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RESEARCH PAPER

## A Comparative Study of Moral Values among the Children Belonging to Nuclear and Joint Families of Lucknow District

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**Key words:** *Moral value, Nuclear family, Joint family etc.*

### ABSTRACT

*Our Moral values are the reflection of our spirituality and our character. They are what we hope to model for our children around us. These values are the guiding principles of life and are conducive to all-round development. Moral Value crisis and increasing cynicism in the society, highlights the need to make readjustments in the curriculum from that point of view. This study was conducted to compare the moral values of children of age group 10-12 years, belonging to nuclear and joint families. In the descriptive survey study, conducted through random sampling consisted of 144 students of Lucknow. The data was collected used 'Moral Value Scale' (MVS) by Alpana Sengupta and Arun Kumar Singh. The data was analysed with the help of statistical techniques like mean, S.D. and t-value. The finding shows that there is no significant difference in the mean scores of lying and stealing dimension as a moral value among the children of nuclear and joint families. But there exist a significant difference between the mean score of dishonesty and cheating as a moral value among children of nuclear and joint families.*

### Introduction

India is one of the most ancient civilizations. Vedas were written in India. Buddha got divine knowledge here. The most important feature of Indian culture is its morality. Morality is inferred from a person's intrinsically motivated resistance to temptation and from guilt feeling that follow acts of transgression when one understands and also accepts prevailing standards of morality of the specific society (Kohlberg, 1963). These moralities are deeply rooted within the heart, mind, body and soul of their dwellers. Due to influence of globalization and westernization, the rich culture of India is disappearing. In their study Aarya & Tripathi (2015) concluded that today's generation has very little knowledge and is hardly aware about their culture, traditions and their roots. And this is not their mistake, but the fault of the parents who don't enlighten their children about their roots and about rich cultural heritage.

Today's generation is moving with the speed forgetting the moral values and basic ethics. In India the structure of family can be seen broadly as of three types. The traditional family is the one living jointly and inclusive of members from different generations. The extended family is one, where married sons and brothers live separately, but they continue to have joint property and share income. The nuclear type of family is the one, in which the group consists of a male, his wife and their children. In nuclear families the concept is 'me, my wife and my children' with no place for others which is alarming. This disappearance of emotional ethos has affected the socio-psychological environment of the individuals. A person feels alienation. Modern progress brings individualistic way of thinking causes increasing frustration and low tolerance level among the younger generation. These are some common features seen in contemporary urban society in India. Srivastava (1981) found that for every increase in the educational ladder, there is a correspondence decrease in moral values. Now a day people are more concerned about their emotions and feelings and keep aside sympathetic and empathetic feelings for the people around them, be it their family members, relatives or the people of their locality.

### **Significance of the Study**

In an increasingly complex globalized world, the erosion of moral values is adversely impacting human life practically in every sector of activity. It has resulted in alarming levels of exploitation of human beings and also due to the nature. The sensitive man-nature link is in danger of snapping irretrievably. Sufferings inflicted on much of the mankind largely go unnoticed. When morality is ignored, humanity suffers; so does the man-nature dependency. Today there is a deterioration of moral values in the society. The study of Joshi & Poornachand (1994) revealed that the adolescents from joint families were found to have higher scores on moral values than the adolescents from nuclear families but remained at the conventional level. On the contrary; Bisht, Sharma & Pande (2015) in their research revealed that levels of moral values were found to be non-significantly associated with family type. Hussain, Kumar & Hussain (2008) have studied on academic achievement and family environment of the secondary level students belonging to joint family and nuclear family. They found that the family environment and adjustment play a very significant role to academic achievement. They also found that the students belonging to nuclear family show better adjustment in comparison to students belonging to joint families. Differences in family pattern may bring about differences in social values and ideologies. Rana (2014) research revealed that moral values of elementary school students in relation to home environment were found significant. Hence to fill up the knowledge gap as shown by previous literatures, the present study emerges to compare the moral values on the ground of the family structure of the children.

### **Operational Definitions of the Key Terms**

**Moral Value:** Moral value is defined as ability to judge what is wrong and right, and ability to differentiate between good and bad. *In the study moral value was measured in terms of only four dimensions namely cheating, dishonesty, lying and stealing.*

**Nuclear family:** The nuclear type of family is the one, in which the group consists of a male, his wife and their children.

**Joint family:** The Joint family is the one living jointly and inclusive of members from different generations.

### **Objectives of the study**

- i. To compare the mean score on cheating value of the children of nuclear and joint families.
- ii. To compare the mean score on dishonesty value of the children of nuclear and joint families.
- iii. To compare the mean score on lying value of the children of nuclear and joint families.
- iv. To compare the mean score on stealing value of the children of nuclear and joint families.

### **The Hypotheses**

**H<sub>0</sub>1:** There is no significant difference between the mean scores of cheating value of the children of nuclear and joint families.

**H<sub>0</sub>2:** There is no significant difference between the mean scores of dishonesty value of the children of nuclear and joint families.

**H<sub>0</sub>3:** There is no significant difference between the mean scores of lying value of the children of nuclear and joint families.

**H<sub>0</sub>4:** There is no significant difference between the mean scores of stealing value of the children of nuclear and joint families.

### **Methodology**

The nature of the study was non-experimental and approach was quantitative. So the study was conducted through descriptive survey method.

### **Tool used to collect Data**

Moral Value Scale (MVS) by Alpana Sengupta and Arun Kumar Singh (1997) was used for collecting the data. Scale test divided on four dimensions of moral values i.e. Cheating, Dishonesty, Lying, and Stealing.

### **Reliability of the Tool**

The test-retest reliability and the split half reliability were estimated for each age group separately. For 6 to 7 years reliability through test- retest method was 0.67 and through split- half was 0.72. For 8

to 9 years reliability through test- retest method was 0.72 and through split- half was 0.74. For 10 to 11 years reliability through test- retest method was 0.78 and through split- half was 0.85. For 12 to 13 years reliability through test- retest method was 0.86 and through split- half was 0.87.

**Validity of the Tool**

Moral value scale was validated against MJT (Moral Judgment Test) by Sinha and Verma (1992). Concurrent validity for each four group was estimated separately, yielded a satisfactory validity coefficient.

**Sampling**

Sample consists of 144 students belonging to nuclear and joint families of Lucknow, Uttar Pradesh. From each category 72 students belonging to the age group of 10-12 years were selected through random sampling.

**Delimitations of the Study**

- The present study was confined to 144 children of age group 10-12 years of Lucknow district of U.P. state only.
- The present study only undertakes the cheating, dishonesty, lying and stealing as the dimensions of moral value.

**Statistical Techniques to analyse the Data**

Mean and S.D. were calculated as descriptive statistical techniques and t-ratio was used to testing the null hypotheses of the study.

**Analysis and Interpretation of Data**

In analysis the collected data were tabulated and statistical techniques were employed as per research design of the study. All the hypotheses were tested at 0.05 level of significance.

• **Testing the Hypothesis No. 1**

The null hypotheses no. 1 was that there was no significant difference between the mean scores of the cheating dimension as a moral value of children from nuclear and joint families of Lucknow district. This hypothesis was tested by calculating means, standard deviation and t-value. The means, standard deviation and t-value are given in the table no. 1.

**Table No. 1**

**Dimension-A (Cheating)**

Sr. No.	Family	N	M	S.D.	M1~M2	t-Ratio	Significance
1.	Nuclear	72	6.22	1.55	0.26	4.65	The computed t-value is significant at 0.05 level.
2.	Joint	72	6.48	1.41			

For comparative study t-value was used and it was 4.65. Our computed value of t i.e. 4.65 which is more than the critical table value i.e. 1.98 and hence it is significant. Therefore the null hypothesis was rejected.

• **Testing the Hypothesis No. 2**

The null hypotheses No. 2 was that there was no significant difference between the mean score of the dishonesty dimension as a moral value of children from nuclear and joint families of Lucknow district. This hypothesis was tested by calculating means, standard deviation and t-value. The means, standard deviation and t-value are given in the table no. 2.

**Table No.2**

**Dimension-D (Dishonesty)**

Sr. No.	Family	N	M	S.D.	M1~M2	t-Ratio	Significance
1.	Nuclear	72	7.05	1.44	0.17	3.66	The computed t-value is significant at 0.05 level.
2.	Joint	72	6.48	1.11			

For comparative study t-value was used and t-value was 3.665. Our computed value of t i.e. 3.665 is more than the critical table value i.e. 1.98 and hence it is significant. Therefore, the null hypothesis was rejected.

• **Testing the Hypothesis No. 3**

The null hypotheses No. 3 was that there was no significant difference between the mean scores of the lying dimension as a moral value of children from nuclear and joint families of Lucknow district. This hypothesis was tested by calculating means, standard deviation and t-value. The means, standard deviation and t-value are given in the table no. 3.

**Table No. 3**

**Dimension-B (Lying)**

Sr. No.	Family	N	M	S.D.	M1~M2	t-Ratio	Significance
1.	Nuclear	72	6.08	1.64	0.03	0.050	The computed t-value is not significant at 0.05 level.
2.	Joint	72	6.05	1.27			

For comparative study t-value was used and it is 0.50. Our computed value of t i.e. 0.50 is smaller than the critical table value i.e. 1.98 and hence it is not significant. Therefore the null hypothesis was failed to reject.

• **Testing the Hypothesis No. 4**

The null hypotheses No. 4 was that there was no significant difference between the mean score of the stealing dimension as a moral value of children from nuclear and joint families of Lucknow district. This hypothesis was tested by calculating means, standard deviation and t-value. The means, standard deviation and t-value are given in the table no. 4.

**Table No. 4**

**Dimension-C (Stealing)**

Sr. No.	Family	N	M	S.D.	M1~M2	t-Ratio	Significance
1.	Nuclear	72	7.75	1.55	0.00	0.00	The computed t-value is not significant at 0.05 level.
2.	Joint	72	7.75	1.55			

For comparative study t-value was used and it was 0.00. Our computed value of t i.e. 0.00 is quite smaller than the critical table value i.e. 1.98 and hence it is not significant. Therefore, the null hypothesis was not rejected.

**Discussion of the Results**

The values are the guiding principles of life, and are conducive to all-round development. Value crisis and increasing cynicism in the society highlights the need to make readjustments in the curriculum from reviews. In this paper we have dealt with four dimensions of moral value i.e. *cheating, dishonesty, lying* and *stealing*. In which null hypotheses of dimension cheating and dishonesty were rejected as the t-value obtained were 4.65 and 3.665 respectively were more than the critical value of t-score 1.98 at 0.05 level of significance. On the other hand hypotheses of dimension lying and stealing failed to be reject as the t-value obtained were 0.05 and 0.00 respectively, which was less than the critical value of t-score 1.98 at 0.05 level of significance. The results reveal that the children have different level of moral value in terms of cheating and dishonesty dimensions on the ground of their family structure; while on the basis of family structure, the children have almost same level of moral value in terms of lying and stealing dimensions.

A number of researchers on sociological studies (e.g., Joshi & Poornachand, 1994) have proposed variously, that within the Indian society the adolescents from joint families were found to have higher scores on moral values than the adolescents from nuclear families but remained same at the conventional level. Baig, Rehman & Mobeen (2014) found that lives of teens either in joint families and nuclear families were somewhat dissimilar as they revealed that teens of joint family were more interested in attending and socializing with extended family and this value was lacking in nuclear family. As a result of the drastic changes occurring due to the Indian revolution and experiences of imposed war, changes have undoubtedly occurred, but they are not so dominant or even unnaturally blatant. Global developments in the field of information technology and the extension of mass media have exerted tremendous impact on the social fabric. Our lives are dramatically altered in the name of modernization and progress, and the direct impact is felt most palpably at the familial level. In concern to this, future scope of study lies to the various other dimensions of moral value, in respect to gender and effect of socio- economic status of nuclear and joint families on children or the moral values of students schooling in public and private school.

To conclude, no society can afford to ignore or overlook the matter because it touches the very core of human survival and a decent existence. The Indian family has also not remained untouched by its

advancing ambush and a slow change is evident in our country. Taking this as major challenge, *policy makers should work on to the restructuring of the curriculum* as inculcation of moral values is a tedious task. So it should be dealt with complete seriousness and it can be done through involvement of activities like prayers at the time of morning assembly, preaching of ideal personalities and their deeds etc. On the other side, along with formal education system, non-formal education system should also take active participation in overcoming this challenge. By developing morality in the people it will not only help them in their own growth but also build enlightened and humane society for the rest of the world. As responsible youth, we need to attend to this gap, not ignoring, denying or side-lining it, but by focusing on positive ways to tackle the issue in its infancy, before it assumes a disproportionately monstrous form.

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