

RELATIONSHIP BETWEEN MORAL JUDGEMENT AND EMOTIONAL COMPETENCE OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present investigation was undertaken to study the moral judgement of secondary school students in relation to their emotional competence. The researcher had selected 600 students in government, aided and non-aided secondary schools giving representation to sex. The moral judgement scale developed by Prabhu K.H and Dr. Haseen Taj and the Emotional competence scale developed by S C Sharma and Bharadwaj.R's were used as tools. In order to visualize the nature of score of distribution of the data collected, numerical determinants like Mean, SD were worked out, Pearson's product moment correlation was applied to find out the relationship between moral judgement and emotional competence of secondary school students and 't' test was applied to find out the significance of difference between different variables. The study found that there is a positive significant relationship between moral judgement and emotional competence of secondary school students and also the study found that there is a significant difference in the moral judgement of boys and girls of secondary school students; it further revealed that aided-unaided secondary school students had higher moral judgment as compared to government-aided secondary school students.

INTRODUCTION

The role of emotions in our moral psychology have long been the focus of philosophical dispute. Critically, it has often been asked: does emotion influence moral judgment or merely motivate morally relevant action? Recently neurological and behavioral data has been marshalled in favor of the claim that emotion is necessary for moral judgment, if not both necessary and sufficient. Although there is ample support for the claim that emotion has some role in moral thought and moral motivation, current evidence is insufficient to explain when or how emotion has a role in our moral judgments. It is argued that the existing data cannot establish 'the synchronic claim' that emotion partially or wholly constitutes our moral capacities, nor can it establish 'the diachronic claim' that emotion is necessary for the development of our moral capacities. Our goal is to clarify the relationship between current empirical evidence and existing theories concerning the source of our moral judgments.

The term 'moral' is more contentious. Yet, although there is debate over the scope of the term, there is a broad consensus that

physically harming others and violating considerations of fairness are central to the moral domain, although there are clearly other aspects of morality as well.

The word 'moral' comes from the Latin word "mos". This means custom practice, a way of accomplishing things. Therefore, it has come to mean "belonging to manners and conduct of men", "pertaining to right and wrong, good in conduct". People in general consider the word to mean proper or good or right conduct. Morality is the conformity to the moral code of the social group. It is the internalization of a set of virtues, ideas and values sanctioned by society which become an integral part of the individual self through the process of development. It is considered as a sum total of an individual's way of behaving which is judged in terms of ethical rightness or wrongness. Hence the ability to make moral judgment plays an important facet of the total development of the child. Moral judgement involves the cognitive capacity and insight to see the relationship between an abstract principle and concrete cases and judge

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the situations as right or wrong, keeping in view the knowledge of moral standards. It is the by-product of child's general social experiences which enables him to evaluate worthiness or unworthiness of an action as good or bad. Freud (1933) conceived of the super ego as the main agent in this process and emphasized its observing, judging and punishing aspects. By describing the super ego as a moral arm of personality with its two subsystems, conscience and ego ideal, he explored the effectiveness dimensions of morality and threw light on the dark corners out of which morality grows. The theory which most directly inspired the research on moral judgment has been that of the Swiss psychologist, Piaget (1928, 1932) who endeavoured to interpret the child's concept of moral rules. He attempted to test children 's moral judgment towards intentional and unintentional wrong doing and described six types of moral thoughts which appeared in children of different age groups viz, intentionality in judgement, relativism in judgement, independence of sanctions, use of reciprocity, use of punishment as restitution and reform and naturalistic view of misfortune. More recently, studies on moral judgment have conducted by Kohlberg (1968) in which he asked the children to judge the morality of conduct described in stories. His study presents a topological scheme describing general structure and forms of moral thought.

Recent work in the cognitive and neurobiological sciences indicates an important relationship between emotion and moral judgment. Based on this evidence, several researchers have argued that emotions are the source of our intuitive moral judgments. However, despite the richness of the correlational data between emotion and morality, it is argued that the current neurological, behavioral, developmental and evolutionary evidence is insufficient to demonstrate that emotion is necessary for making moral judgments.

OBJECTIVES

1. To find out the relationship between emotional competence and moral judgement of secondary school students.
2. To find out, whether the differences in levels of emotional competence of secondary school students would account for significant differences in their moral judgement.
3. To find out, whether the differences in sex, type of school management, type of family, size of family and medium of instruction of secondary school students would account for significant differences in their moral judgement.
4. To find out main and interaction effect of emotional competence, sex, type of family, size of family, type of school management, and medium of instruction of secondary school students with each other on their moral judgement.

HYPOTHESES

1. There is no significant relationship between the emotional competence and moral judgement of secondary school students.
2. There is no significant difference in the moral judgement of secondary school students having different levels of emotional competence.
3. There is no significant difference in the moral judgement of secondary school students with sex, types of family, sizes of family, types of school management and medium of instruction.
4. There is no significant main and interaction effect of sex, type of family, size of family, type of school management, medium of instruction and emotional competence with each other on their moral judgement of secondary school students.

SAMPLE

The sample was a stratified, random sample. The sample was stratified on the basis of type of school management and sex of the students. The chosen sample consisted of 4 Government Schools, 4 Aided Schools and 5 Unaided Schools with 288 boys and 312 girls were randomly selected.

There were basically three statistical techniques used to test the various hypotheses. They were:

1. Mean difference test
2. Co-efficient of correlation
3. Analysis of Variance.

TOOLS USED

1. Moral Judgement scale has been developed by Prabhu KH and Dr.Haseen Taj (2012).
2. Emotional competence scale developed by S.C. Sharma and Bharadwaj R.'s (1998)

ANALYSIS, INTERPRETATION AND DISCUSSION

**Table 1:
Correlation of emotional competence and moral judgement scores of secondary school students**

Sl.No	Variables	N	df(N-2)	'r'	Level of significance
1	Moral Judgement	600	598	0.287**	P>0.01
2	Emotional Competence	600	598		

* Significant at the 0.05 levels of probability,
** Significant at the 0.01 levels of probability

From the table 1, it can be seen that the obtained 'r' value of 0.287 is much greater than that of the table value of 0.115 at 0.01 levels. This shows that there is a high positive correlation between moral judgement and emotional competence of secondary school students, and the null hypothesis is rejected. Therefore, it is concluded that there is significant relationship between moral judgement and emotional competence.

**Table 2
Sizes, Means, Standard deviations, Standard Errors of difference, and t-values of Moral Judgement scores of secondary school students.**

S. No.	Groups	N	M	σ	σ_D	t value	Level of significance
1.	High competence Emotional	147	177.39	8.64	5.74	4.68	(P>0.01)
	Moderate Competence Emotional	296	171.36	14.38			
2.	High competence Emotional	147	177.39	8.64	8.76	9.94	(P>0.01)
	Low Competence Emotional	157	158.67	21.26			
3.	Moderate Competence Emotional	296	171.36	14.38	7.90	7.53	(P>0.01)
	Low Competence Emotional	157	158.67	21.26			

The N's, the means, the standard deviations, the σ D's, and the t-values of moral judgement scores of higher emotional competence, moderate emotional competence levels and moderate emotional competence, low emotional competence levels and low emotional competence, high emotional competence levels of secondary school students are given.

The obtained 't' values on different levels of family relationship, i.e., High, Moderate and Low (mean=177.39, 171.36and 158.67respectively) was found to have significant effect on the moral judgement of secondary school students. Since the obtained' value of 4.68, 9.94and 7.53 were found to be significant either at 0.05 or 0.01 level. This indicates the effect of emotional competence on the moral judgement of secondary school students.

All the t-values are significant.

**Table-3:
Size, Mean, Standard Deviation, Standard errors of mean and t-values of the Moral Judgement scores of secondary school students.**

Sl.No	Variables	Group	Sizes	Mean	SD	SEM	t test	Level of significance
1	Sex	Boy	288	166.46	17.91	1.06	4.32	0.01
		Girl	312	172.34	15.40	0.87		
2	Type of Family	Nuclear	476	169.54	16.10	0.78	0.07	NS
		Joint	124	169.42	16.80	1.50		
3	Size of Family	Small	356	169.73	16.29	0.86	0.03	NS
		Moderate	183	169.78	15.59	1.15		
		Small	356	169.73	16.29	0.86	0.93	NS
		High	61	167.49	23.22	2.97		
		Moderate	183	169.78	15.59	1.15	0.87	NS
		High	61	167.49	23.22	2.97		
4	Type of School Management	Government	176	170.10	18.53	1.40	2.15	0.05
		Aided	175	165.71	19.78	1.50		
		Government	176	170.10	18.53	1.40	1.12	NS
		Unaided	249	171.78	12.54	0.79		
		Aided	175	165.71	19.78	1.50	3.87	0.01
		Unaided	249	171.78	12.54	0.80		
5	Medium of Instruction	Kannada	199	168.59	19.89	1.41	0.95	NS
		English	401	169.98	15.20	0.76		

It is clear from the above table 3 that boys and girls considerably differ in their moral judgement. The obtained t-value is found to be significant at 0.01 level, Hence sex accounts for significant differences in the moral judgement of secondary school students. Therefore, the null hypothesis is rejected.

It is clear that students from different type of families do not differ in their moral judgement. The obtained t-value is found to be 0.072 which is

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statistically not significant. Hence type of family accounts for significant differences in the moral judgement of secondary school students. Therefore, the null hypothesis is accepted.

It is clear that students from different sizes of family do not differ in their moral judgement. The obtained t-value is found to be 0.031, 0.925 and 0.869 which are statistically not significant. Hence type of family accounts for significant differences in the moral judgement of secondary school students. Therefore, the null hypothesis is accepted.

It is very much clear that students from different types of school do not differ in their moral judgement. The obtained t-value is found to be 2.145 and 3.867 which are statistically not significant. Hence type of school accounts for significant difference in the moral judgement of secondary school students. Therefore, the null hypothesis is accepted. The obtained t value of government and unaided is found to be not significant. Therefore, the hypothesis is rejected and in its place an alternative hypothesis is accepted.

It is clear from the above table that medium of instruction of secondary schools does not differ in their moral judgement. The obtained t-value of 0.948 is found statistically not significant. Therefore the null hypothesis is accepted.

**Table 4:
Results of 2 way ANOVA for emotional competence with other main independent variables**

Source of Variation	Sum of squares	df	Mean squares	f-value	Level of significance
Emotional_Competence	27268.97	2	13634.49	58.59	0.01
Sex	3446.13	1	3446.14	14.81	0.01
2- way interaction	422.99	2	211.50	0.91	NS
Error	138233.14	594	232.71		
Total	1.741	600			

Emotional_Competence	24189.20	2	12094.60	51.62	0.01
Size of Family	906.21	2	453.11	1.93	NS
2- way interaction	3596.41	4	899.10	3.84	0.01
Error	138475.01	591	234.31		
Total	1.74	600			

Emotional_Competence	48732.38	2	24366.19	130.24	0.01
Type of Family	11095.18	2	5547.59	29.65	0.01
2- way interaction	22334.21	4	5583.55	29.85	0.01
Error	110568.07	591	187.09		
Total	1.74	600			

Emotional_Competence	21287.97	2	10643.99	44.85	0.01
Type of School Management	62.619	1	62.62	0.26	NS
2- way interaction	1412.090	2	706.05	2.98	NS
Error	140976.22	594	237.33		
Total	1.741	600			

Emotional_Competence	49671.770	2	24835.89	123.48	0.01
Medium of Instruction	9137.970	1	9137.97	45.43	0.01
2- way interaction	19762.524	2	9881.26	49.13	0.01
Error	119474.61	594	201.14		
Total	1.741	600			

From the Table No.4, It can be seen that sex and emotional competence have significant main effect and there is no 2-way interaction effect of both the variables on the moral judgement of secondary school students.

Type of family and emotional competence both have main effect as well as interaction effect on the moral judgement of secondary school students.

Size of family has no significant main effect but emotional competence has large main effect on the moral judgement and there is 2-way interaction effect of the above variables on the moral judgement of secondary school students.

Type of school management has significant main effect but emotional competence has no main effect and also both have no interaction effect on the moral judgement of secondary school students.

Medium of instruction and emotional competence have both significant main effect and the interaction effect on the moral judgement of secondary school students.

DISCUSSION OF RESULTS

Some of the studies conducted by different researchers found the similar results of the present results of the study as follows. The study conducted by Seon-Young Lee & Paula

Olszewski-Kubilius(2006), The Substantial study examined the level of moral judgment, emotional competence, and leadership of more than 200 gifted high school students who participated in an accelerative academic program or an enrichment leadership program through a university-based gifted institute. Major findings include that on emotional competence, gifted males were comparable to students in the age normative sample, while gifted females lagged behind the norm group. Regardless of gender, gifted students had higher scores on adaptability but lower scores on stress management and impulse control ability compared to the normative sample. on moral judgment, gifted students were comparable to the level of individuals with master's or professional degrees, and they showed an above-average level of leadership compared to the normative sample. no differences were found in students' scores on the 3 scales by the type of program (academic versus leadership). and another study of V. S. Athota, Peter J. O'Connor and C.Jackson(2009) They study the various relationships between Emotional Competence, the Big Five Dimensions of personality, and Moral Judgement. A model of the relationship between these variables was tested, and it was hypothesized that Emotional Competence would predict personality traits, and that these personality traits would then predict Moral Judgement. Importantly, it was hypothesized that Emotional Competence would indirectly predict Moral Judgement, via its relationship with personality traits. All three hypotheses were supported.

As discussed earlier, the literature provides conflicting views about the relationships between Emotional Competence and Moral Judgement. Goleman's (1995) understanding of the moral view of Emotional Competence is different to Mayer and Pizzaro's (2000) moral view of Emotional Competence. Mayer and Pizzarro's (2000). In this paper, consistent with Goleman (1995), we suggested that there is a relationship between Emotional Competence and Moral Judgement. Specifically, we suggested that personality traits (in combination)

mediate the relationship between Emotional Competence and Moral Judgement.

EDUCATIONAL IMPLICATIONS

1. Correlation analysis of the data revealed that there is a significant and high positive relationship between moral judgements of secondary school students with their emotional competence. This clearly implies the importance of emotional competence in the development of moral judgement.
2. To promote healthy and moral development of children, special attention needs to be given to their skills and abilities regarding emotions by teachers and parents just as with non gifted children. Similarly, while academically students appear to have some propensity for reaching higher levels of moral judgement and demonstrating leadership, special and specific programs and interventions are also needed to optimize the development of these attributes.
3. Teachers and family members are the role models for children to imitate them. Therefore parents must show love, sympathy, and social skills. These principles are a part of society's culture and have to be reinforced continuously.
4. To educate a man in mind and not in morals is to educate a menace to society. After home, school is a crucible that will heavily influence children's attitude and behaviour. Puberty is a time of change in child's biology. Thinking capacities and brain functioning are also crucial at this stage. This is the time to be socially responsible and appropriate to control emotions so as to have an optimistic outlook. There is a need to infiltrate lessons of emotional competence into the fabric of school life.

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