private Un-aided College:** Colleges which are established owned, funded and managed by private management and recognized by state government are consider as and private Un-aided college.

Streams: In the present study streams means the methodological subjects studies by B.Ed student teachers.

- **Arts Stream:** The student who studied arts as major subjects in degree or in Master degree and studying B.Ed under arts method like History-Kannada, History-Geography, and History-English are called Arts stream.
- **Science Stream:** The student who studied Science as major subjects in degree or in Master degree and studying B. Ed under Science method like Physics and Mathematics, Chemistry and Biology are called Science Stream.

Variables of the study:

The following are the variable of the study

Main variables: Moral Judgment

Background variables: Gender, Streams, Types of college.

Study of the sample

The Study was conducted on a sample of 150 pre-service teachers from different B. Ed colleges of Mysuru city. The sample was selected using stratified random sampling technique giving representation to type of B. Ed College and streams.

The Sampling frame is as shown on table no 1:

Table No. 1: The table depicting details of sample of pre-service teachers selected for the study.

| Type of B Ed College | Stream | | Total |
|---|--------|---------|-------|
| | Arts | Science | |
| Government College pre-service Teachers | 25 | 25 | 50 |

| | | | |
|--------------------------------------|----|----|-----|
| Aided College pre-service Teachers | 25 | 25 | 50 |
| Unaided College pre-service Teachers | 25 | 25 | 50 |
| Total | 75 | 75 | 150 |

Tools used for data collection:

Moral Judgment Questionnaire: Moral Judgment Questionnaire was constructed by Malathi and Dr. M. Vanaja (2003) was used in the present study. The Moral Judgment questionnaire with 15 items has situations followed by the three options a) Absolute b) Relative and c) Subjective. The items were marked as a, b, c and scored as 3, 2, and 1 respectively. The total maximum marks given to the questionnaire were 45. The higher the score indicates the higher Moral Judgment level. The split half reliability of the questionnaire is 0.832.

Procedure for data collection:

The researcher personally visited to the B. Ed colleges and administered the Moral Judgment scale to the selected sample of Pre-service teachers. The pre-service teachers were informed about the purpose of the study. They were instructed to fill the tools and necessary clarifications and sufficient time was given to them.

Statistical techniques used for analysis the data:

The obtained data was analyzed using Percentage Analysis, 't' test, and one way ANOVA with the help of SPSS Package.

Analysis of Data and Interpretations of the Results:

The analysis of data interpretation and discussion of the results are presented below:

Objective No 1: To assess the level of Moral judgment of B.Ed student teachers

Table showing the percentage of pre-service teachers with respect to their different level of Moral Judgment

Table No 2: Table showing the percentage of pre-service teachers with respect to their different levels of Moral Judgment.

| Level of Moral Judgment | Percentage of pre-service teachers | |
|-------------------------|------------------------------------|-----|
| High | 36 | 24 |
| Average | 90 | 60 |
| Low | 24 | 16 |
| Total | 150 | 100 |

Table no. 2 reveals that majority of the pre-service teachers that is 60 % processes average level of moral judgment. It is seen that only 24% of pre-service teachers are processing above average level and only 16% of pre-service teachers are processing below average level of moral judgment.

Hypothesis 1: There is no significant difference between male and female pre-service teachers with respect to their Moral Judgment.

't' test was calculated to test the hypothesis no 1. The results are presented in table no 3.

Table No 3: summary table of 't' test of Moral Judgment of male and female pre-service teachers.

| Gender | N | Mean | SD | df | 't' value | Level of Significance |
|--------|-----|-------|------|-----|-----------|-----------------------|
| Male | 43 | 34.34 | 5.25 | 148 | 3.94 | Sig |
| Female | 107 | 37.90 | 4.88 | | | |

Sig: significant at 0.05 level of significance.

Table no. 3 shows that the obtained 't' value of 3.94 is greater than the tabled 't' value of 1.98 at 0.05 level of significance for degrees of freedom 148. Therefore the null hypothesis stating that there is no significant difference between male and female pre-service teachers with respect to their moral judgment is rejected and it is concluded that there is a significant difference in moral judgment of male and female pre-service teachers.

Comparing the mean value it is found that female pre-service teachers have high moral judgment comparing to the male counterparts.

Hypothesis 2: There is no significant difference between arts and science pre-service teachers with respect to their Moral Judgment.

't' test was calculated to test the null hypothesis no 2. The result are presented in the table no 4.

Table No 4: summary table of 't' test of moral judgment of arts and science pre-service teachers.

| Stream | N | Mean | SD | df | 't' value | Level of Significance |
|---------|----|-------|------|-----|-----------|-----------------------|
| Arts | 74 | 36.31 | 4.56 | 148 | 1.33 | N S |
| Science | 76 | 37.44 | 5.77 | | | |

N S: Not Significant

Table no. 4 reveals that the obtained 't' value of 1.33 is less than the tabled 't' value of 1.98 at 0.05 level of significance for degrees of 148. Therefore the null hypothesis there is no significant difference between arts and science pre-service teachers with respect to their moral judgment is accepted and it is concluded that there is no significance difference between arts and science pre-service teachers with respect to their moral judgment.

Hypothesis 3: There is no significant difference among Government, Aided and Un aided college of education pre-service teachers with respect to their Moral Judgment.

One way ANOVA was calculated to test the hypothesis no 3. The result are presented in the table no 5.

Table No. 5: Summary table of one way ANOVA of moral judgment of pre-service teachers belonging to government, aided and unaided B. Ed colleges.

| Moral Judgment | ANOVA Sum of squares | df | Mean square | 'F' value | Sig |
|------------------|----------------------|-----|-------------|-----------|-----|
| Below the group | 665.05 | 2 | 332.52 | 2.34 | NS |
| Within the group | 3408.02 | 147 | 231.18 | | |
| Total | 4073.07 | 149 | | | |

NS – Not Significant

Table no 5 shows that the obtained 'F' value of 2.34 is less than the tabled value of 3.06 at 0.05 level of significant for degree of freedom 2 and 147. Therefore the null hypothesis there is no significant difference between pre-service teachers belonging to government, aided and un-aided B. Ed College with respect to their moral judgment is accepted and it is concluded that there is no significant difference in government, aided and un-aided B. Ed college pre-service teachers with respect to moral judgment.

Findings of the study:

It was found that:

1. It was found that 60% of the pre-service teachers in Mysore city were found to possess average level of Moral Judgment and 16% were found to possess low level of Moral Judgment, and only 24% of the pre-service teachers possess high level Moral Judgment.
2. Significant difference was found in Moral Judgment of male and female pre-service teachers. Female pre-service teachers were found to possess high moral judgment when compare to their male counter parts.
3. No significant difference between arts and science pre-service teachers in their Moral Judgment.
4. No Significant difference was found in Moral Judgment of Government, Aided and Un-aided B. Ed college pre-service teachers.

Discussion of the results:

The present study indicate that female pre-service teachers were found to possess better moral judgment when compare to their male counter parts. This may be due to the reason of female teachers might have ever lasting influence of lesson taught by their parents', teachers, home environment, school and community and they are also better to judge situations as right or wrong since they have moral insight and they are more mature, empathic and have less cognitive distortions than their male counterparts. Female teachers play a vital role like mothers in the upbringing of children by handing over the baton on values, moral ethics, sanskar, and spiritual values from one generation to another. Therefore it can be hoped that the present female pre-service teachers showing high moral judgment will remove the dark shadows of dishonesty, selfishness, cruelty and immorality that are enveloping the modern generation. This will help in developing a healthy society. Hence 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-1986 emphasizes 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.

More attention needs to be paid to the development of teacher's moral judgment during teacher training. The colleges of education atmosphere must be conducive to moral with opportunities for independence and group decision making and educational programme could include the presentation and discussion of theories of moral development, challenging teachers to address the moral issues inherent in the teaching learning environment, and using discipline issues as the theme for dilemma discussion.

Recommendations of the study:

The following are the recommendations of the study:

- The present study has shown that there is a need to

develop specific curriculum for inculcation of moral values for pre-service teacher trainers. The teacher educators should adopt issue based teaching and learning strategies taking real life situation to make the individual aware of them self and others. It is essential to reform the curriculum with ample opportunities for partial knowledge. More ever it is the duty of the teacher educators who should be role models possessing high level of Moral Judgment to enhance these factors among the trainee teachers. Hence the teachers can directly take up responsibility in providing moral education to their students who in turn can contribute to national development.

- The present study has shown that there is a significant difference in Moral Judgment of Male and female pre-service teachers and female pre-service teachers have better moral judgment than their male counterparts. Hence, the college of education should try to inculcate moral values among their male pre-service teachers. The teacher educators should take appropriate action to see from time to time if the moral education as given in the male pre-service teachers B. Ed curriculum is being effectively taught. To develop the feeling of co-operation, brotherhood and integration etc. should also be encouraged by the teacher educators/principals through colleges, educational excursions, tours, picnics, outing etc. College of education climate should be of democratic orientation, which could motivate the pre-service teachers to make better moral judgment.
- Pre-service teacher training syllabus should include moral stories, illustration, and biography of the great people. Importance should be given social activities like Community Leavening Camp (CLC), NSS and NCC. The colleges of education should organise the seminars, conference, symposia, workshop related to moral education and value education to pre-service teacher trainees.
- Co-curricular activities related to the affective domain should also be incorporated in the curriculum which should be a compulsory part of the curriculum. Educationists, educational administrators and teachers must acquaint their students about the pros and cons of moral education and with the help of a various mass media and modern means of communication the concepts of moral education should be published and popularized viz. news paper, radio, TV, films, etc. It would be more beneficial and effective if special programmes are launched to develop moral values among students and this is possible only through inclusion of special courses on moral education in the schools.

Conclusion: Teacher education should take up moral responsibility to sharpen the behavior of pre-service teachers. They should ignore that age factor of their students while giving them moral instructions. Because the pre-service teachers should be morally sound in order to give their best while teaching practically in schools. Certain specific theme training programmes should be introduced for the teacher educators in order to update their learning. The teacher educators should be encouraged to participate by giving lectures, showing moral based short stories on Power Point etc. In this way, teacher educators will be directly take-up responsibility in providing the moral education to their pre-service teachers.

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