

A Study of Moral Judgment of School Children Belonging to Different Socio-Economic Status and School Backgrounds

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Abstract: The national education policy (1986) lays emphasis on moral and social values and therefore the teachers are induced to, themselves, become morally handsome and impart moral education to the children through their deeds. We could ensure social harmony, peace, love and brotherhood, by cultivation of moral values among the children. Two hundred students have been selected in the sample by using stratified random sampling technique. In case of convent background schools, students of low S.E.S. group have shown better moral judgment than the students of high S.E.S. group. There exists no significant difference in the moral judgment of high and low S.E.S. group students of Nagar Palika background schools.

INTRODUCTION

Education is rightly regarded as a key to national development and prosperity. It is the most important investment in social sector. It constitutes an essential base for social, economic, moral and industrial development of a nation. However it appears that the present educational system does not contribute, to moral development of a child. More over, the moral factor is rather, ignored in our curriculum. The reason behind this problem is the lack of “will” and definite policy and programme, to incorporate the topics, relating to moral values, in our curriculum. This attitude, in turn, has led to the devaluation and degeneration of moral and social values.

Today every body thinks about their own interests only not for the interest of society or nation. It is so because patriotism, has not illuminated their minds. The education, which does not imbibe moral and spiritual values, is incomplete in itself. The moral and spiritual values, should be cultivated in the individuals, right from the childhood. It is the prime need of a country, failing which we shall be a nation without a soul.

Need of the study

Presently, our society is deeply fragmented into caste, creed and religion. There is constant conflict among different sections. It makes it clear that we are pursuing wrong values,

considering them to be right. We do not behave properly with our relations and neighbours, do not respect our parents but still proclaim ourselves to be good, civilized and morally handsome. Moral handsomness comes from our deeds, and not from our outward appearance.

The national education policy (1986) lays emphasis on moral and social values. And therefore the teachers are induced to, themselves, become morally handsome and impart moral education to the children through their deeds. We could ensure social harmony, peace, universal love and brotherhood, by cultivation of moral values among the children. [1]

The researcher has tried to assess, with the help of this study the effect of school background and socio-economic status on moral judgment performance of students. This research is of great use for the teachers, students, guardian and curriculum designers for maintaining mental health of the children. This study may also provide an indication that which type of school is favourable for the development of moral judgment among children.

OBJECTIVES

This study has been carried out with the following objectives-

1. To compare the moral judgment performance of the students of high & low S.E.S. group for convent background schools.
2. To compare the moral judgment performance of the students of high & low S.E.S. group for Nagar Palika background schools.

Hypotheses

The following hypotheses have been framed for the study-

1. There is no significant difference in mean moral judgment scores of children of high and low S.E.S. group for

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convent schools.

2. There is no significant difference in mean moral judgment scores of children of high & low S.E.S. group for Nagar Palika schools.

Research Method

This study, was survey type in nature, which involved VI (six) grade children of convent and Nagar Palika background schools of shahjahanpur city.

i. Population

In the present investigation, all the students of convent and Nagar Palika background schools of class VI (sixth) of shahjahanpur city, will form, the population.

ii. Sample and Sampling Technique

The researcher has used stratified random sampling

Table No. 1: Effect of S.E.S. on the M.J.T. (Convent Schools)

Students	N	Mean	S.D.	C.R.
High S.E.S.	83	42.78	3.39	10.30
Low S.E.S.	17	59.64	6.57	

As the above table shows that, the obtained difference in the mean moral scores of the two contrasting group, drawn from convent school, has been studied with the help of C.R. The difference has been found to be significant at both level. The value of C.R. (10.30) is so high that it could be attributed

technique, [2] to select the data from the population. Total 200 students were selected by employing this technique, from schools of shahjahanpur city. Out of which 100 students were from Nagar Palika schools and 100 students from convent schools.

iii. Tools

(a) **Moral Judgment Test:** A test entitled 'Moral Judgment Test' constructed & standardized by Meera Verma & Durganand Sinha, has been used to meet the purpose.

(b) **Socio-Economic Status:** This test has been constructed by researcher himself.

RESULT AND DISCUSSION

For the interpretation of collected data following tables are formed-

Table No. 2: Effect of S.E.S. on the M.J.T. (Nagar Palika Schools)

Students	N	Mean	S.D.	C.R.
High S.E.S.	70	34.23	8.49	0.43
Low S.E.S.	30	35.18	10.64	

* Table value 1.96 at 0.05 significant level

The C.R. value of table shows that there is no significant difference in the mean moral scores of Nagar Palika school's students, belonging to low S.E.S. and high S.E.S. The calculated value of C.R. (0.43) is less than the table value of C.R. (1.96) at 0.05 level of significance. Therefore it may be concluded that there is no effect of S.E.S. on the word judgment of Nagar Palika background school students.

CONCLUSION

Following conclusions are made:

1. In case of convent background schools, students of

to chance. The result can be interpreted by the fact, that the students of poor S.E.S. have to work with their parent, in order to earn money. Therefore they are not able to give sufficient time to their studies.

Low S.E.S. group has shown better moral judgment than the students of high S.E.S. group.

2. In case of Nagar Palika background schools, there exists no significant difference in the moral judgment of high and low S.E.S. group students.

REFERENCES

- [1] *Report of National Policy on Education – 1986*. Govt. of India
- [2] Best, J.W. & Khan, James V. *Research in Education (6th Edition)*. Englewood Cliff, NJ : Prentice Hall, 1989