

Relationship between Judgement and School Education study

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Abstract

The present study aims to study Moral judgment of secondary school students in relation to their School Education status and parental behavior. The result of the present study revealed that there is positive relationship between moral judgment and School Education status and parental behavior of secondary school students.

Key Words: Moral, Morality, Moral Judgment, Parental Behaviour, School Education status, Secondary School Students.

INTRODUCTION

Study The concept of morality in practical life has been different in different human societies and is changing from time to time even though there are certain moral principles which are universal. The scope of morality originating in simple forms with the ushering in of the first human societies in certain parts of the world has now extend to the whole world, which is tending to become one family, social groups or individuals cannot masses of population, not in any way directly connected with the sources. Since moral standards have gone low all over the world, there is a cry for moral education from several quarters. Education and schooling are intrinsically moral enterprises n two aspects. First, the content an method constituting any education regime represent deliberated selections from a wide variety of possible contents and methods, an those selection must be made and ultimately justified in axiological rather than merely descriptive terms. That is to say, the choice of this rather than educational end or means, so long as the determination is considered conscious, free, and rational, rests ultimately on its relation to some outcome regarded as valuable. Second, the educational process in variably includes implicit if not explicit recommendations respecting the choices, judgments and conduct of its participants, both within the process and outside it. Consequently, some sort of pattern of moral development as touching both society and the individual, has been fundamental in educational thought and activity.

Moral developments of the children enhance the peace and happiness of parents. Parents, therefore, are very anxious to give stress upon children's various activities in the home and outside home to influence their moral development. In order to influence the children the parents have to do a lot of activities for their moral development. The parents must take care of the health of their children. They should satisfy the bare necessities of life of the children. They should not give huge amount of money to provide books, and necessary learning equipments relevant to age and class of their children. For the parental relationship such type of duties are expected to perform as the children deserve will do their duties in this regard their children may behave in any immoral manner. Besides these duties, parents must display good habits of daily performance in their residence to give impact upon the children for moral development. The parents must get up early before the sun appears in the azure sky. They must devote sometime for silent meditation and prayers in the home. They must develop good food and drink habits. They must keep good company. They must keep good company; they must do some ideal activities such as giving along to the helpless and have –not persons. The activities which will promote the moral behaviours of the children should be practiced by the parents and children at home. Sai (1989) state the duty of parents in the following manner.

Literature Review

Different studies were performed to measure moral reasoning of individuals locally and internationally. Al-Raqqad and Al-Khawaldeh (2016) conducted a study aimed at identifying the moral reasoning levels and the ability of decision making among students of the University of Jordan. Study sample consisted of (915) students selected from the first semester of the academic year 2014/2015. Researchers used Kolhberg Test translated and localized by Abdul Fattah (2001), and developed the decision-making test. Study results showed that the level of moral thinking and the decision making ability of students at the University of Jordan came to a medium level, in addition to a positive relationship between the level of moral thinking and the ability of students to make the decision. Migdady (2015) conducted a study aimed to

identify the moral reasoning of all the eudemonic well-being of positive social behavior. A random sample of 237 students was selected from the undergraduates in the Faculty of Education at Al-Baha University, Saudi Arabia. Results showed that the level of moral reasoning, eudemonic well-being, and the positive social behavior were moderate. Maqaldeh and Bani-Mustafa (2014) conducted a study aimed at identifying the level of moral thinking among students of Yarmouk University in Jordan. The study sample consisted of (500) students from Yarmouk University who were selected in the second semester of the year 2012-2013. The results of the study showed that the level of moral thinking came to a moderate degree in the fourth stage, which is strict adherence to laws and regulations of Kohlberg moral thinking theory. Khatib (1988) conducted a study aimed at determining the distribution of students of the University of Jordan on the stages of moral growth as defined by Kohlberg, and whether this distribution varies depending on the sex of students and different social environments (rural, city). The study population consisted of all undergraduate students studying at the University of Jordan, and the sample of the study was chosen from the university students to represent their faculties and levels of study. Students: (158) males and (176) females distributed at the first, second, third and fourth levels (98%, 86%, 98% and 57% respectively). To determine the ethical phases of the university students, the Rest test was used to measure moral growth after it was developed for the Jordanian environment and extracted the signs of honesty and consistency. The results of the study indicated that the majority of respondents fall in the fourth stage (68%) while the remaining percentages are distributed to the third and fifth phases. None of the respondents were in any of the first, second and sixth stages. In a comparison study of cultural dimensions and moral reasoning (Wihelm & Gunawong, 2015) in student and graduate populations in Thailand and the USA, results showed there were both psychological and cultural differences between the two nations that affect moral reasoning. Predominant status quo moral reasoning predominates in Thailand, while a polarity between self-interest moral reasoning and higher level abstract idealistic moral reasoning predominates in the USA. King and Mayhew (2002) reviewed 172 studies that investigated the moral development of undergraduate college students which provided an organizational framework for analyzing educational contexts in higher education. Effects of age and education on the development of moral reasoning were examined in a series of longitudinal studies. These studies suggest that institutional experiences promote moral development in which students tend to decrease their fondness for conventional level reasoning and increase their preference for the post-conventional moral reasoning. Other longitudinal studies have followed the development of moral thinking by testing students twice during their institutional experience, at the beginning of the first year and at the end of the last year. Others tracked the course of moral judgement development of participants from the end of high school up to six years beyond high school. In this context, studies of moral thinking in western culture have been studied on a large scale. However, it is necessary to ask about the same thing and how the moral judgment of pre-service teachers can better interact to understand the foundations of moral judgment in the School of Educational Sciences at the University of Jordan.

Concept of Moral Judgment

The word morality comes from the Latin word 'morals' which means custom relating to principles of right and wrong in behavior. 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. While understanding morality there is always a possibility of confusing it with religion and even to equating it with religion. This is because traditionally morality has been a part of religion or even based on it in many parts of the world. But morality is different from religion except in countries where religion happens to be the basis of the social structure and political administration.

Rest, (1979) "Moral judgment 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.

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

Bebeau, Rest and Narvaez, (1999) "Moral judgment is judging which action is morally right or wrong. Once a person is aware that various lines of action are possible, one must ask which line of action is more morally justified".

EDUCATIONAL IMPLICATIONS: Great psychologists like Piaget, Kohlberg, Loevinger, Peck and Havighurst, Freud, Durkheim and others have studied extensively the problem of moral judgement among children and hence the students' potential upholders are already available to the teachers. But what is to be done is that the teachers have to take up the responsibility of providing moral instructions to the children, so that they can sharpen their sense of discrimination. The findings of this research have raised some questions related to the educational needs of the children with special reference to their moral development.

1. The children have certain amount of moral stages namely good and bad, and obedient and punishment before entering to the school age. There seems to be an immediate need to develop other stages of Kohlberg moral development, through certain specific programmes to inculcate them among the students.

2. The need of develop specific curriculum for inculcation of values for different grades of schooling, or within the school subjects, it should be placed.

3. Certain specific theme training programmes were conducted for teachers at both Elementary and Secondary levels. So that teachers can directly take-up responsibility in providing moral education to their students.

4. The present study has shown that class of study in which the student is studying appears to be the significant factor that determines the capacity of moral judgment. That's why it is an essential to change the moral atmospheric setup where the students have exhibited moral sense and discrimination. Also the NPE - 1986 also emphasis the importance of moral education as an integral part of the general educational system.

5. Now a days the system of education, forget its main task in fostering the development of whole some personality among students because of a sense of insecurity among the students. Hence in every school the guidance and counseling centers are opened to shape the students' personality within the current techniques so that they can have a stable mind.

6. The quality of the society is determined by the persons those are having quality of intellectual and social values. The person who sticks on to the values is regarded and acts as model to others. Value less people are odorless flowers and ruin the society.

7. In the present investigation, intelligence has significant relation with moral judgment. Hence, the teachers transmit the moral values among the individuals the same may be preserve, conserve and transmit for the future generation. On these lines the curriculum and teaching learning process should be there in the schools. 8. The study has shown that, there is no significant difference in moral judgment of male and female students. This appears to be a positive sign for the development of the society. Our education is also overcoming the gender bias in schools through revamping its curriculum and its activities. The moral conduct in schools does not show any gender difference.

Objectives of the study

The following are the objectives of the study

1. To assess the level of Moral judgment and Social Maturity of the B. Ed student teachers.
2. To study the Significant difference between Male and Female B. Ed student teachers with
3. respect to their Moral Judgment.
4. To study the Significant difference between Arts and Science stream B. Ed student
5. teachers with respect to their Moral Judgment.
6. To study the Significant difference between Government , Aided and Un-aided B. Ed
7. college student teachers with respect to their Moral Judgment.
8. To study the Significant difference between Male and Female B. Ed student teachers with
9. respect to their Social Maturity.
10. To study the Significant difference between Arts and Science stream B. Ed student
11. teachers with respect to their Social Maturity.

12. To study the Significant difference between Government , Aided and Un-aided B. Ed
13. college student teachers with respect to their Social Maturity.
14. Study the relationship between Moral Judgment and Social Maturity of B. Ed student
15. teachers.

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

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