

**MORAL JUDGEMENT OF TEACHERS IN RELATION TO THEIR PARENTAL BEHAVIOUR AND SOCIO-ECONOMIC STATUS**

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**ABSTRACT**

*Ethics is a science of morality and it discusses the contents of moral consciousness and the various problems of moral consciousness. The individual and the social group have always passed on to the young's, their values and views about what is right and what is wrong. Without this kind of value transmission families and larger human groups would cease to function as effective units. For this reason, the value education of the young's has never been far from the minds of the adult community. In order to develop various aspects of human values, a number of theories and models of teaching have been developed. Such models provide a broad based pedagogy to mobilize feeling, to guide thinking and to sustain action. Democratic living by its very nature requires making value choices and value decisions in areas like love, friendship, politics, property, sex, religion etc. Many influences such as parental, peer group, family, school, religion etc. intervene in the way of making such choices and make them more difficult and confusing. The moral judgement may be supported by some statement of moral relevant considerations which define why this moral judgement is demanded by reason. Moral judgement is believed to be the ability to discriminate what is right and wrong according to social standards. It is the mode of moral reasoning where persons or events are rated as good or bad. Thus, moral judgement is a byproduct of Individual's potentialities and learning experiences which constitutes in terms of self and in relation to parents and cultural mores*

**INTRODUCTION**

Moral judgement whether something is good or bad in its own right are contained wholly in the field of ethics. In the process of reasoning also we find different classes of judgement and they are usually judgement of facts. But moral judgement as a judgement of value is concerned with what ought to be. It judges our actions ought to be. It has distinctive features. It is critical judgement and appreciative. It is the mental act of discerning and pronouncing a particular action to be right or wrong. Parenting is a complex activity that includes many specific behaviour that work individually and together to influence child outcomes. Specific parenting behaviour such as speaking or reading aloud, may

influences child development, looking at any specific behaviour in isolation may be misleading. The construct of parenting style is used to capture neural variations in parent's attempt to control and socialize their children. Parents are caretaker of the off spring in their own species. Parents are concerned about their child's safety and want their child to grow happy, healthy and responsible. One of the major problems of children with their parent is regarding their frustration. Parents think that they should guide their children in their expenditure plan whereas adolescents think that parents should not interfere in their expenditure plan as they are mature enough to take care of this which causes between them and give birth to the frustration in children. Parental behaviour is also an important role model for children's future interactions.

.The pattern of life varies according to socio-economic group to which the family belongs. These are marked different to behaviour pattern in families of different socio-economic status in use of money in child's training and attitude towards discipline and parents. The economic status of the family determines what the family's social status will be. Economic insecurity increases emotional insecurity. Socioeconomic status (SES) is often measured as a combination of education, income, and occupation. It is commonly conceptualized as the social standing or class of an individual or group. When viewed through a social class lens, privilege, power, and control are emphasized. Furthermore, an examination of SES as a gradient or continuous variable reveals inequities in access to and distribution of resources. SES is relevant to all realms of behavioral and social science, including research, practice, education, and advocacy. Low SES and its correlates, such as lower education, poverty, and poor health, ultimately affect our society as a whole. Inequities in wealth distribution, resource distribution, and quality of life are increasing in the United States and globally. Society benefits from an increased focus on the foundations of socio-economic inequities and efforts to reduce the deep gaps in socioeconomic status in the United States and abroad. Behavioral and other social science professionals possess the tools necessary to study and identify strategies that could alleviate these disparities at both individual and societal levels.

## **EMERGENCE OF THE PROBLEM**

Since Independence education system in the country has expanded very rapidly. Not only in education, India has attained remarkable progress in the field of IT, Commerce, Industry, and various other fields. Her growing prestige among the nations of the world fully justifies the visions of her bright future. But quick economic growth, influence of western culture, mechanization, urbanization and lust for

materialistic life has resulted in loss of values and of the value system at the individual level and in the country as a whole. The whole country is experiencing massive erosion of values. Globalization has not only brought about an upheaval in the economic scenario worldwide, but it has also influenced every aspect of human life and relations. Although there has been great advancement in science and information technology, yet there has been gradual erosion of values which is reflected in large section of our present society. Our young generation under the growing influence of negative aspects of western culture is not able to decide which direction to take. It is the need of the hour to focus our self to seek ways for the development of the non-cognitive domains of human personality. The rapid degradation of values has posed a heavy challenge to our education. Since parental behaviour and socio-economic status has the most far reaching influence on the behaviour continuum of the teachers. Therefore, there is a great need to study moral judgement of teachers in relation to their parental behaviour and socio-economic status.

### **STATEMENT OF THE PROBLEM**

MORAL JUDGEMENT OF TEACHERS IN RELATION TO THEIR PARENTAL BEHAVIOUR AND SOCIO-ECONOMIC STATUS

### **DELIMITATION OF THE STUDY**

The sample was confined to 200 teachers of colleges of education affiliated with Guru Nanak Dev University.

### **OPERATIONAL DEFINITIONS OF THE TERMS**

#### **MORAL JUDGEMENT**

It is the capacity for forming judgement about what is morally right or wrong, good or bad. The people's development of moral standards passes through several levels such as external or physical events, as a way of maintaining the approval of authority figures and to evaluate himself and accepts as inherently valid, regardless of society's opinion.

#### **PARENTAL BEHAVIOUR**

It is an important scale of a multidimensional nature. It measures parental behaviour in terms of 'mothering' and 'fathering' for the two 'ends' of the seven dichotomous dimensions. It consists of 56

items for seven areas of parenting and can be administered individually and group-wise in about thirty minutes.

### **SOCIO-ECONOMIC STATUS**

Socio-economic status includes cluster of factors like occupation of mother, income of parents, cultural factors, type of house, residential infrastructure, educational status of parents etc. It is simply a position in the society or in a group. It is style of life.

### **OBJECTIVES OF THE STUDY**

- 1) To compare the moral judgement of teachers at the different level of parental behaviour.
- 2) To compare the moral judgement of teachers belonging to high and low socio-economic status.
- 3) To study the relationship between moral judgement and parental behaviour of teachers.
- 4) To study the relationship between moral judgement and socio-economic status of teachers.
- 5) To study the interaction effect of parental behaviour and socio-economic status on the moral judgement of teachers.

### **HYPOTHESES**

- 1) There is no significant difference in the moral judgement of teachers in the level of their parental behaviour.
- 2) There is no significant difference in the moral judgement of teachers belonging to high and low socio-economic status.
- 3) There is no significant relationship between moral judgement and parental behaviour of teachers.
- 4) There is no significant relationship between moral judgement and socio-economic status of teachers.
- 5) There is no interaction effect of parental behaviour and socio-economic status on moral judgement of teachers.

### **METHOD AND PROCEDURE**

### **TYPE OF RESEARCH**

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The present research comes under the domain of correlational studies of descriptive research as it intends to study the moral judgement in relation to parental behavior and socio-economic status of teachers.

### SAMPLE

The present study was conducted on a total sample of 200 teachers of Colleges of Education affiliated to Guru Nanak Dev University, Amritsar.

### TOOLS USED

**Following tools were used to collect the data for the present study.**

- 1) Moral Judgement Test (Rani; 1991).
- 2) Multi-dimensional Parenting Scale (Chauhan and Khokhar;1997).
- 3) Socio-economic status scale (Upadhaya and Saxena;2008).

### ANALYSIS AND INTERPRETATION

#### HYPOTHESIS – I

**“There is no significant difference in the moral judgement of teachers in the level of their parental behaviour.”**

**Table 1 SHOWING MEAN, STANDARD DEVIATION, DEGREE OF FREEDOM, T-VALUE OF SCORES ON MORAL JUDGEMENT AND PARENTAL BEHAVIOUR OF TEACHER**

Variable	Group	N	Mean	S.D.	df	t-value	Significance level
Moral Judgement	Favorable Parental Behaviour	147	36.68	7.430	198	19.565**	Significant at 0.01 level of confidence
	Unfavorable Parental Behaviour	53	15.83	3.668			

**\*\* Significant at 0.01 level of confidence**

Table 1 reveals that mean of moral judgement with favorable parental behavior is 36.68 whereas mean of unfavourable parental behavior came out to be 15.83 .The standard deviation of

favourable parental behavior is 7.430 however standard deviation of unfavorable parental behavior is 3.668. The t-value between moral judgement and parental behavior came out to be 19.565 which is greater than standard value of t as 1.96 and 2.58 at 0.05 and 0.01 level of significance respectively. This shows that there is a significant difference between moral judgement and parental behavior of teachers.

So, Hypothesis- I that "There is no significant difference in the moral judgement of teachers in the level of their parental behavior" is not accepted.

#### HYPOTHESIS –II

**"There is no significant difference in the moral judgement of teachers belonging to high and low socio-economic status."**

**Table 2 SHOWING MEAN, STANDARD DEVIATION, STANDARD ERROR MEAN, STANDARD ERROR DIFFERENCE, DEGREE OF FREEDOM, t-VALUE OF SCORES ON MORAL JUDGEMENT AND SOCIO-ECONOMIC STATUS OF TEACHERS**

Variable	Group	N	Mean	S.D.	df	t-value	Significance level
Moral Judgement	High Socio-economic status	35	30.69	12.343	96	0.046	Not significant
	Low Socio-economic status	63	29.49	1.441			

Table 2 reveals that mean of moral judgement with high socio-economic status is 30.69 whereas mean of low socio-economic status came out to be 29.49. The standard deviation of high group is 12.343 however standard deviation of low group is 11.435. The t-value between moral judgement and socio-economic status came out to be 0.046 which is lesser than standard value of t as 1.96 and 2.58 at 0.05 and 0.01 level of significance respectively. This shows that there is no significant difference between moral judgement and socio-economic status of teachers.

So, Hypothesis- II that “There is no significant difference in the moral judgement of teachers belonging to high and low socio-economic status” is accepted.

#### HYPOTHESIS-III

“There is no significant relationship between moral judgement and parental behaviour of teachers.”

**TABLE 3 CORRELATION OF MORAL JUDGEMENT AND PARENTAL BEHAVIOUR OF TEACHERS**

Variables	N	R	Significance
Moral Judgement	200	0.614**	Significant at 0.01 level of confidence
Parental Behaviour	200		

\*\* Significant at 0.01 level of confidence

The result of correlations (table 3) shows a correlation  $r = 0.614$  which is greater than table value of  $r = 0.181$  at 0.01 level of confidence.

So, Hypothesis-II, “There is no significant relationship between moral judgement and parental behaviour of teachers” is not accepted.

#### HYPOTHESIS-IV

“There is no significant relationship between moral judgement and socio-economic status of teachers.”

**TABLE 4 CORRELATION OF MORAL JUDGEMENT AND SOCIO-ECONOMIC STATUS OF TEACHERS**

Variables	N	R	Significance
Moral Judgement	200	.107	Not Significant
Socio-economic status	200		

The result of correlations (table 4) shows a correlation  $r = 0.107$  which is lesser than table value of  $r = 0.181$  at 0.01 level of confidence.

Thus hypothesis –IV, “There is no significant relationship between moral judgement and socio-economic status of teachers” is accepted.

#### HYPOTHESIS-V

“There is no interaction effect of parental behaviour and socio-economic status on moral judgement of teachers.”

**TABLE 5TWO WAY ANALYSIS OF VARIANCE (ANOVA-two way)**

Descriptive statistics				
Dependant variable Moral Judgement				
Parental Behaviour	Level of Socio-economic status	N	Mean	Std.Deviation
Favorable	High	24	37.83	6.761
	Low	45	36.42	7.706
	Total	69	36.91	7.372
Unfavorable	High	11	15.09	4.763
	Low	18	15.94	2.461
	Total	29	15.62	3.458
Total	High	35	30.69	12.343
	Low	63	30.57	11.435
	Total	98	30.61	11.704

**TABLE 6 SHOWING INTERACTION EFFECTS OF PARENTAL BEHAVIOUR AND SOCIO-ECONOMIC STATUS ON MORAL JUDGEMENT**

Dependant variables	Source of variance	Sum of square	df	Mean of square	f-value
Moral Judgement	Parental Behaviour (A)	8880.221	1	8880.221	208.990
	Socio-economic status(B)	1.478	1	1.478	0.35
	Parental behavior and Socio-economic status(A X B)	24.381	1	24.381	8.74 **
	Error	3994.165	94	42.491	
	Within total	105124.000	98		

\*\*Significant at 0.01 level of confidence

The table 6 shows that the calculated f- value =8.74 is more than the table value = 6.76 at 0.01 level of confidence. So it can be interpreted that there exists an interactional effect of parental behavior and socio-economic status on moral judgement of teachers. Hence the hypothesis-V, "There is no interaction effect of parental behaviour and socio-economic status on moral judgement of teachers" is not accepted.

### CONCLUSION

- 1) The investigator found that there is a significant difference in the Moral Judgement and Parental Behaviour of Teachers.
- 2) The investigator found that Socio-economic status doesnot affect the Moral Judgementof Teachers.
- 3) Positive relationship is seen between Moral Judgement and Parental Behaviourof Teachers.

- 4) The Investigator concluded from the present results that no direct correlation is found between Moral Judgement and Socio-economic status.
- 5) The investigator found that Parental Behaviour and Socio-economic status shows an interactional effect with the Moral Judgement of Teachers.

#### **EDUCATIONAL IMPLICATIONS**

- 1) The present study helps in understanding that favourable behavior of parents influence the Moral Judgement of Teachers.
- 2) The study helps in understanding that morality is not based on socio-economic status of Teachers.
- 3) It can be depicted from the results that there is a positive correlation between Moral Judgement and Parental behavior of Teachers.
- 4) The study helps in improving the Moral Judgement of Teachers.
- 5) It was found that there is an interactional effect of Parental Behavior and Socio-economic status.
- 6) This study can help the parents to know the Moral Judgement of their children and parents can make necessary arrangements for their education.
- 7) This study can be helpful for the prospective teachers in guiding the students about moral and ethical values which is the need of the hour in today's era.

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