

MORAL JUDGEMENT AND SOCIAL MATURITY AMONG ADOLESCENT STUDENTS OF ROHTAK

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Abstract

The present research work aims to study Moral Judgement among adolescent students of Rohtak in relation to their Social Maturity. The sample comprised of 300 students studying in 11th class. Moral Judgement of adolescents was judged by using MRT test by Km. Ranjana Gupta and Social Maturity of adolescent students was judged by using Social Maturity Scale by Nalini Rao. It was found that mean scores on Moral Judgement was found to be 91.51. Social Maturity of adolescent students was of high level in adolescent students. The coefficient of correlation between moral judgement is significant at .01 level.

Keywords: Moral Judgement, Social Maturity, gender, locality, adolescents

Introduction

Moral Judgement is judgement of certain behaviour or action as 'Right' or 'Wrong' with reference to some moral standards. Moral judgement is always in confirmation with the moral code of the particular social unit. It is based on 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 moral judgement. They project out their subjective mental state in their behaviour. Morality is the asset of a civilized society. It is intuition of moral standards by reason and logic and 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.

It judges the behaviour or action in context of moral standards. Moral judgement is always related to 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 arise 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 the society becomes the integral part of individual's personality during developmental process. It is judgement of values which indicates "what ought to be." It is a mental process of declaring a 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 parents behaviour also determine a child's moral judgement. Moral judgement is one aspect of social maturity.

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 society norms is active rather than passive one. Very young children's thinking on moral judgement is based on the consequences of the 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 consequences of 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 best moral learning came from these cooperative decision making and problem solving events. Children developed moral reasoning quickly at an early stage.

Introduction about Social Maturity

Social maturity is the unavoidable aspect of a child 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 perspective. 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 to relatively objective.
4. New stage of social development occurs as people become able to finally judges themselves in increasing 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 towards 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 real social world. It advances with maturity and age. Gradually he keeps on getting 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 level 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 significant impact on moral judgement of the child. **Singh (2011)** studied that students of low SES group have shown better moral judgement than the students of higher SES group. There exists no significant difference in the moral judgement of high and low SES group. **Subash (2012)** found that boys and girls differ in social maturity. Further it was found that there exist significant difference between the social maturity of students from Arts, commerce and science discipline. **Nagra and Kaur (2013)** studied social maturity among student teachers in relation to locality and subject stream. Sample comprised 200 student teachers from different education colleges of Hoshiarpur District Punjab. Results of the study revealed that teacher educators have high level of social maturity. While no significant difference was observed in social maturity of teacher educators in relation to locality and subject streams. Moreover there was no interaction effect of locality and subject stream on social maturity of teacher educators.

NEED OF THE STUDY

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

OBJECTIVES OF THE STUDY

Following objectives were realized for the present study.

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

HYPOTHESES

1. There is no significant relationship between moral judgement and social maturity of adolescent students.

Sample

Sample consisted of 300 adolescent students studying in rural and urban areas of Rohtak district. Purposive random sampling technique was used to select the district and further stratified random sampling technique was used to select the present sample.

TOOLS USED

1. **Moral Judgement:** Moral Judgement test for adolescents by Km. Ranjana Gupta was used.

The present tool judges 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:** Social Maturity scale by Dr. Nalini Rao was used to judge 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 was done using statistical techniques which is as under:

Objective 1: To study moral judgement of adolescent students

Table 1

Descriptive Statistics of Distribution of Moral Judgement among adolescent students

Dimension of Moral Judgement	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Immanent Justice	300	17.00	12.00	29.00	18.95	.253	4.38
Moral Reasoning	300	17.00	11.00	28.00	18.47	.234	4.06
Retribution vs. Restitution	300	15.00	10.00	25.00	17.97	.199	3.44
Efficacy of Severe punishment	300	12.00	12.00	24.00	18.03	.190	3.29
Communicable Responsibly	300	16.00	8.00	24.00	18.08	.208	3.60
Total	300	54.0	66.0	120.0	91.51	.573	9.93

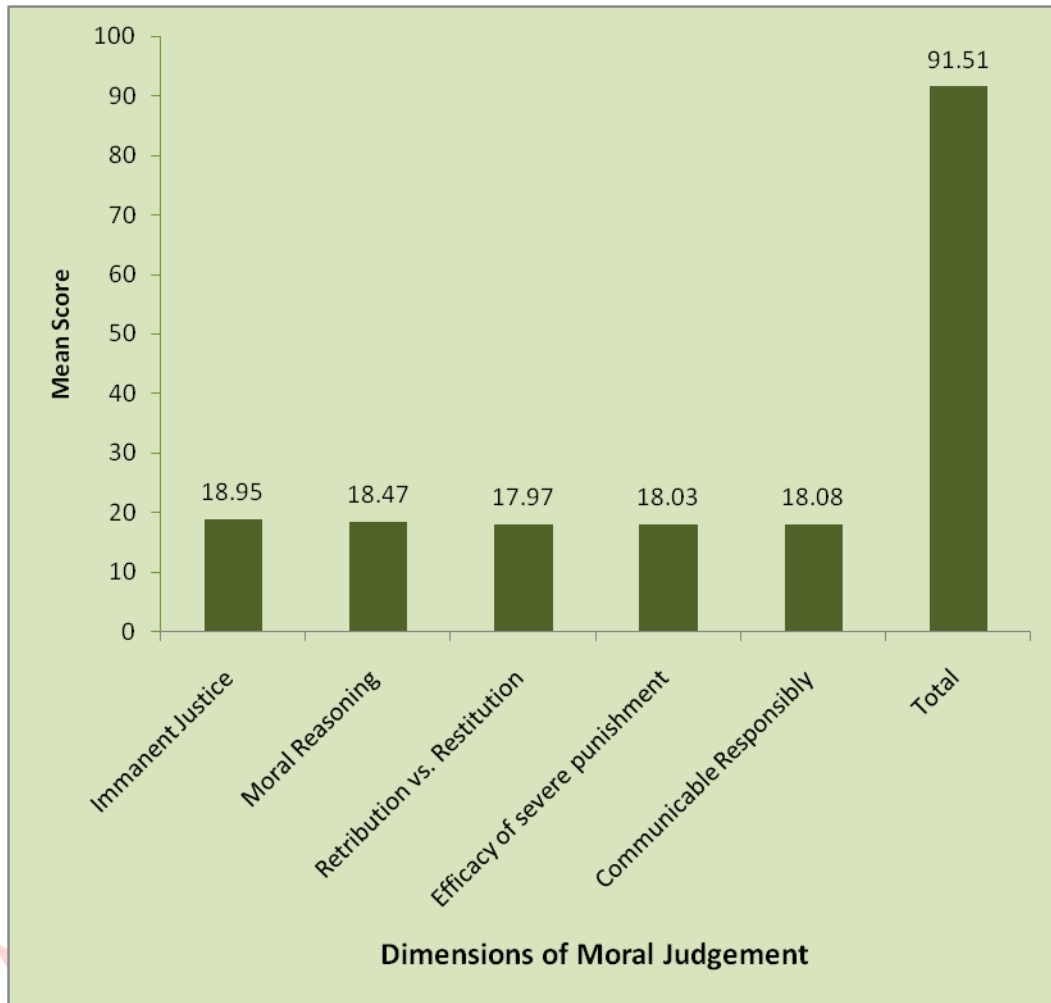


Fig. 1: Mean Scores of Moral Judgement among adolescent students

From table 1, it is evident that mean of total moral judgement score is 91.51. Mean on various dimensions, such as immanent justice is 18.95, on the dimension of moral reasoning, it is 18.47, on the dimension of retribution vs. restitution it is 17.97, on the dimension of efficacy of severe punishment, it is 18.03 and on communicable responsibility it is 18.08. Range of the total score lies between 66 to 120 and standard deviation is 9.93.

Objective 2: To study social maturity of adolescent students**Table 2****Descriptive Statistics of Distribution of Social Maturity among adolescent students**

Dimension of Social Maturity	N	Range	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Work Orientation	300	30.00	14.00	44.00	27.31	.293	5.07
Self Direction	300	28.00	12.00	40.00	26.74	.266	4.62
Ability to take stress	300	32.00	3.00	35.00	24.90	.351	6.08
Communication	300	34.00	14.00	48.00	29.48	.372	6.45
Enlightened Trust	300	23.00	17.00	40.00	27.24	.270	4.68
Cooperation	300	25.00	13.00	38.00	26.14	.266	4.60
Social Commitment	300	34.00	14.00	48.00	29.78	.389	6.74
Social Tolerance	300	28.00	13.00	41.00	28.45	.324	5.62
Openness to change	300	21.00	14.00	35.00	25.70	.267	4.63
Total	300	172.00	184.00	356.00	246.00	1.349	23.37

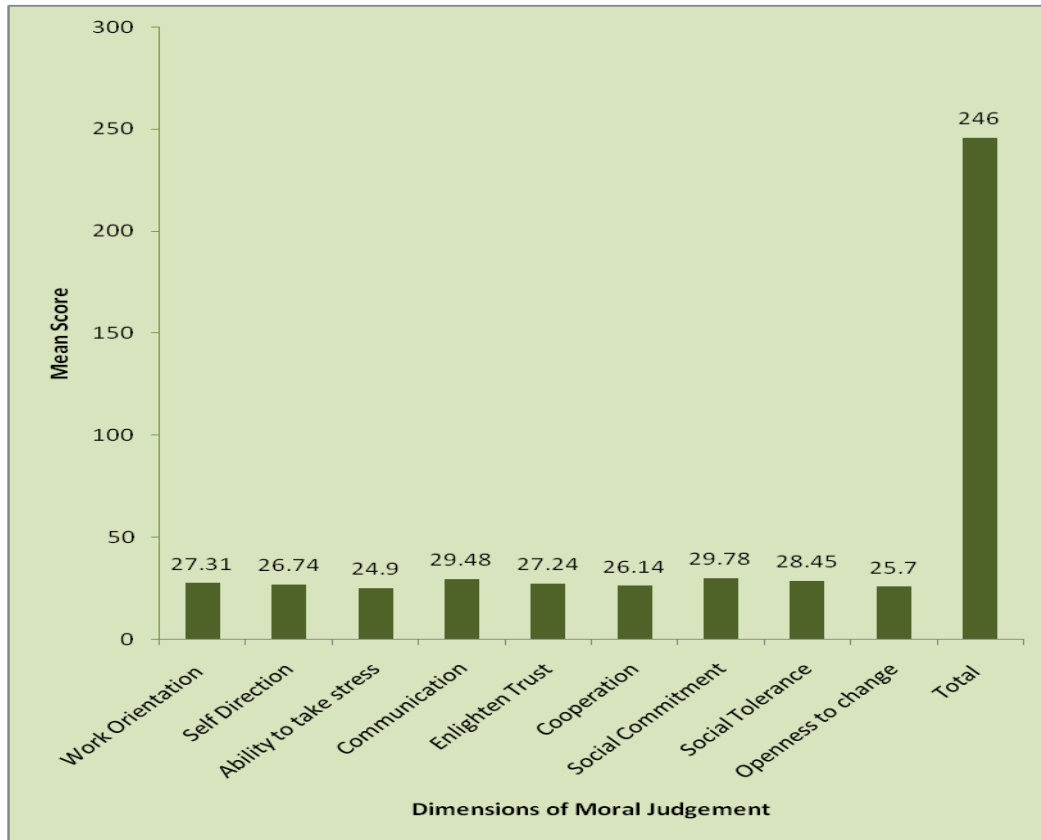


Fig. 2: Mean Scores of Social Maturity among adolescent students

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 184 to 356 is from below average level to 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 average level of social maturity. While on dimension of interpersonal relations (Communication, enlighten 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 scores is 83.93, which is in average level of social maturity. Standard deviation of total social maturity score is 23.27.

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**

	Mean	Std. Deviation	N
Moral Judgement	91.5133	9.93675	300
Social maturity	246.0033	23.37344	300

Table 3(a)**Relationship between Moral Judgement and Social Maturity**

		Moral Judgement	Social Maturity
Moral Judgement	Pearson Correlation	1	.380 ^{**}
	Sig. (2-tailed)		.000
	N	300	300
Social Maturity	Pearson Correlation	.380 ^{**}	1
	Sig. (2-tailed)	.000	
	N	300	300
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3(b)**Dimension-wise correlation between moral judgement and social maturity**

Moral Judgement ↓	Social Maturity									
	WO	SD	AS	CM	ET	CO	SE	ST	OC	Total
IJ	.274**	.079	.000	.145*	.048	.055	.278**	.147*	.012	.254**
MR	.236**	.178**	.078	.198**	.022	.149**	.261**	.223**	.000	.325**
RR	.004	.024	.170**	-.016	-.025	.127*	-.019	.028	.146*	.096
ESP	.004	.172**	.116*	-.055	.079	.058	-.031	-.026	.003	.063
CR	.063	.006	.028	.122*	.045	.191**	.267**	.108	-.005	.205*
Total	.243**	.175**	.139*	.165**	.064	.218**	.310**	.197**	.056	.374**

**Correlation is significant at the 0.01 level (2 tailed)

*Correlation is significant at the 0.05 level (2 tailed)

Table 3 depicts that co-efficient of correlation between Moral Judgement and Social Maturity of adolescent students is 0.380 which is significant at 0.01 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 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.

FINDINGS

1. The adolescent students belonging to 11th standard of Rohtak district have mean scores of moral judgement 91.51. The mean scores on various dimensions, such as immanent justice, moral reasoning, retribution vs. restitution efficacy of severe punishment, communicable responsibility are 18.95, 18.47, 17.97, 18.03, 18.08 respectively. Range of the total score lies between 66 to 120 and standard deviation is 9.93.
2. The adolescent students belonging to 11th standard of Rohtak district have mean scores of social maturity 246.00 which shows that social maturity score falls in above average level. The range of scores from 184 to 356 is from below average level to 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 average level of social maturity. While on dimension of interpersonal relations (Communication, enlightened trust, 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 scores is 83.93, which is in average level of social maturity. Standard deviation of total social maturity score is 23.27.
3. It was found that here is a significant relationship between moral judgement and social maturity of adolescent students. It indicates that 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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