

Moral Judgement And Social Maturity Among Adolescent Students of District Kangra of Himachal Pradesh

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Abstract- The present research work aims to study Moral Judgement among adolescent students of District Kangra in Himachal Pradesh in relation to their Social Maturity. The sample comprised 200 students studying in the 10th class. Moral Judgement of adolescents was judged by using the MRT test by Km. Ranjana Gupta and the Social Maturity of adolescent students were judged by using the Social Maturity Scale by Nalini Rao. It was found that the mean score on Moral Judgement was found to be 92.13 Social Maturity of adolescent students was high level in adolescent students. The coefficient of correlation between moral judgement is significant at a .05 level.

Keywords- Social Maturity, Gender, Locality, Adolescents, Moral Judgement.

I. INTRODUCTION

Moral Judgement is the judgement of certain behaviour or action as „Right“ or „Wrong“ with reference to some moral standards. Moral judgement is always in confirmation of the moral code of the particular social unit. It is based on the cognitive capacities of a person and is acquired gradually with age like language acquisition Moral judgement determines whether something is right or wrong which is based on one's personal feelings of right and wrong. What happens when people make a moral judgement. They project their subjective mental state in their behaviour. Morality is the asset of a civilized society. It is the intuition of moral standards by reason and logic and a comparison of behaviour and action with it. Moral judgements are governed by moral sentiments. Sense of duty or moral obligation also affects moral judgement. Moral judgement involves the moral value of our behaviour or actions. On the basis of moral standards, the actions are analyzed as right or wrong. If the behaviour and actions are in confirmation with the moral standard, the moral judgement declares it right.

Piaget rejected the idea that children learn and internalize the rules and morals of their society by being asked

to follow the rules and forced to obey regulations. Children from their judgement about moral behaviour by learning morality best by having to deal with others in groups. The process by which children adhere to social norms is active rather than passive. Very young children's thinking on moral judgement is based on the consequences of their actions. Piaget called this "moral realism with objective responsibility." This explains why children are concerned with outcomes rather than intentions. Elder children think about moral behaviour in terms of motives behind actions rather than the consequences of an action. They are capable of examining rules whether they are fair or not and can also apply these modifications of rules in situations requiring negotiation. Piaget felt that the best moral learning came from this cooperative decision making and problem-solving events. Children developed moral reasoning quickly at an early stage.

It judges the behaviour or action in the context of moral standards. Moral judgement is always related to the social aspects of a particular social unit. Because the behaviour or actions of a particular individual always affects the interest of other people in a particular society. His behaviour and action arising out of his relation to other members of society. Morality, in this way, is in conformity to the moral code of the social group. It is internalization when the morals and values sanctioned by society become an integral part of an individual's personality during the developmental process. It is the judgement of values which indicates "what ought to be." It is a mental process of declaring an action as right or wrong. Mackenzie (1926) described it as it is not simply of the nature of what is called a judgement in logic. . Initially research work on Moral acquisition judgement was done by Piaget. Piaget started with the problems of children's concept of rules, their relations to authority and the development of socio-centric self, family climate and parent's behaviour also determine a child's moral judgement. Moral judgement is one aspect of social maturity.

Introduction about Social Maturity Social maturity is the unavoidable aspect of a child's development, parents,

neighbours, teachers and society all expect him to behave in a socially desirable way and to learn necessary social skills for interacting with them. With the advancing age new social capacities emerge and continue to change till adolescence. The appropriate and responsible social behaviour with the understanding of social rules and norms in a place in a given culture and the capacity to put that understanding effectively is called social maturity. Havighurst (1950) has emphasized the importance of attainment of social and emotional maturity by adolescence through his proposed major developmental tasks for adolescence like achieving new and more mature relationships with age-mates of both sexes, achieving a masculine or feminine social role, achieving emotional independence from parents & adults, preparing for an economic carrier and desiring and achieving socially responsible behaviour. According to Robert Kegan (1982), who also followed Jean Piaget:

1. Social maturity does evolve and develop in successive layers just as does cognitive maturity from the very simple understanding to the more and more complex understanding of the social world.
2. Mere simple appreciations of the social world and of human emotions are fundamentally inaccurate and not a good fit in the complex social environment but they represent the behaviour which the best people can show at any given moment.
3. People remain embedded or confined in their own subjective perspectives. They perceive things and events from their own particular point of view and basically do not understand what it might be like to see themselves from another's perspective other than their own. Being unable to understand what you look like to someone else. It means to be subjective about yourself. It makes it relatively objective.
4. New stage of social development occurs as people become able to finally judge themselves from an increasingly larger and wider social perspective. If one can understand what someone else is thinking and feeling he can also imagine himself as he must look through their eyes and his understanding becomes much more objective. It is expanded awareness and it leads one from a stage of embeddedness toward the ability to see things from multiple perspectives.
5. This transition from subjectivity to objectivity makes a person more knowledgeable to understand the complexities of the real social world. It advances with maturity and age. Gradually he keeps on getting a wider perspective of the social world.
6. This progression ends with the stage when things can be understood objectively and there is no more subjectivity

embedded. Few people ever become more socially mature than the majority of their peers.

Gupta, Pushkrit and Pooja (2010) studied that there was a significant difference in moral judgement levels in two age groups; with older children (10-11) scoring higher than younger ones (8-9) years. Mother's education status was found to have a significant impact on the moral judgement of the child. Singh (2011) studied that students of the low SES group have shown better moral judgement than the students of the higher SES group. There exists no significant difference in the moral judgement of high and low SES groups. Subash (2012) found that boys and girls differ in social maturity. Further, it was found that there exists a significant difference between the social maturity of students from Arts, commerce and science disciplines. Nagra and Kaur (2013) studied social maturity among student teachers in relation to locality and subject stream. The sample comprised 200 student teachers from different education colleges in Kangra District of Himachal Pradesh. Results of the study revealed that teacher educators have a high level of social maturity. While no significant difference was observed in the social maturity of teacher educators in relation to locality and subject streams. Moreover, there was no interaction effect of locality and subject stream on the social maturity of teacher educators.

II. NEED OF THE STUDY

Universe has become compact because of the advancement of technology distances have been shortened by advanced modes of travelling. Communication modes have brought people closer to each other now. The whole universe is known as one global society despite ethnicity, race, religion and other isolating factors. But a race of advancement and competition has given the global people, a kind of security also. In such an environment, there is a dire need for decisions making with moral judgement which may be affected by social maturity. Cognition with moral judgement and social maturity together may make people make their decisions in the right direction and in the creation of a healthy society.

III. OBJECTIVES OF THE STUDY

The following objectives were realized for the present study.

1. To study the moral judgement of adolescent students
2. To study the social maturity of adolescent students.
3. To study the relationship between moral judgement and social maturity of adolescent students.

HYPOTHESES

1. There is no significant relationship between moral judgement and the social maturity of adolescent students. The sample consisted of 300 adolescent students studying in rural and urban areas of the Kangra district. A purposive random sampling technique was used to select the district and a further stratified random sampling technique was used to select the present sample.

IV. TOOLS USED

1. Moral Judgement:

Moral Judgement test for adolescents by Km. Ranjana Gupta was used. The present tool judges the moral judgement of adolescent students comprised of five dimensions namely

- (1) Immanent Justice
- (2) Moral Realism
- (3) Retribution vs. Restitution
- (4) Efficacy of severe punishment
- (5) Communicable Responsibility.

2. Social Maturity:

The social Maturity scale by Dr. Nalini Rao was used to judge the social maturity of adolescent students. The present tool measures three dimensions of social maturity. The dimensions along with their components are

- 1. Personal Adequacy
 - (i) Work Orientation
 - (ii) Self-Direction
 - (iii) Ability to take Stress
- 2. Interpersonal Adequacy - (i) Communication (ii) Enlightened Trust; (iii) Cooperation
- 3. Social Adequacy - (i) Social commitment; (ii) Openness to change

STATISTICAL TECHNIQUES

Descriptive statistics like mean, S.D., percentage and inferential statistics like Pearson product-moment correlation were used in the present study to analyse the data using SPSS version 20.

ANALYSIS AND INTERPRETATION OF DATA

On the basis of collected data, analysis and interpretation were done using statistical techniques which are as under:

Objective

- 1: To study the moral judgement of adolescent students

Table no .1

Dimension of moral judgement	N	Range	Minimum	Maximum	Mean	Standard Deviation
Retribution vs. restitution	200	16	12	29	17.56	4.26
Moral Reasoning	200	14	11	28	17.53	4.01
Efficacy of severe punishment	200	15	10	24	16.23	3.43
Immanent Justice	200	12	12	25	18.03	3.28
Communicable Responsibility	200	16	8	18.03	18.52	3.60
Total	200	34	66	120	90.51	9.94

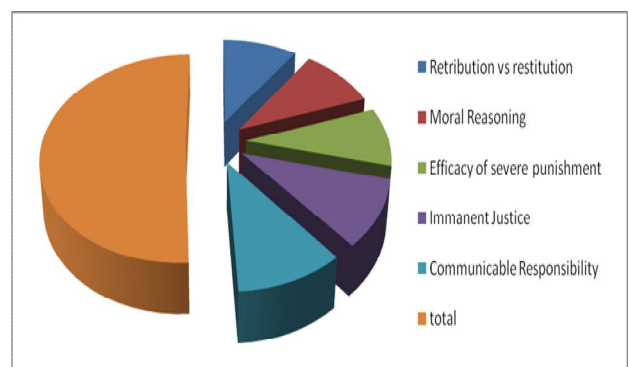


Fig. 1

Mean Scores of Moral Judgement among adolescent students from table 1, it is evident that mean of total moral judgement score is 90.51. Mean on various dimensions, such as immanent justice is 18.03, on the dimension of moral reasoning, it is 17.53, on the dimension of retribution vs. restitution it is 17.56, on the dimension of the efficacy of severe punishment, it is 18.03 and on communicable

responsibility, it is 16.23. The range of the total score lies between 66 to 120 and the standard deviation is 9.94.

Objective 2:To study the social maturity of adolescent students

Table 2 Statistics of Distribution of Social Maturity among adolescent student

Dimension of moral judgement	N	Range	Minimum	Maximum	Mean		Standard Deviation
Work orientation	200	28.20	14	39	27.31	0.273	5.07
Self Direction	200	26.00	12	36	26.73	.266	4.62
Ability to take stress	200	32.00	3	35	24.89	.321	4.15
Communication	200	30.00	14	35	23.81	.352	6.08
Enlightened trust	200	32.00	14	32	28.43	.372	6.43
Cooperation	200	23.00	17	36	26.23	.370	4.68
Social commitment	200	24.00	13	38	26.01	.265	4.60
Social Tolerance	200	31.00	14	40	28.45	.389	6.74
Openness to change	200	20.00	13	35	24.56	.321	5.62
Total	2000	145	124	165	13.5	1.346	19.37

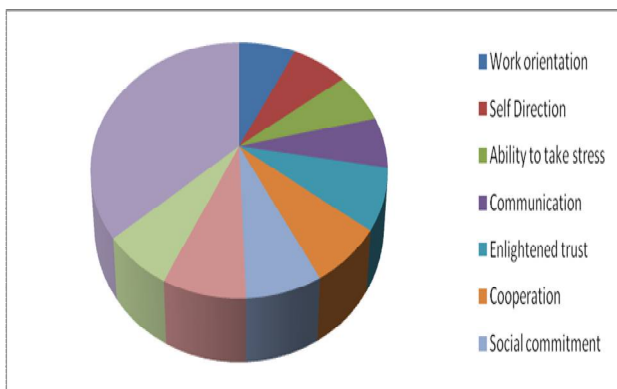


Fig. 2:

Mean Scores of Social Maturity among adolescent students From table 2, it is evident that mean of total social maturity score falls in above-average level of social maturity. The range of scores from 135 to 252 is from below-average level to a very high level of social maturity. On the dimension of personal adequacy (Work orientation, self-direction and ability to take stress), the mean score is 78.95 which lies in the average level of social maturity. While on the dimension of interpersonal relations (Communication, enlightening trust the cooperation), the mean score is 82.86 which lies in above-average level of social maturity. On the dimension of Social Adequacy (social commitment, social tolerance and openness to change), the mean score is 83.93, which is in the average level of social maturity. The standard deviation of the total social maturity score is 19.27.

Objective 3:

To study the relationship between moral judgement and social maturity of adolescent students Hypothesis 1: There is no significant relationship between moral judgement and social maturity of adolescent students

Table 3 Mean and Standard Deviation Scores of Moral Judgement and social Maturity

	Number	Mean	Standard Deviation
Moral Judgement	200	90.51	9.94
Social Maturity	200	135.00	19.27

Table 4 Relationship between Moral Judgement and Social Maturity

		Moral judgement	Social Maturity
Moral judgement	Pearson Correlation	1	0.265
	Sig. (2-Tail)	-	0.000
	N	200	200
Social Maturity	Pearson Correlation	.265	1
	Sig. (2-Tail)	.000	-
	N	200	200

Correlation is significant at the 0.05 level (2 tailed)

Table 3 depicts that the coefficient of correlation between Moral Judgement and Social Maturity of adolescent students is 0.265 which is significant at a 0.05 level of significance. So, the null hypothesis, i.e., “There is no significant relationship between moral judgement and social maturity of adolescent students.” is rejected. Hence, there exists a positive correlation between these parameters. It indicates that the moral judgement and social maturity of

adolescent students are positively correlated with each other. So it could be concluded that adolescents have more moral judgment if they are more socially mature

V. FINDINGS

1. The adolescent students belonging to the 11th standard of Rohtak district have a mean score of moral judgement of 91.51. The mean scores on various dimensions, such as immanent justice, moral reasoning, retribution vs. restitution efficacy of severe punishment, and communicable responsibility are 17.56, 17.53, 16.23, 18.03, 18.2 respectively. The range of the total score lies between 66 to 120 and the standard deviation is 9.93.
2. The adolescent students belonging to the 10th standard of District Kangra in Himachal Pradesh have a mean score of social maturity of 165.00 which shows that the social maturity score falls at an above-average level. The range of scores from 135 to 252 is from below-average level to a very high level of social maturity. On the dimension of personal adequacy (Work orientation, self-direction and ability to take stress), the mean score is 78.95 which lies in the average level of social maturity. While on the dimension of interpersonal relations (Communication, enlightened trust, cooperation), the mean score is 82.86 which lies in an above-average level of social maturity. On the dimension of Social Adequacy (Social commitment, social tolerance and openness to change), the mean score is 83.93, which is in the average level of social maturity. The standard deviation of the total social maturity score is 29.27.
3. It was found that there is a significant relationship between moral judgement and the social maturity of adolescent students. It indicates that the moral judgement and social maturity of adolescent students are positively correlated with each other. So it could be concluded that adolescents have more moral judgment if they are more socially mature.

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