

## A STUDY ON THE MORAL JUDGMENT OF PRE-ADOLESCENT STUDENTS

**Dr. M Suvarna Saritha**  
Principal, Unity PG College, Raigir, Telangana

### *Abstract*

*The most serious problems that our teenagers facing today are use of drug, alcohol, teenage pregnancy, suicide, rape and robbery; we see that most of the teenagers are involved in one or the other activities that are immoral. The modern education system is concentrating more on cognitive abilities of the child, making him more mechanical rather than good human being with a number of good qualities at head and heart. This paper examined the Moral Judgment of Pre-adolescent students; an empirical study was conducted on a sample of 80 pre-adolescent students. Moral Judgment test (MJT) was used to measure the Moral Judgment of the students. The findings of the study revealed that the ability of Moral Judgment among the pre-adolescent students is average, with 40 percentile.*

**Key Words:** Moral, Morality, Moral Judgment, Pre-adolescents, Academic achievement,

### INTRODUCTION

In 1940's the most serious problem in school cited by principals were children talking out of turn, chewing gums, making noise in the class, running in the halls getting out of line, wearing improper clothing and not using the waste basket. In 1990 teachers reported that the most serious problems were drug use, alcohol use, teenage pregnancy, suicide, rape, robbery and assault, (William Kilpatrick 1992). We see in the news every day that teenagers or students are involved in one or the other activities which are immoral. This shows that something is seriously wrong with our youth but, it is not just our youth, our morals as a society seem to decline, because we see bad behavior throughout our entire society at all ages and socio-economic levels.

Our present educational system mainly caters to the intellectual needs of the pupils. These needs are also not properly and adequately taken care of. It imparts children some knowledge and skills more at a theoretical and superficial level, that is why, modern education is called lopsided and partisan. With a view to make good citizens, a number of qualities at head and heart have to be developed in young pupils. Most important of them are relating to character, morality or ethics. This is, therefore

called character education or moral education or value education.

Value education in the words of John Dewey, "the value means primarily to prize, to esteem, to appraise, to estimate, it means the act of cherishing something, holding it dear and also the act of passing of judgment upon the nature and amounts of values as compared with something else." A value stands for ideals men live for. Values are of various kinds and named according to their specifications.

1. Aesthetic Value in accordance with arts, dancing, painting, dramatization, music etc.
2. Spiritual values concerning spirit as opposed to matter
3. Moral values relating to ethics
4. Social values concerning society

### MORAL

The word 'moral' comes from the Latin word "mos" which means custom practice, a way of accomplishing things. Therefore it has to mean "belonging to manners and conduct of men", pertaining to right and wrong, and good in conduct".

Morality is viewed as the "system of rules that regulate the social interactions and social relationships of individuals within the societies and

is based on concepts of welfare, trust, justice, and rights (Smetana 1999).

### MORAL JUDGEMENT

Morality is the conformity to the moral code of the social group. It is the internalization of a set of virtues, ideas and values sanctioned by the society which become an integral part of the individual self through the process of development. It is considered as a sum total of an individual's way of behaving which is judged in terms of ethical rightness or wrongness. Hence the ability to make moral judgment plays an important facet of the total development of the child. Moral judgment involves the cognitive capacity and insight to the relationship between an abstract principle and concrete case and judge the situation as right or wrong keeping in view the knowledge of moral standards. It is the byproduct of Childs general social experience which enables him to evaluate worthiness or unworthiness of an action as good or bad.

Hence this study is taken up to find the ability of moral judgment among the pre-adolescent students who are the future citizens.

### STATEMENT OF THE PROBLEM

A study on the Moral Judgment among pre-adolescent students

### OBJECTIVES OF THE PROBLEM

1. To study the ability of Moral Judgment among pre-adolescent students.
2. To study the relationship between Moral Judgment and Academic Achievement of pre-adolescent students

### ANALYSIS OF THE DATA

#### Hypothesis-1

The Moral Judgment among pre-adolescent students is high

Table-1 showing the mean and SD on Moral Judgment test

Variable	N	Mean	SD	Category
Moral Judgment	80	26.41	5.2	Average Ability of Moral Judgment

### HYPOTHESIS

1. The Moral Judgment among pre-adolescent student is high
2. There is no significant difference in the ability of Moral Judgment among pre-adolescent boys and girls.
3. There is no significant difference in the ability of Moral Judgment among pre-adolescent students on the basis of their locality
4. There is no significant difference in the ability of Moral Judgment among pre-adolescent on the basis of their fathers Education
5. There is no significant difference in the ability of Moral Judgment among pre-adolescent on the basis of their mothers Education
6. There is no significant relationship between Moral Judgment and Academic Achievement of pre-adolescent students

### METHODOLOGY

For the present study Normative survey method is used to study the Moral Judgment among pre-adolescent students

#### SAMPLE

The sample consists of 80 pre-adolescent students studying in two different schools in Jangaonmandal of Warangal District; the sample is selected though stratified random sampling technique

### TOOLS USED

For the present study Moral Judgment test (MJT) developed by prof. Durganand Sinha and Dr. (Mrs) MeeraVerma is used to assess the Moral Judgment of pre-adolescent students. The test was standardized on a sample of 300 hundred students 100 each from 6-7 years, 8-9 years and 10-11 years. The split-half reliability of the test for the three age groups is 0.82, 0.81 and 0.86 respectively.

**Hypothesis-2**

There is no significant difference in the ability of Moral Judgment among pre-adolescent boys and girls

Table-2 showing the mean, SD and t-values of pre-adolescent boys and girls

S.NO	Gender	N	Mean	SD	t-value
1	Boys	40	26.10	5.878	2.073@
2	Girls	40	26.72	4.696	

@=insignificant

**Hypothesis-3**

There is no significant difference in the ability of Moral Judgment among pre-adolescent students on the basis of their locality

Table – 3 showing Mean and SD and t-value of pre-adolescent students based on their locality

S.NO	Locality	N	Mean	SD	t-value
1	Urban	62	27.39	5.240	3.233**
2	Rural	18	23.06	4.051	

\*\* Significant at 0.01 level of significant

**Hypothesis – 4**

There is no significant difference in the ability of Moral Judgment among pre-adolescent students on the basis of their father's Education

Table – 4 showing Analysis of variance based on father's Education

Sources of Variance	Sum of Squares	Degrees of freedom	Mean square	F-ratio
Between Groups	125.750	2	62.875	2.317@
With in Groups	2089.638	77	27.138	

@ = insignificant

**Hypothesis – 5**

There is no significant difference in the ability of Moral Judgment among pre-adolescent students on the basis of their mother's Education

Table – 5 showing Analysis of variance based on mother's Education

Sources of Variance	Sum of Squares	Degrees of freedom	Mean square	F-ratio
Between Groups	297.367	2	148.683	5.696**
With in Groups	1918.012	77	24.909	

\*\*Significant at 0.01 level of significance

## Hypothesis – 6

There is no significant relationship between Moral Judgment and Academic Achievement of pre-adolescent students

Table – 6 showing Correlation between Moral Judgment and Academic Achievement

Variable	N	Mean	SD	Pearson Correlation	Sig.(2tailed)
Moral Judgment	80	26.41	5.296	0.348**	Significant
Academic Achievement	80	68.96	16.387		

\*\*Significant at 0.01 level of significance

## CONCLUSION

The findings of the study reveal that the ability of Moral Judgment among the pre-adolescent students is average, with 40 percentile further the results show that there exists no significant difference in the Moral Judgment of pre-adolescent students based on the gender and father education, however there exists a significant difference in the ability of Moral Judgment of pre-adolescent students on the basis of their locality and mother education, and the results show that there is a significant relationship between Moral Judgment and Academic achievement.

The above study shows that the ability of Moral Judgment among the pre-adolescent students is average, this shows that the young children are unable to make the moral judgments properly, and if the students grow up with such an inability to make Moral Judgment, there is every chance that the individuals may not be able to judge the situations properly which may lead to a society where in the teenagers may be more addicted to drug use, alcohol use, increased rate of teenage pregnancy, suicidal attempts for very minor reasons or no reason at all, rape, robbery to lead a sophisticated life with easy money and assault, which may cause a lot of damage to the society. We should not attribute this inability to make proper Moral Judgments as a mistake of the younger generation, but we as the members of the society representing different social organizations should take the responsibility for very low ability of the Moral Judgment of the students as children develop moral values mostly by the interaction with members of the society, taking parents teachers and elders as role models, religious and cultural norms, hence we should develop such an

environment and the society which develops proper moral and ethical values in children.

The major social agencies which play a very important role in the moral development of children are

1. The role of the parents: Parents provide the most constant and visible models of behaviors associated with character development, they also help by identifying other models of the character traits they want their children to develop and by raising appropriate character related issues in discussion of daily events. A great deal of research suggests that quality of the parent-child bond and the degree of warmth in the parent –child relationship affect many facets of children’s development (Bretherton and Waters 1989). Indeed, one of the consistent findings from the research examining the family interactions that facilitate Kohlbergian moral reasoning stages is the affective components or those interactions, such as parental warmth, involvement and support are related to moral reasoning development.
2. The role of the teachers: Apart from parents who have been referred to as the moral teacher, school teachers are also very influential and significant adults in the lives of children starting from the pre-school years. Teachers help children to understand character traits and values, they also model desirable character traits in the students both within the school setting and in larger society. Young children often idealize

their teachers watch them closely and also try to emulate their behaviors. The inclusion of moral lesson in the curriculum involves the teacher directly by teaching what is right and wrong.

3. The role religious institutions: The role of religious institution in the moral education of the child cannot be over emphasized. Historically, moral teachings have been central to all religions. The religious institutions have a way of imparting moral lessons to their adherents.

In such a situation where the moral of our society are deteriorating, it is the high time that every one of us needs to think very seriously the ways and means to develop moral values. Every one of us wants our children to grow up with high moral standards, but failure to provide an enabling environment for the achievement of this goal will lead inability to realize this goal. Therefore, the moral development agents should work together and

provide an environment where the young personality thrives and emerges as winner in every aspect of life.

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