A STUDY OF THE INFLUENCE OF PERSONALITY FACTORS ON THE REASONING OF MORAL JUDGMENT OF INTERMEDIATE STUDENTS

Dr. B. Yella Reddy¹, Dr. K. Sekhar² and Dr. T. I. Nagarjuna³

1. Assistant Professor, Department of Education, Sree Rama College of Education, Srinivasapuram, Tiruchanoor Post, Tirupati, Andhra Pradesh, India.
2. Principal, Sree Rama College of Education, Srinivasapuram, Tiruchanoor Post, Tirupati, Andhra Pradesh, India.
3. Assistant Professor, Department of Education, Sree Rama College of Education, Srinivasapuram, Tiruchanoor Post, Tirupati, Andhra Pradesh, India.

ABSTRACT The present educational system, with all its complexities has proved to be deficient in so far as it neglects or does not give the deserving importance to values in human life. The main objective of the present study is to study the influence of personality on the reasoning of moral judgment of intermediate students. Moral judgment questionnaire was developed by Srinivasa Rao, R., Dayakara Reddy, V. and Geethanath, P.S. (1987) was adopted. To measure the personality of the intermediate students, High School Personality Questionnaire (HSPQ) Cattell, R.B. (1950) was adopted. A sample of 1080 intermediate students representing all categories of intermediate colleges is selected in Andhra Pradesh by following the standardized procedures. ‘t’ – test and ANOVA (‘F’ – test) were employed for analysis of the data. Personality Factor – G has significant influence on the reasoning of moral judgment of intermediate students.

KEYWORDS: Moral stage, Moral level, Moral judgment, Personality.

INTRODUCTION

Morality is concerned with beliefs and actions, which are in conformity with the social norms shaped, modified and chiseled over a length of time. In ancient Greece, there was an emphasis on beliefs where as in ancient India; the stress was on an action. However, action had to be in conformity with Dharma. Thus action itself had moral and spiritual base. Manu, the great Indian Codifier, on the strength of the Vedas and the Smritis, said that doing noble actions is the higher duty (Dharma) of man. To be frank, it is difficult to precisely
define the philosophical and abstract concept of morality. One may attempt to understand this term in the following ways. 1. The basis of morality is right belief and right action. 2. The element of free – will of the dos is fundamental to any moral act. The dos must adhere to the moral act in spite of a temptation to deviate from it. 3. Moral act extends both over physiological and psychological domains.

There has been a dramatic growth of interest in the area of moral growth and development of children and youth in the past two decades. This trend is mainly evident from the research reports on various aspects of moral development and moral education and also the schools interest in meeting the moral and ethical needs of students through several activities. The assumption that moral education is not simply giving information on moral principles, but also the formation of moral attitudes and moral values and their associated factors in children and youth.

**Review of Literature**

Rest, Narvaez, Bebeau and Thoma, (2000) examined the Kohlbergian approach has span of heretical research programs focused on the apparent development of moral conventions and traditions, independent of post - conventional reasoning development (Turiel Vol. 2, 5), moral reflectivity, that occurs within seeming first-order moral judgment, not moving to the meta - cognitive level (Gibbs Vol. 2), moral and political ideology, that often mires and masks moral reasoning within attitude schemes that bias its workings (Emler 1983), faith development that surprisingly mirrors moral cognition in its conceptualization of divinity and religious devotion (Fowler 1981, Oser 1980), and moral perception, one of several skills that enable the onset of moral deliberation, negotiation and reasoning.

Chaya (2001) studied the moral judgment of 800 10th standard students Bangalore district in relation to their parental behaviour, child - rearing practices, emotional maturity and personality traits. The following were the findings of the study. (N = 800) Study belonging to high parental behaviour group was having higher mean score in all the dimensions of moral judgment than the students belonging to low parental behaviour groups. Students belonging to high emotional Maturity were having higher mean score in all the dimensions of moral judgment than the students to low emotional Maturity. Ambient students had higher mean score in the moral judgment than the extroverts and introverts.
Shira Haviv and Patrick, J. Leman (2004) conducted the study addresses two separate but related issues in connection with peoples’ real life moral decisions and judgments. First, the notion of moral orientation is examined in terms of its consistency across varying contexts, its relation to gender and to gender role. Second, a new aspect of moral reasoning is explored – the influence on moral decision - making of considering the consequences of an action. Fifty - eight undergraduate students were asked to discuss two personal and two impersonal real life moral dilemmas. The results reveal a significant interaction between gender role and type of dilemma. However, moral orientation was not consistent across various dilemmas and gender was not related to any particular orientation. Also the results indicate a significant difference between the reasoning of consequences of personal-antisocial conflicts and impersonal - antisocial conflicts. These findings suggest that different moral orientations may be embedded in life experience and connect with an individual’s sense of his or her moral identity in real - life situations.

Gillian Wark (2006) examined the relations among personality, gender, and the ways people perceive moral dilemmas in their everyday lives participants were 117 young women and men who responded to Gibbs, Basinger, and Fuller’s (1992) socio moral reflection measure and to anti - social, protocol, and social pressure types of real - life moral dilemma. Participants completed measures assessing shame and guilt (Harder, 1987; Tangney, 1990) and identity (Bennion and Adams, 1986). The female participants reported feeling more guilt about the protocol dilemma and viewed the social pressure dilemma as more care- oriented than males did. Scores on the shame and guilt measures were not related to guilt associated with the real - life dilemmas. Identity - achieved scores were negatively related to feeling guilty about social pressure dilemmas involving parents. Discussion focuses on the relevance of personality, gender, and family influences for a model of real - life moral reasoning, with implications for development and education. In other words, pervasive personality characteristics, such as personal attributions of shame, guilt, and identity, may influence people to view different situations in similar ways because they may project particular issues onto most situations (Wark and Krebs, 2000). Personality measures on shame and guilt (Harder, 1987; Tangney, 1990) and identity. (Bennion and Adams, 1986) (N = 117)

Rangaswamy, G. (2006) concluded that the factors E and G in 14 personality factors of HSPQ were significantly related to moral judgment scores of subjects. (N = 900)
Scope of the Study: The main intention of the study is to find the relation of moral judgment of Intermediate students with personality factors.

Objective of the Study: To study the influence of personality factors on the reasoning of moral judgment of intermediate students.

Hypothesis of the study: Personality factors do not have significant influence on the reasoning of moral judgment.

Tools for the Study

1. Moral Judgment Questionnaire (MMQ) constructed, based on the theoretical constructs of Kohlberg’s stage topology in connection with the advanced U.G.C. major research project “A study of moral judgment in children” by Srinivasa Rao, R., Dayakara Reddy, V. and Geethanath, P.S. (1987) was adopted. The scoring key prepared by the author is employed. The total scores in each factor and marked them on the right corner of the answer sheet.

2. To measure the personality of the intermediate students, High School Personality Questionnaire (HSPQ) Cattell, R.B. (1950) was adopted for the study. The scoring key prepared by the author is employed. The total scores in each factor and marked them on the right corner of the answer sheet.

Data Collection

The sample for the investigation consisted of 1080 Intermediate college students. The stratified random sampling was applied in four stages. Geographically Andhra Pradesh state is divided into three regions namely Telangana, Rayalaseema and Coastal. One district in each region was selected at random Ranga Reddy district is taken from Telengana region, Chittoor district is taken from Rayalaseema region and Guntur District is taken from Coastal region. In the next stage 3 colleges in each district were selected (one Government, one Aided, and one Private college). 30 male and 30 female first year students and 30 male and 30 female second year students from each college. In total 540 male and 540 female students included in this study. It is a 2X2X3X3 factorial design with 1080 sample subjects. The investigator personally visited Intermediate colleges with the permission of the principals of the colleges. The students who attended to the college on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned principals.
and students of the colleges. The students were given necessary instructions about the various instruments and motivated to respond genuinely to all the items. The moral judgment questionnaire, personality factors questionnaire (HSPQ) and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objective of the investigation and hypothesis formulated by employing appropriate statistical techniques. The inferential statistical technique ‘F’ test was employed to test hypothesis. The obtained numerical results are adumbrated by graphical representations.

RESULTS AND DISCUSSION

The Cattell’s 14 PF questionnaire form – A was adopted as a tool to access the personality of Intermediate students. To identify the influence of 14 PF on the reasoning of moral judgment of Intermediate students. As recommended by Cattell (1970), The criterion in the division of the groups based on the sten values, was used the sten values 1 to 4 were grouped as low scorers (Group – I), 5 and 6 as average scorers (Group – II) and 7 to 10 as high scorers (Group – III). The corresponding moral judgment scores of the three groups were analyzed accordingly. The mean values of moral judgment scores for the three groups for the each personality factor were tested for significance by employing one – way ANOVA technique. The following hypothesis is framed.

Hypothesis – 1

There would be no significant influence of ‘14 Personality Factors’ on the reasoning of moral judgment of Intermediate students.

The above hypothesis is tested by employing one - way ANOVA. The results are presented in Table – 1.

It is clear from the Table – 1 that the calculated value of ‘F’ for factor G is greater than table value of ‘F’ (2.99) for 2 and 1077 df at 0.05 level of significance. Hence Hypothesis is rejected. For the remaining personality factors Hypothesis is accepted at 0.05 level. The mean values of moral judgment in favour of Group – III for factor G. It is inferred that the students who are having personality characteristic of (1) Conscientious, preserving, rule bound i.e., stronger super ego strength have significant influence on the reasoning of moral judgment than the students who are having the personality characteristic of (1)
Expedient, evades rules i.e., weaker super ego strength. Similar results were reported by Dayakara Reddy, V. (1987) and Rangaswamy, G. (2006).

Table – 1: Impact of 14 PF (HSPQ) on the reasoning of Moral Judgment

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Personality Factor</th>
<th>No of observations</th>
<th>Mean values</th>
<th>SD values</th>
<th>F-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I  II  III</td>
<td>I  II  III</td>
<td>I  II  III</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>A</td>
<td>122 404 554</td>
<td>331.33 329.68 330.04</td>
<td>31.26 28.74 28.99</td>
<td>0.155@</td>
</tr>
<tr>
<td>2.</td>
<td>B</td>
<td>785 152 143</td>
<td>329.06 334.61 330.66</td>
<td>27.96 33.08 30.70</td>
<td>2.350@</td>
</tr>
<tr>
<td>3.</td>
<td>C</td>
<td>274 402 404</td>
<td>327.96 331.68 329.85</td>
<td>27.60 31.70 27.41</td>
<td>1.340@</td>
</tr>
<tr>
<td>4.</td>
<td>D</td>
<td>397 484 199</td>
<td>332.09 328.38 330.03</td>
<td>28.94 29.18 29.34</td>
<td>1.769@</td>
</tr>
<tr>
<td>5.</td>
<td>E</td>
<td>268 438 374</td>
<td>333.32 329.00 328.93</td>
<td>30.29 28.63 28.78</td>
<td>2.246@</td>
</tr>
<tr>
<td>6.</td>
<td>F</td>
<td>356 372 352</td>
<td>328.42 332.91 328.68</td>
<td>28.17 31.25 27.61</td>
<td>2.733@</td>
</tr>
<tr>
<td>7.</td>
<td>G</td>
<td>402 407 271</td>
<td>329.35 328.11 333.99</td>
<td>30.70 26.83 29.82</td>
<td>3.497*</td>
</tr>
<tr>
<td>8.</td>
<td>H</td>
<td>312 381 387</td>
<td>328.59 331.22 330.07</td>
<td>29.87 26.99 30.57</td>
<td>0.700@</td>
</tr>
<tr>
<td>9.</td>
<td>I</td>
<td>106 314 660</td>
<td>327.23 331.88 329.63</td>
<td>26.78 30.23 28.97</td>
<td>1.179@</td>
</tr>
<tr>
<td>10.</td>
<td>J</td>
<td>189 376 515</td>
<td>331.91 330.85 328.78</td>
<td>30.18 29.57 28.43</td>
<td>1.010@</td>
</tr>
<tr>
<td>11.</td>
<td>O</td>
<td>424 381 275</td>
<td>328.56 331.07 330.94</td>
<td>29.62 29.95 27.20</td>
<td>0.916@</td>
</tr>
<tr>
<td>12.</td>
<td>Q&lt;sub&gt;2&lt;/sub&gt;</td>
<td>463 365 252</td>
<td>330.99 328.26 330.93</td>
<td>28.53 31.18 27.12</td>
<td>1.038@</td>
</tr>
<tr>
<td>13.</td>
<td>Q&lt;sub&gt;3&lt;/sub&gt;</td>
<td>418 422 240</td>
<td>328.24 330.35 332.69</td>
<td>27.24 30.85 29.15</td>
<td>1.811@</td>
</tr>
<tr>
<td>14.</td>
<td>Q&lt;sub&gt;4&lt;/sub&gt;</td>
<td>261 428 391</td>
<td>330.97 331.07 328.32</td>
<td>27.70 30.50 28.55</td>
<td>1.081@</td>
</tr>
</tbody>
</table>

* Indicates significant at 0.05 level   @ Indicates not significant at 0.05 level

Findings: It is inferred that the students who are having personality Characteristic of (1) Conscientious, preserving, rule bound i.e., stronger super ego strength have significant influence on the reasoning of moral judgment than the students who are having the personality characteristic of (1) Expedient, evades rules i.e., weaker super ego strength.

Conclusions: Personality Factor – G has significant influence on the reasoning of moral judgment.

EDUCATIONAL IMPLICATIONS

A number of psychologists like Piaget, Kohlberg and others have studied extensively the problem of moral judgment among children and hence the student’s 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.
At present the system of education forget its main task in fostering the development of whole sum personality among students because of a sense of insecurity among the students. Hence in every school the guidance and counseling centers are opened to mould the student’s personality within the current techniques show that they can have a stable mind. The personality characteristic Conscientious, preserving, rule bound i.e., stronger super ego strength may be developed in Intermediate students through guidance and counseling for better reasoning of moral judgment.

REFERENCES


