



A Study of Influence of Moral Judgement With Residence and Locality of Ninth Standard Students

Dr. S. S. MOSES
ISAIAH

Teacher Educator, Navabharathi College of Education, Hyderabad

ABSTRACT

The term moral may refer to the control of behaviour by reference to 'internalized' standards rather than by reference to the possible consequences of the behaviour for the actor. In the sense, one must have regard for the motives and intentions of the actor; actions carried out or not carried out because of fear of consequences are not moral – actions carried out or not carried out because of prescriptions or prohibitions accepted as compelling, are. However, in so far as these prescriptions are prescriptions have been internalized, they represent the acceptance of external authority. They are accepted as 'naturally' right without any genuine understanding of reasons for their acceptance. The main objective of the present study is to study the influence of residence and locality 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 residence and locality at 0.01 level of significant influence on the moral judgement of ninth standard students.

KEYWORDS

Moral judgement, residence and locality and Ninth standard students.

INTRODUCTION

If the task of moral education is to help children to develop appropriate skills and judgement capacity to cope with variety of moral choices they have to face in their life, it goes without saying that every one concerned with moral education must play a significant role in understanding how children develop morally. To plan any kind of moral education, whether formally or informally requires a proper insight into the child's level of moral development.

Attempts have been made by developmental psychologists over the past few decades to explore the nature and content of moral development in children and adolescents. As a result of continuous research the issue of moral development and judgement has received a new impetus in the field of developmental psychology. Many research studies have been generated covering a wide variety of issues and concepts on the moral development and judgement.

Moral development is a comprehensive process whereby individuals learn to consciously adopt the norms of moral conduct and behaviour. The true end of this development is to make the individual morally autonomous, leading to a state where the individual is able to act in accordance with universal moral principles, which he accepts in relation to the larger society. Kohlberg considered conscience or morality to be a set of cultural rules of social action, which have been internalized by the individual. Moral development has been conceived as increase in such internalization by basic cultural rules. The process of internalization of moral values involves three essential components: (1) The behaviour component, (2) The emotional and learning component and (3) judgemental component. The behavioural criterion may be used to refer to resistance to temptation or the inhibiting of behaviour, which is regarded as wrong through perhaps pleasurable or profitable. The emotional aspect of internalization refers to emotion of guilt. The individual behaves morally to avoid guilt. The third component is the ability to make moral judgements in terms of standards and justify maintaining the standards to one and others. The main basis of such judgement is the golden rule that one should take full account of the rights of other people. These three components have been the basis for most of the research studies in the field of moral development.

REVIEW OF LITERATURE

Merrie and Elliot (1984) and Yella Reddy (2009) reported that residence of individuals do have significant difference on moral judgement.

Suma Rani (2001), Yadava, Sharma and Gandhi (2001), Sabitha Reddy (2003) and Rangaswamy, G (2006) reported that locality 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 residence and locality.

Objective of the Study: To study the impact of residence and locality on the moral judgement of ninth standard students.

Hypotheses of the study

1. There would be no significant influence of main effects namely residence and locality on the reasoning of moral judgement of ninth students.
2. There would be no significant impact of interaction effects of residence and locality 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. Residence, 3. Locality.

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. Residence

In the present investigation, there are 484 students with hostlers and 416 students with day scholars. On the basis of residence, the students are divided into two groups that are hostlers come under Group - I and day scholars come under group - II. The impact of residence on the reasoning of moral judgement of the ninth standard students is investigated. The corresponding moral judgement scores of the two groups were analyzed accordingly. The following hypothesis is framed

Hypothesis - 1

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

The above hypothesis is tested by employing 't' - test. The results are presented in Table - 1.

Table - 1: Table showing Influence of residence on the reasoning of moral judgement of ninth standard students

S. No.	Residence	N	M	SD	't'	Level of Significance
1.	Hostlers	484	343.95	60.26	3.675	**
2.	Day scholars	416	328.95	61.74		

** Indicates significant at 0.01 level

It is clear from the Table - 1 that the computed value of 't' (3.675). It is greater than the critical value of 't' (2.58) for 1 and 898 df at 0.01 level. Hence the Hypothesis - 1 is rejected for the factor 'residence' at 0.01 level of significance. It is concluded that 'residence' has significant influence on the reasoning of moral judgement of ninth standard students.

2. Locality

In the present investigation, there are 551 students with rural students and 349 students with urban students. On the basis of locality, the students are divided into two groups that are rural students come under Group - I and urban students come under group - II. The impact of locality on the reasoning of moral judgement of the ninth standard students is investigated. The corresponding moral judgement scores of the two groups were analyzed accordingly. The following hypothesis is framed.

Hypothesis - 2

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

The above hypothesis is tested by employing 't' - test. The results are presented in Table - 2.

Table - 2: Table showing influence of locality on the reasoning of moral judgement of ninth standard students

S. No.	Locality	N	M	SD	't'	Level of Significance
1.	Rural students	551	342.91	61.62	3.668	**
2.	Urban students	349	327.71	59.90		

** Indicates significant at 0.01 level

It is clear from the Table - 2 that the computed value of 't' (3.668). It is greater than the critical value of 't' (2.58) for 1 and 898 df at 0.01 level. Hence the Hypothesis - 2 is rejected for the factor 'locality' at 0.01 level of significance. It is concluded that 'locality' has significant influence on the reasoning of moral judgement of ninth standard students.

Findings: There is significant influence of residence and locality 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. Residence and locality 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. Residence is the highly influenced on the moral judgement of ninth standard students. Day scholars have positive reasoning of moral judgement than the hostellers. The administrators to provide facilities for the hostellers.
2. Locality is the highly influenced on the moral judgement of ninth standard students. Rural students have positive reasoning of moral judgement than the urban students. The administrators to provide facilities for the urban students.

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