

Moral Judgement of Prospective Teachers in Relation to their Parental Behaviour and Type of Family

Dr. Navdeep Kaur, Assistant Professor, Department of Education, Guru Nanak Dev University, Amritsar
Saru Gill, Research Scholar, Department of Education, Guru Nanak Dev University, Amritsar

INTRODUCTION

Education in its general sense is a form of learning in which the knowledge, skills, and habits of a group of people are transferred from one generation to the next through teaching, training, or research which frequently takes place under the guidance of others, but may also be autodidactic. The aim of Education is to make man physically, mentally, morally and totally mature, open minded, helpful, practical and independent in every field. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered education. It has a great social importance especially in the modern, complex industrialized societies. It is important in completing the socialization process, transmitting the central heritage, in the formation of social personality, in reformation of attitudes, education for occupational placement, conferring of status, and in encouraging the spirit of competition. Another important feature of education is imparting moral values in students. Value theory encompasses a range of approaches to understanding how, why and to what degree people value things; whether the thing is a person, idea, object, or anything else. Education is nothing without moral values. Moral refers to rightness or wrongness of whatever is under consideration. Moral judgement of prospective teacher will surely affect the character building procedure of next generations. This is because teachers are the building blocks of educational edifice.

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their task effectively in the classroom, school and wider community. A student teacher is a student in a College of Education who is teaching under the supervision of a qualified teacher educator in order to obtain a degree in Education.

Therefore moral judgement of prospective teachers is a vital area of study in research. When judging a behavior as morally good or bad, people refer to their internal representations of these norms and values. Firstly moral judgement of prospective teachers is studied in relation to parental behavior because parents play an important role in developing habits of the students.

The morality of student teachers is also studied in relation to another independent variable i.e. the type of family. The type of family is classified into two parts i.e. nuclear family and joint family. There are several types of pros and cons of nuclear and joint families that cover psychological, sociological, emotional and even economic aspects. This variable also determines the capacities, ideas, and ambitions in the student teacher. Both types of families have different norms, values and morals.

JUSTIFICATION OF THE PROBLEM

Moral values and graciousness were prominent in the past in most of the students. Majority of youth then learnt respect, courtesy, decency, propriety, honesty and righteousness from a young age and had enough self discipline to hold these values. However moral values and self discipline are slowly diminishing over the years as most of the younger generations are gradually disregarding these ethics.

Positive moral values are important because they allow you to have an overall feeling of peace and joy. Moral values can give meaning and purpose to your life. You are able to direct your behavior towards beneficial and fulfilling activities. When you live your life according to moral values that are based on honesty, compassion, courage, modesty, and forgiveness, then you can also form positive bonds with other people.

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. The decline is due to the gap between the material and spiritual progress, over emphasis on wealth, power and individualism, change in the economic and social structure of the human society, imbalance between ancient values, nuclear family system, lazy parents, students more concerned to their entertainment than morals, over ambitious, greedy and lack of foresight on consequences. This study is made on prospective teachers to see their moral judgement.

This study will help to know that whether the education colleges of current scenario are producing teachers or technicians?

STATEMENT OF THE PROBLEM

“MORAL JUDGEMENT OF PROSPECTIVE TEACHERS IN RELATION TO THEIR PARENTAL BEHAVIOUR AND TYPE OF FAMILY”

DELIMITATION OF THE PROBLEM

1. The present study was restricted to the prospective teachers of colleges of education affiliated with Guru Nanak Dev University, Amritsar.
2. Only three variables i.e. moral judgement, parental behaviour and type of family are investigated in the present study.

OBJECTIVES OF THE STUDY

1. To find out moral judgement of prospective teachers.
2. To compare the moral judgement of prospective teachers with favorable and unfavorable parental behaviour.
3. To compare the moral judgement of prospective teachers of nuclear and joint families.
4. To study the relationship between moral judgement and parental behaviour of prospective teachers.
5. To study the interaction effect of parental behaviour and type of family on the moral judgement of prospective teachers.

HYPOTHESES

1. There is no significant difference in the moral judgement of prospective teachers with favorable and unfavorable parental behaviour.

2. There is no significant difference in the moral judgement of prospective teachers of nuclear and joint families.
3. There is no significant relationship between moral judgement and parental behaviour of prospective teachers.
4. There is no interaction effect of parental behaviour and type of family on moral judgement of prospective teachers.

METHOD AND PROCEDURE

To achieve the objectives in the present study, descriptive survey method was used.

SAMPLE

The study was carried on 200 students in various colleges of education under Guru Nanak Dev University, Amritsar.

TOOLS USED

The following tools were used to collect the data:-

1. Moral Judgement Test by Urmila Rani(1991)
2. Bio-data Sheet for Type of Family.
3. The Parental Behaviour Differential by R. Kaur(1989)

STATISTICAL TECHNIQUES USED

1. Descriptive statistics like mean, standard deviation, standard error of the means and t-test were calculated.
2. Significance of the difference between mean and S.D's.
3. Pearson product movement correlation technique is used to calculate the relationship between moral judgement and parental behaviour.
4. Two-way Anova is also calculated to know the effect of parental behaviour and type of family on moral judgement of prospective teachers.

RESULTS AND DISCUSSIONS

HYPOTHESIS I

“There is no significant difference in the moral judgement of prospective teachers with favourable and unfavourable parental behaviour.”

In this hypothesis, it is assumed that there would be no significant difference in the moral judgement of prospective teachers with respect to their favourable and unfavourable parental behaviour. To test the hypothesis, mean and S.D. of both students belonging to both the groups i.e. favourable and unfavourable was calculated.

This was done to further calculate the critical ratio. The following table shows the resultant values obtained in the

calculation of critical ratio. These values are obtained from data collected.

Table 1
Shows Significance of the Means in the Favourable and Unfavourable Parental Behaviour on moral judgement test.

Variables	Number of Cases in Sample	Mean	Standard Deviation	Standard Error of the Mean	Critical Ratios	Inference
Favourable Parental Behaviour	152	44.16	19.70	1.956	4.862	Significant at 0.05 and 0.01 level
Unfavourable Parental Behaviour	48	34.65	7.82			

Table 1 shows the significant difference in the mean scores of favourable and unfavourable parental behaviour on the moral judgement test. The above table shows that the hypothesis-I is not accepted because the calculated value of critical ratio is greater than the standardized values for large sample i.e. 1.96 at 0.05 level of significance and 2.58 at 0.01 level of significance. The calculated value is 4.862 which is more than 1.96 and 2.58. Hence the hypothesis "There is no significant difference in the moral judgement of prospective teachers with favourable and unfavourable parental behaviour." is rejected at both levels of significance. This shows that there is significant difference in the moral judgement of prospective teachers with favourable and unfavourable parental behaviour.

In this hypothesis, it is assumed that no significant difference in the moral judgement of prospective teachers exist who belong to nuclear and joint families. In other words, it is said that the moral judgement of an individual is not effected from the type of family from where one belongs. In order to test this hypothesis, moral judgement scores of students belonging to nuclear and joint families were calculated separately. Mean and standard deviations (S.D.) of both the levels of type of family are calculated. This is done to ultimately calculate the critical ratio. Critical ratio obtained would help one to know that whether there is any difference or not in the moral judgement of prospective teachers from nuclear and joint families.

HYPOTHESIS II

"There is no significant difference in the moral judgement of prospective teachers of nuclear and joint families."

The following table shows the resultant values obtained in the calculation of critical ratio. These values are obtained from data collected.

Table 2
Showing Significance of the Means in the Students from Nuclear and Joint Families on the moral judgement test.

Variables	Number of Cases in Sample	Mean	Standard Deviation	Standard Error of the Mean	Critical Ratios	Inference
Nuclear Families	117	44.96	5.41	0.96	7.78	Significant at 0.01 and 0.05 level
Joint Families	83	37.480	7.48			

The table 2 shows Significance of the Means in the Students from Nuclear and Joint Families on the moral judgement test. From Table 2, the value of critical ratio is 7.78. This value is greater than 1.96 and 2.28 at 0.05 and 0.01 level of significance respectively. The calculated value is compared with the standardized valued that the size of sample is 200 in total which is considered as large sample. In comparison, we came to know that the second hypothesis "There is no significant difference in the moral judgement of prospective teachers of nuclear and joint families" also rejected because the value of critical ratio is greater than 1.96 and 2.58. In other words, there is significant difference in the moral judgement of prospective teachers of nuclear and joint families.

HYPOTHESIS III

"There is no significant relationship between moral judgement and parental behaviour of prospective teachers."

In this hypothesis, the relationship between the dependent variable i.e. moral judgement and independent variable i.e. parental behaviour is tested. It is assumed that there is no effect of favourable and unfavourable parental behaviour on the moral judgement of the prospective teachers. The following table shows the relationship between moral judgement and parental behaviour of prospective teachers. In order to do analysis of this hypothesis, Pearson Product Moment Correlation was calculated to find relationship between the two variables.

Table 3
Correlation Table

Variables	Number of Cases in Sample	df	r	Table Values	Inference
Moral Judgement	200	200-2=198	0.55=Moderate Positive Correlation	At 0.05 Level Of Significance= 0.138	Significant
Parental Behaviour	200			At 0.01 Level Of Significance= 0.181	Significant

*df- degree of freedom

Table 3 shows that product moment correlation was applied to know relationship between moral judgement and parental behaviour. The sample size to test this hypothesis is 200 where moral judgement score of 200 students is 8375 and scores on parental behaviour test of 200 students is 9943. This led us to obtain the moderate positive correlation of 0.55. When the calculated value of 0.55 is compared with tabulated value at 0.05 level of significance and 0.01 level of significance. At 0.05 level of significance, the tabulated value is 0.138 and at 0.01 level of significance, the tabulated value is 0.181. The calculated value i.e. 0.55 is greater than the tabulated

values at both levels of significance. Therefore, the hypothesis, "There is no significant relationship between moral judgement and parental behaviour of prospective teachers" is not accepted. This shows that with the change in parental behaviour, the moral judgement of students is significantly influenced.

HYPOTHESIS IV

"There is no interaction effect of parental behaviour and type of family on moral judgement of prospective teachers."

Table 4
Summary: Analysis of Variance

Source of Variation	Degree of Freedom	Sum of Square (Ss)	Variance	F-Value	Inference
Among the Mean of Conditions	$K-1 = 4-1 = 3$	254.0625	84.6875	30.77	Significant at 0.05 and 0.01 level
Within (SSA)	1	0.1875	0.1875		
Within (SSB)	1	3296.1458	3296.1458		
Interaction (A×B)	1	3550.5205	3550.5205		
Within Conditions	$N-K = 48-4 = 44$	5077.75	115.40		

From the above table, we can analyze that sum of square of means is 254.0625 and the sum of square within conditions is 5077.75. The full form of SSA is sum of square within favourable and unfavourable parental behaviour. "A" is denoted to Parental Behaviour. The full form of SSB is sum of square within students belonging to nuclear and joint families. "B" is denoted to Type of Family.

The interaction between A and B i.e. between parental behaviour and type of family is 3550.5205. The F-value for interaction between A and B is 30.77. This is calculated value of Anova to see the interaction between both the independent variables i.e. parental behaviour and type of family. The calculated F-value is compared with the table values of F at 0.05 and 0.01 level of significance with respect to degree of freedom 1 and 44. The table value of F at 0.05 level of significance is 4.06 and table value of F at 0.01 level of significance is 7.23. At both the levels of significance, the calculated values are greater than the tabulated values. Therefore, the initially

propounded null hypothesis, "There is no interaction effect of parental behaviour and type of family on moral judgement of prospective teachers." by the researcher is rejected.

This states that there is interaction effect of parental behaviour and type of family on moral judgement of prospective teachers.

FINDINGS

It is interpreted that that the students have favourable parental behaviour have good moral judgement in comparison to students with unfavourable parental behaviour. Moral judgement is the indicator of individual reasons while deciding whether behaviour is right or not. If there is parental acceptance, one would be more active, interactive, social, happy and satisfied leading to high level of moral judgement. But if an individual does not perceive his parents behaviour as favourable then her moral judgement would be low. The unfavourable parental

behaviour could be high level of parental control, parental dominance, prolonged deprivation, very high expectation from the child etc. it's interpreted from the analyzed data that students belonging to nuclear families have better performance on the moral judgement test. The students from joint families were having fewer score on moral judgement test than students from nuclear families. The nuclear families are non-traditional respecting the changes in the modern society. Change in parental behaviour leads to significant change in the moral judgement of the students. It is concluded that there is interaction effect of parental behaviour and type of family on moral judgement of prospective teachers. The results show that parental behaviour and home variables are significantly effecting the moral judgement of the students.

CONCLUSION

Teachers of education should take up as their moral responsibility to sharpen the behaviour of prospective teachers. They should ignore that age factor of their students while giving them moral instructions. Because the prospective teachers should be morally sound in order to give their best while teaching practically in schools. Certain specific theme training programmes should be introduced for the teachers of Education Colleges in order to update their learning. The teachers should be encouraged to participate by giving lectures, showing moral based short stories on PowerPoint etc. In this way, teachers will be directly take-up responsibility in providing the moral education to their students called prospective teachers.

BIBLIOGRAPHY

- [1] Baya & Amol Roby (1993). The effect of mother's employment and social class: *Dissertation Abstract International*: **53(10)**, 3443.
- [2] Betty, S. (1992). Adolescents moral judgement and perceptions of family interactions: *Journal of Family Psychology*. **6(2)**, 128-138.
- [3] Bhargava, I. (1986). Development of moral judgement among children at concrete and formal operational stages and its relationship with the variable of home and educational environment: *Ph.D. Education*, Chandigarh: Punjab University.
- [4] Bucian Konrad & Wojciszke Bogdan (2014). Self-Interest Bias in Moral Judgement. *Dept. of Psychology*, Poland: University of Social Sciences and Humanities, Sopot Campus. <http://psp.sage.pub.com>
- [5] Bunzl, Coder & Wirt (2008). Enhancement of Maturity of Moral Judgement by Parent Education: *Journal of Abnormal Child Psychology*: **5**, 177-186.
- [6] Garg, K (1983). The effects of the Parental behaviour of parents upon the mental health and adjustment of adolescents: *Indian Psychological Abstracts*, **24(2)**, 432-450.
- [7] Garg, R.R. (1983). Children's Perception of Parental Disciplinary Practice and its Relation to Development of Personality Needs: Moral Judgement and Problem Solving Ability: *Ph.D. Education Dept.*, Agra: Agra University.
- [8] Goldscheider Frances (Feb 10, 2014). Study of men's involvement in the family. *Journal of family issues*, **35(7)**, 879-890.
- [9] Gottfried (1994). Role of parental motivational practices in children's academic intrinsic motivation and achievement. *Journal of Educational Psychology*, **86**, 104-113.
- [10] Gupta, K.M. (1984). Moral Development of School Children. *Ph.D. Education*. Gujarat: Gujarat University.
- [11] Kaur, K. (1986) Emotional Maturity of Adolescent Pupils in relation to divergent pattern of parental behaviour. *Unpublished Dissertation*, Amritsar : G.N.D.U. Amritsar.
- [12] Kaur, Mohan (1992). Perception of child rearing practices: adjustment and academic achievement of children of working and non-working mothers: *Ph.D. Thesis* : Chandigarh: Punjab University, Chandigarh.
- [13] Lansford Jennifer E. (March 2009). Parental divorce and children's adjustment. *Centre for Child and Family Policy, Duke University*, **4(2)**, 140-152.
- [14] Laosa, L.M. (1982). School occupation, culture and family. The impact of parental schooling on parent-child relationship: *Journal of Education and Psychology*, **74**, 791-827.
- [15] Nakes, R (1983) Adolescents moral judgement and deliberation on classical and practical moral dilemmas. *Dissertation Abstracts International*. **37(12)**, 331-389.
- [16] Pawan (2004). Attitude of students towards school in relation to parental encouragement. *M.Ed. Dissertation*, Chandigarh: Punjab University.
- [17] Sigman, Ungerer & Russell (1983). Moral Judgement in relation to Behavioral and Cognitive Disorders in Adolescents. *Department of Psychiatry*, California: Mental Retardation Research Centre, California.
- [18] Simran (2005). Study of parental behaviour to the mental health of XII grade students. *M.Ed. Dissertation*, Chandigarh: Punjab University.
- [19] Singh, R.S. (1983). Children's Moral Judgement in relation to prolonged deprivation and parental attitudes. In *4th Survey of Research Indian Education*, edited by M.B. Buch, 439.
- [20] Young Liane & Koenigs Michael (2007). Investigating emotions in moral cognition: a review of evidence from functioning neuro-imaging and neuro-psychology. bmb.oxfordjournals.org. **84(1)**: 69-79.