



MORAL JUDGEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO PEER PRESSURE AND SELF - CONTROL

K. SIVAKALAI

Research Scholar, Department of Education, Annamalai University

Dr. N. L. N. JAYANTHI

Professor, Department of Education, Annamalai University

ABSTRACT

The aim of the present study is to assess the moral judgement of higher secondary school students in relation to peer pressure and self - control. The study was a level of sample of moral judgement of higher secondary school students in relation to peer pressure and self - control. A total of 565 higher secondary school students in Cuddalore district, were randomly selected. The present study aims to find out the revealed relationship the higher secondary school students moral judgement, peer pressure and self control. The following sample Random sampling technique was used in the selection of the sample of 565 higher secondary students. 565 higher secondary students were selected from different schools located in Cuddalore district Result found that there is a significant relationship found between moral judgement, peer pressure and self control.

Keywords: Moral Judgement, Peer Pressure, Self Control

Introduction

Moral Judgement

The moral judgement is the judgement which deals with the moral value or quality of an action. It is a judgement of value and it evaluates the rightness or wrongness of our actions. When we analyse a moral judgement then we find that it contains a) a subject which will judge, b) an object whose action will be judged, c) a standard in conformity to which the action of the subject will be judged and d) a power of judging the action as required. Moral judgement is the judgement of moral quality of voluntary habitual actions. Generally,

a moral judgement is given on the voluntary and habitual actions of a rational being. The voluntary actions of a rational person which involve deliberation, choice, and resolution, have the moral quality of rightness and wrongness. They are considered to be right or wrong with the reference to the moral standard. And on the basis of this standard, moral judgement is given. If the voluntary actions have conformity with the standard or the ideal, then the moral judgement will express it as the right action. If the action has conflict with the standard or norms, then the moral judgement will express it as wrong. So, moral judgement involves comparison of voluntary acts with the moral standard.

Peer Pressure

Peer pressure (or social pressure) is the direct influence on people by peers, or the effect on an individual who gets encouraged to follow their peers by changing their attitudes, values or behaviors to conform to those of the influencing group or individual. This type of pressure differs from general social pressure because it causes an individual to change in response to a feeling of being pressured or influenced from a peer or peer group. Social groups affected include both *membership groups*, in which individuals are "formally" members (such as political parties and trade unions), and cliques, in which membership is not clearly defined. However, a person does not need to be a member or be seeking membership of a group to be affected by peer pressure.

There has been considerable study regarding peer pressure's effects on children and adolescents, and in popular discourse the term is mostly used in the contexts of those age groups. For children, the common themes for study regard their abilities for independent decision making; for adolescents, peer pressure's relationship with sexual intercourse and substance abuse have been significantly researched. Peer pressure can affect individuals of all ethnicities, genders and ages, however. Peer pressure has moved from strictly face-to-face interaction to digital interaction as well. Social media offers opportunities for adolescents and adults alike to instill and/or experience pressure every day. Research suggests that not just individuals but also organizations, such as large corporations, are susceptible to peer pressures, such as pressures from other firms in their industry or headquarters city.

Self Control

Self-control, an aspect of inhibitory control, is the ability to regulate one's emotions, thoughts, and behavior in the face of temptations and impulses. As an executive function, self-control is a cognitive process that is necessary for regulating one's behavior in order to achieve specific goals. A related concept in psychology is emotional self-regulation. Self-control is like a muscle. According to studies, self-regulation, whether emotional or behavioral, was proven to be a limited resource which functions like energy. In the short term, overuse of self-control will lead to depletion. However, in the long term, the use of self-control can strengthen and improve over time.

Self-control is also a key concept in the general theory of crime, a major theory in criminology. The theory was developed by Michael Gottfredson and Travis Hirschi in their book titled *A General Theory of Crime*, published in 1990. Gottfredson and Hirschi define self-control as the differential tendency of individuals to avoid criminal acts independent of the situations in which they find themselves. Individuals with low self-

control tend to be impulsive, insensitive towards others, risk takers, short-sighted, and nonverbal. The general theory of crime holds that self-control is established in early childhood through three major factors: the strength of the parent-to-child emotional bond, adequate supervision by parents, parents' ability to recognize punishable behavior, and appropriate discipline by parents.

Need for the present study

Moral Judgement is one of the solutions to these kinds of problems as it can help in teaching oneself, handling relationships and helping others to deal better with the unrest in their lives. Researches prove that those who are primarily strong in Moral Judgement are more likely to succeed than those who are strong in either relevant previous experience or Moral Judgement. Work is about people, relationships and stress. Hence, it is important to acknowledge that feelings exist and need to be dealt with. That is the role of Moral Judgement. Regularly institution spend a lot of effort on the intellectual aspects of work i.e., students are hired for their academic degrees, credentials, and experience. Many of them are then trained in special business skills, mentored in technical areas or even sent to workshops to improve their abilities to make presentations, write letter etc. However, coaching employees in the “people” element, also known as “soft” skills, is one area that has been relatively ignored.

Incapability to satisfy parents' high expectation in studies as well as the working goal increases the stress in the higher secondary students sometimes leading to moral judgement. Understanding how the self control increase the peer pressure of students can enlighten parents and teachers in dealing with the pressing problem. Another way of dealing with peer pressure could be by strengthening the resources in higher secondary students and help them to set realistic aspirations. Exploring the influence of self control on higher secondary students peer pressure can throw light on the dynamics of moral judgement. A few empirical studies have been published, that investigate the moral judgement, peer pressure and self control of higher secondary school students. The research outlined in this study attempted to identify and understand the moral judgement, peer pressure and self control levels of higher secondary students. An effort was made to identify the differences between the level of moral judgement, peer pressure and self control and selected independent variables, such as gender type of management, location of school, nature of school, type of family, community and birth order at higher secondary students of moral judgement, peer pressure and self control.

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 the 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 judgement plays an important facet of the total development of the child. Moral judgement involves the cognitive capacity and insight to the relationship between an principle and concrete case and judge the situation as right or wrong keeping in view the knowledge of moral standards. It is the by product of Childs general social experience which enables him to evaluate worthiness or unworthiness of an action as good or bad. The present study is focused on the “Moral Judgement of higher secondary school students in relation to peer pressure and self – control”. It is alleged that the students suffer a lot due to lack of facilities shown elsewhere.

Statement of the problem

The above discussion has made the present investigator to choose the problem at hand and it is stated as follows: “**Moral Judgement of Higher Secondary School Student In Relation to Peer Pressure and Self-Control**”. By undertaking this problem to study, the investigator find the higher secondary students self control, Moral judgement and Peer pressure in consideration of gender, medium of instruction, locality of school, type of school , parental income, parental educational status, and type of family. Cuddalore District of Tamilnadu is taken for this study.

Objectives of the Study

1. To find out if there is the any relationship between moral judgement and peer pressure of higher secondary school students
2. To find out if there is the any relationship between moral judgement and self - control of higher secondary school students.
3. To find out if there is the any relationship between peer pressure and self - control of higher secondary school students.

Hypotheses of the Study

1. There is no relationship between moral judgement and peer pressure of higher secondary school students.
2. There is no relationship between moral judgement and self - control of higher secondary school students.
3. There is no relationship between peer pressure and self - control of higher school secondary students.

Methodology

Research Method Adopted

There are different methods of educational research. The most commonly used, appropriate and scientific method, is known as descriptive research or normative research. In this method, the data related to the problems is collected from a large sample. This method helps to examine and analyze the various factors related to the problem with a view to arriving at certain conclusions and generalizations. The present study has been conducted by using descriptive survey method.

Sample

The following sample Random sampling technique was used in the selection of the sample of 565 higher secondary students. 565 higher secondary students were selected from different schools located in Cuddalore district. The details of the sub-samples are given in chapter III of this study.

Tools Used in the Study

In order to collect the necessary data to achieve the objectives of the study the psychological tools mentioned below have been used.

1. Moral Judgement –T. Sharmila (2015)

2. Peer Pressure – H. Jawahar Nisha (2012)

3. Self - Control – S. Tharanidevi (2006)

Statistical Techniques used

The following are the statistical techniques have been used in the study:

- Descriptive analysis (Mean and Standard Deviation),
- Differential analysis ('t' and 'F' test)
- Pearson's product moment correlation analysis

Variables of the study

Dependent variables

1. Moral Judgement

Independent Variables

1. Peer Pressure
2. Self - Control

DEMOGRAPHIC VARIABLES

- a. Gender - Boys, Girls
- b. Type of Management - Government, Private
- c. Location of school - Rural, Urban
- d. Nature of school - Boys, Girls, Mixed
- e. Parents education - uneducated, school level, college level
- e. Community - BC, MBC, SC/ST
- f. Birth Order - 1st, 2nd, 3rd
- g. Type of Family - Nuclear/Joint

delimitation of the study

- 1) The study has been restricted only to the higher secondary schools, which come under Cuddalore district.
- 2) The sample is confined to 565 higher secondary school students in Cuddalore district.
- 3) Students belonging to welfare schools and matriculation schools were not included in the study.

DESCRIPTIVE ANALYSIS

Analysis of Moral Judgement of Higher secondary students

One of the important objectives of the present study is to find the level of the Moral Judgement of higher secondary students. It may be recalled that the Moral Judgement scores have been arrived at by calculating the scores secured by each of the student in their Moral Judgement test. The computed mean and S.D of Moral Judgement of higher secondary students are presented in the Table

Hypothesis No. 1: The Moral Judgement of higher secondary students are at a greater extent

Table

MEAN AND STANDARD DEVIATION OF VARIABLE SCORES OF THE TOTAL SAMPLE

S.No	Variable	N	Mean	S.D	Minimum	Maximum
1.	Moral Judgement	565	48.83	26.66	24	60
2.	Peer Pressure	565	219.56	37.58	145	296
3.	Self control	565	22.64	29.56	16	29

The mean value of the Moral Judgement score of the total sample is found to be 48.83 and the standard deviation of the same is 26.66. The mean value of the Peer Pressure scores of the total sample is found to be 219.56 and the standard deviation of the same is 37.58. The mean value of Self control scores of the total sample is found to be 22.64 and the standard deviation of the same is 29.56.

Showing the Mean, Standard Deviation of the sub samples in relation to higher secondary students' moral judgement

Variable	Groups	N	Mean	Standard Deviation
Entire	Total	565	48.83	26.66
Gender	Boys	282	49.21	26.81
	Girls	283	48.20	26.45
Type of school	Government	273	52.00	26.78

	Private	292	43.70	25.71
Location of school	Rural	271	54.37	27.54
	Urban	294	35.62	18.73
Nature of school	Boys	190	49.83	25.62
	Girls	182	46.42	28.18
	Mixed	193	49.72	27.20
Parents education	Uneducated	183	49.14	25.92
	School level	188	48.85	27.28
	College level	194	47.41	26.68
Community	BC	179	55.25	26.71
	MBC	189	43.54	26.58
	SC/ST	197	42.97	24.16
Parents occupation	Agriculture	298	48.15	26.11
	Government	267	50.75	28.13
Parents monthly income	Low	185	48.76	26.89
	Medium	188	49.54	26.82
	High	192	48.22	24.46

Hypothesis 1: Higher secondary students have average moral judgement.

The above table shows Mean (48.83), SD (26.66) of entire sample for moral judgement. The result reveals that, sample have (48.83) high level of moral judgement in the higher secondary students.

In the case of boys and girls, boys (49.21) scored higher mean value than girls (48.20). So, boys have high level of moral judgement than girls.

In the case of Government and private school students government school students (52.00) scored higher mean value than private school students (43.70). So, government school student have high level of moral judgement than private school students.

In the case of rural and urban area students, rural area students (54.37) scored higher mean value than urban area students (35.62). So, rural area students have high level of moral judgement than urban area students.

In the case of parents' education, students from uneducated parents (49.14) scored higher mean value than other groups. So, students from uneducated parents (have high level of moral judgement than other groups.

In the case of community, BC community students (55.25) scored higher mean value than other groups. So, BC community students have high level of moral judgement than other groups.

In the case of agricultural and government employee, students those belongs to government servants (50.75) scored higher mean value than students those belongs to agricultural parents (48.15). So, government servants student groups have high level of moral judgement than agriculture parents students.

In the case of Parents monthly income, medium income group (49.54) scored higher mean value than other income groups. So, students from medium monthly income group have high level of moral judgement than students from other income groups.

Also, boys groups have high level of moral judgement than girls. Further, government school students groups have high level of moral judgement than private school students. so, rural area students groups have high level of moral judgement than urban area students. Also, students from uneducated parents have high level of moral judgement than other groups. Further, BC community students have high level of moral judgement than other groups. Also, students from government servant groups have high level of moral judgement than students of agricultural parents. Further, students from parents those having medium monthly income students have high level of moral judgement than other income groups.

Table 4.2

Showing the Mean, Standard Deviation of the sub samples in relation to higher secondary student's Peer pressure

Variable	Groups	N	Mean	Standard Deviation
Entire	Total	565	219.56	37.58
Gender	Boys	282	119.70	36.95
	Girls	283	126.41	38.32
Type of school	Government	273	120.13	35.61
	Private	292	125.59	40.41
Location of school	Rural	271	124.82	37.15
	Urban	294	116.01	37.97
Nature of school	Boys	190	123.31	37.01
	Girls	182	120.21	38.26

	Mixed	193	122.53	38.38
Parents education	Uneducated	183	125.71	37.93
	School level	188	115.29	36.15
	College level	194	122.16	37.47
Community	BC	179	127.26	36.80
	MBC	189	112.56	37.73
	SC/ST	197	116.92	37.09
Parents occupation	Agriculture	298	122.53	36.61
	Government	267	121.34	40.30
Parents monthly income	Low	185	123.07	37.41
	Medium	188	121.69	39.08
	High	192	114.89	36.35

Hypothesis 2: Higher secondary students have average Peer pressure.

The above table shows Mean (122.22), SD (37.58) of students' Peer pressure. The result reveals that, students average Peer pressure.

In the case of boys and girls, girls (126.41) scored higher mean value than boys (119.70). So, girls have high level of Peer pressure than boys.

In the case of Government and private school students (125.59) scored higher mean value than government school students (120.13). So, private school students have high level of Peer pressure than government school students. In the case of rural and urban, rural area students (124.82) scored higher mean value than urban area students (116.01). So, rural area students have high level of Peer pressure than urban area students.

In the case of students whose parents are uneducated (125.71) scored higher mean value than other groups. So, students whose parents are uneducated have high level of Peer pressure than other groups.

In the case of community, BC community students (127.26) scored higher mean value than other groups. So, BC community students have high level of Peer pressure than other groups.

The students whose parents are agriculturists (122.53) scored higher mean value than students whose parents are government servants (121.34). So, the former category of students have high level of Peer pressure than students whose parent are government servants. In the case of parents monthly income, low income group students (123.07) scored higher mean value than other income groups. So, low monthly income group children have high level of Peer pressure than other income groups.

Also girls have high level of Peer pressure than boys. Further private school students have high level of Peer pressure than government school students. Also rural area student have high level of Peer pressure than urban area students. Further students whose parents are uneducated have high level of Peer pressure than other groups. Also so, BC community students have high level of Peer pressure than other groups. Further students whose parents are agriculturists have high level of Peer pressure than students whose parents are government servants. Also students from low monthly income group have high level of Peer pressure than other income groups.

Showing the Mean, Standard Deviation of the sub samples in relation to higher secondary student self - control

Variable	Groups	N	Mean	Standard Deviation
Entire	Total	565	22.64	29.56
Gender	Boys	282	23.97	30.41
	Girls	283	23.39	28.15
Type of school	Government	273	25.41	31.30
	Private	292	21.08	26.36
Location of school	Rural	271	25.65	30.48
	Urban	294	19.23	26.78
Nature of school	Boys	190	22.75	27.56
	Girls	182	26.11	32.01
	Mixed	193	22.97	31.28
Parents education	Uneducated	183	23.21	29.60
	School level	188	23.47	29.53
	College level	194	26.75	29.70
Community	BC	179	25.47	31.06
	MBC	189	21.05	26.89
	SC/ST	197	20.92	26.88
Parents occupation	Agriculture	298	22.56	27.55
	Government	267	27.13	34.48
Parents monthly	Low	185	24.04	29.84

income	Medium	188	23.14	29.49
	High	192	22.09	27.37

Hypothesis 3: Higher secondary students have average self - control.

The above table 3 shows Mean, SD of students' self - control. The result reveals that, students of particular sample have (23.76) high level of self – control among the higher secondary students.

In the case of boys and girls, boys (23.97) scored higher mean value than girls (23.39). So, boys have high level of self - control than girls.

In the case of Government and private schools Government school students (25.41) scored higher mean value than private school students (21.08). So, Government school students have high level of self - control than private school students.

In the case of rural and urban are students rural area students (25.65) scored higher mean value than urban area students (19.23). So, rural area students have high level of self - control than urban area students.

In the case of parents education, students from graduated parents (26.75) scored higher mean value than other groups. So, students from graduated parents have high level of self - control than other groups.

In the case of community, BC community students (85.47) scored higher mean value than other groups. So, BC community students have high level of self - control than other groups.

In the case of agriculture and government servant, students from government servant (27.13) scored higher mean value than agriculture parents students (22.56). So, students from government servants' have high level of self - control than agriculture parents students.

In the case of parents monthly income, students from low monthly income groups (24.04) scored higher mean value than students from other income groups. So, parents having low monthly income students have high level of self - control than other income groups.

Also boys groups have high level of self - control than girls. Further Government school students have high level of self - control than private school students. Also rural area students groups have high level of self - control than urban area students. Further students from graduate parents have high level of self - control than other groups. So, BC community students have high level of self - control than other groups. Also students

from agricultural parents have high level of self - control than students group of agricultural parents. Further, low parents monthly income students have high level of self - control than other income groups.

RESULTS

Table - 1

Showing correlation between students' Peer pressure and moral judgement

Variables	N	r- value
Moral judgement	565	0.315**
Entire Peer pressure		

** Significant at the 0.01 level

Hypothesis 1: There is a positive and significant correlation between Peer pressure and moral judgement.

The above table shows significant correlation between students Peer pressure and moral judgement. Result shows that there is a positive and significant correlation between Peer pressure and moral judgement. Hence the stated hypothesis is accepted.

Table - 2

Showing correlation between students' moral judgement and self - control

Variables	N	r- value
Moral judgement	565	0.517**
Self – control		

** Significant at the 0.01 level

Hypothesis 2: There is a positive and significant correlation between moral judgement and self - control.

The above table shows a significant correlation between students' moral judgement and self - control. Result shows that there is a positive and significant correlation between moral judgement and self - control. Hence the stated hypothesis is accepted.

Table - 3

Showing correlation between students' Peer pressure and self - control

Variables	N	r- value
Self – Control	565	0.226**
Entire Peer pressure		

** Significant at the 0.01 level

Hypothesis 3: There is a positive and significant correlation between Peer pressure and self - control.

The above table shows significant correlation between students' Peer pressure and self - control. Results show that there is a significant correlation between Peer pressure and self - control. Hence the stated hypothesis is accepted.

Conclusion

The present investigation aimed to measure the higher secondary school students moral judgement, peer pressure and self control of higher secondary school students of Cuddalore district. The findings of the study revealed that moral judgement peer pressure and self-control of higher secondary school students in high level. The results concluded that the level of moral judgement peer pressure and self-control among the higher secondary school students in relation to certain sub samples are also high. Thus the present investigation has yielded many results that are bound to add to the volume of knowledge already present in the field of investigation.

References

- Galston Wong and Bee Chin Ng (2018) "Moral Judgement in Early Bilinguals: Language Dominance Influences Responses to Moral Dilemmas" ORIGINAL RESEARCH ARTICLE Front. Psychol., 28 June 2018 | <https://doi.org/10.3389/fpsyg.2018.01070>
- Chelsea Schein, Kurt Gray, (2017) "The Theory of Dyadic Morality: Reinventing Moral Judgment by Redefining Harm" First Published May 14, 2017 Research Article <https://doi.org/10.1177/1088868317698288>
- Dylan Selterman, Amy C. Moors, Spassena Koleva (2018) "Moral judgment toward relationship betrayals and those who commit them" First published: 08 March 2018 <https://doi.org/10.1111/perc.12228>
- Janet Geipel, Constantinos Hadjichristidis, and Luca Surian (2015) "The Foreign Language Effect on Moral Judgment: The Role of Emotions and Norms" Published online 2015 Jul 15. doi: 10.1371/journal.pone.0131529
- Michael Laakasuo,¹ Jukka Sundvall,^{a,2} and Marianna Drosinou¹(2017) "Individual Differences in Moral Disgust Do Not Predict Utilitarian Judgments, Sexual and Pathogen Disgust Do" Journal Name : SCIENTIFIC REPORTS, Published online 2017 Mar 31. doi: 10.1038/srep45526
- Qiao Chu, and Daniel Gröhn,(2017) "Moral Judgments and Social Stereotypes" *Do the Age and Gender of the Perpetrator and the Victim Matter?* Journal Name: Sage Journal, First Published June 19, 2017
- King, Patricia M; Mayhew, Matthew J. (2002) "Moral Judgement Development in Higher Education: Insights from the Defining Issues Test" *Journal of Moral Education*, v31 n3 p247-70 Sep 2002