



MORAL VALUES AMONG CHILDREN (10-12YEARS) BELONGING TO DIFFERENT SOCIO ECONOMIC STATUS.

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ABSTRACT

The globalization, liberalization has put tremendous challenges in family pattern, structure, concepts of children and parents, priorities, child rearing etc. resulting the increase in the incidence of behavioural problems which can change into the serious crime also in future. Good moral values such as honesty, co-operation, truthfulness, kindness are replacing by the selfish attitude, jealousies, rivalry, stealing, lying etc. The present study aims to study the pattern of Moral Values among children (10-12years) belonging to different Socio Economic Status.

Key words: Socio Economic Status, Moral Values, Family.

INTRODUCTION

In India family is the main institution which plays a very crucial role in formation of socially acceptable behaviour among children as well as behavioural problems can be a product of poor family relationships. The family is responsible for inculcation of moral values among children.

Nowadays, families are smaller, ties with relatives are weaker and there are fewer contacts with them, children spend more time outside the home than in the home, recreation has shifted outside the home. The major family recreation is interaction

with outsiders than with family members. Many mothers work outside the home. Divorce, separation, and remarriages are increasing, child training methods are more democratic than in the past, care takers other than parents are frequent, social and vocational mobility has increased, status symbols are also increased, homes are shifting from rural areas to sub urban, parents are more ambitions for their children and are willing to make personal sacrifices for the education to prepare them for their futures. The pattern of family life today is radically different from the pattern



that existed before. So the changes in all areas of family life have also affected parent, child relationship and so do the moral values.

The media and technology also play major role today in inculcation of values among children. Many studies showed that time spent on watching television has steadily increased. The television set is now on for an average of almost 7 hours a day in most of the families. Studies shows that children belong to the age group of ten to twelve years spend approximately five to six hours in watching television. Although almost all everyone watches some television but it has been observed that low income families watch more television than middle or higher income families ,may be because television watching is a cheaper entertainment , and low income families may not have that much money to spend on other source of entertainment . (Huston et al., 1992).Scientific evidence supports a relationship between children's exposure to violent television content and development

of aggressiveness, violence, risky behaviour and attitude among children. (Doppler, and Hernandez,1994). Due to availability of television in homes , lower Socio Economic Status families can look into the family lives of middle- Socio Economic Status families by simply pushing the button of television. The link between the television violence and children's aggression has been found worldwide (Huesmann, 1986). The bad effect of television watching on development of children is a universally subject of concern. National television violence study done by NIMH, Banglore (2001) observe the relationship between televised violence and acting aggressively .

Children belonging to ten to twelve years age group are consider as at the end of late childhood .It is a time when emotional and psychological problems often occurs.

Gender plays a very important role in the development of a child. Girls as a part of the society develop pattern of



behaviour that conforms to the society. But in some families boys get more attention, importance, and sometimes their aggressive behaviour is get accepted as it is consider as an appropriate behaviour of males. As a result, boys shows more behavioural problems such as lying, cheating, antisocial behaviour, destructiveness, temper tantrums, violent behaviour etc. compare to the girls. Girls as a group shows less behavioural problems.

Socio Economic Status is an index that combines years of education, prestige and skill required by one's job, and income – factors that are inter-related because educational attainment influences career opportunities and earnings. As Socio Economic Status rises and falls, parents and children face changing circumstances that affect family functioning, with each component of Socio Economic Status contributing. Parental education and earnings exert substantial influences, with occupation playing and lesser but nevertheless

important role (Duncan & Magnussan, 2003).

Socio Economic Status is linked to child rearing values and expectations. When asked about personal qualities they desire for their children, lower Socio Economic Status parents tend to emphasize external characteristics such as obedience's politeness, neatness and cleanliness. In contrast, higher Socio Economic Status parents emphasize psychological traits such as curiosity, happiness self-direction, and cognitive and social maturity. In addition fathers in higher Socio Economic Status families tend to be more involved in child rearing and household responsibilities. Lower Socio Economic Status father, partly because of gender – stereo typed beliefs and partly through economic necessity, focus more on the provider role. These differences are reflected in family interaction. Higher Socio Economic Status parents use more warmth, explanations, inductive disciplines and verbal praise and set higher developmental goals for their



children. Commands, criticism, and physical punishment all occur more often in low – Socio Economic Status households.

Education contributes in child rearing. Higher Socio Economic Status parent's interest in providing verbal stimulation and nurturing inner traits is supported by years of schooling, during which they, learned to think about abstract, subjective ideas. Also, the greater economic security of higher Socio Economic Status parents permits them to devote more time, energy, and material resources to nurturing their children's psychological characteristics.

Low Socio – Economic Status and Child behavioural problems are linked (e.g. Bradley and Corwyn 2002). For the UK, most evidence comes from older cohorts born either in late 1950s or in the 1970s (e.g. Schoon et al 2003, Sacker et al 2002). For the U.S.A., several papers have shown gradients in current cohorts of children (Cuffe et al 2003; Currie and Stabile 2004; and Berger et al. 2005). For the UK Auginbaugh and Gittleman

(2003) examine one measure of behaviour using a small sample (Under 400, children of mothers born in 1958 who gave birth before age 33).

Children belonging to lower and higher Socio Economic Status, generally show poor control over their behaviour, developed poor moral values and poor emotional stability. But children belonging to middle SES developed less behavioural problems, inculcate good moral values and good control over their emotions. Aggressive behaviour, destructiveness, disobedience, anger, jealousy and envy are observed more common among the children belonging to lower Socio Economic Status may be, because their parents are most of the time stay out of home for their daily wages . Truancy is common in these children, so they do not get proper opportunities to learn control over their emotions. But in middle, Socio Economic Status parent pay more attention toward proper emotional development of their child. They get more social



opportunities for interaction with others, parents are generally their role models, most of their needs and wants get satisfied by their parents, they get good school environment to learn proper emotional control. Children belonging to higher Socio Economic Status developed mix type of emotional development , that is of lower and higher SES children. This can be due to that even the parents are educated they do not provide that much time for their child due to their higher status.

Aim and objective of the study:

The main aim and objective of the study was to study the moral values of children (Boys and girls) aged 10-12 years belonging to different Socio Economic Status.

METHODOLOGY:

1. **Sample**-Purposive sample of 600 children from 20 schools of Nagpur were selected.
2. **Tools of Data Collection** : Standardized psychological tests were used for data collection.

1. Moral value scale for children by Dr. Sengupta and Pro. A. K. Singh.
2. Socio-Economic Status scale by Dr. Meenakshi, Punjab University, Patiala.
3. **Statistical Techniques:** The analysis of the data was done through use of percentage, mean, Standard Deviation, t-test, F-Test .

Table 1.1 shows Comparison of Moral Values of Children Belongings to Different Socio Economic Status

Summary and Conclusion: It is observed that 1. There is significant difference in moral values of boys and girls aged 10-12 years. 2. Children coming from middle SES have higher moral values than the children coming from higher SES. 3. Children coming from middle Socio Economic Status have higher moral values than the children coming from lower SES.

Suggestions -

1. Inculcation of good moral values is very important for the child to make him or her a



responsible, honest member of the society. Family and school plays a very crucial role in inculcating acceptable moral behaviour of a child. Through telling moral stories, rewarding the good moral behaviour, expressing unacceptance to the bad moral behaviour are some of the examples of inculcating good moral values.

2. Moral values of a child can get affected by the moral values of peers. So, it is very important

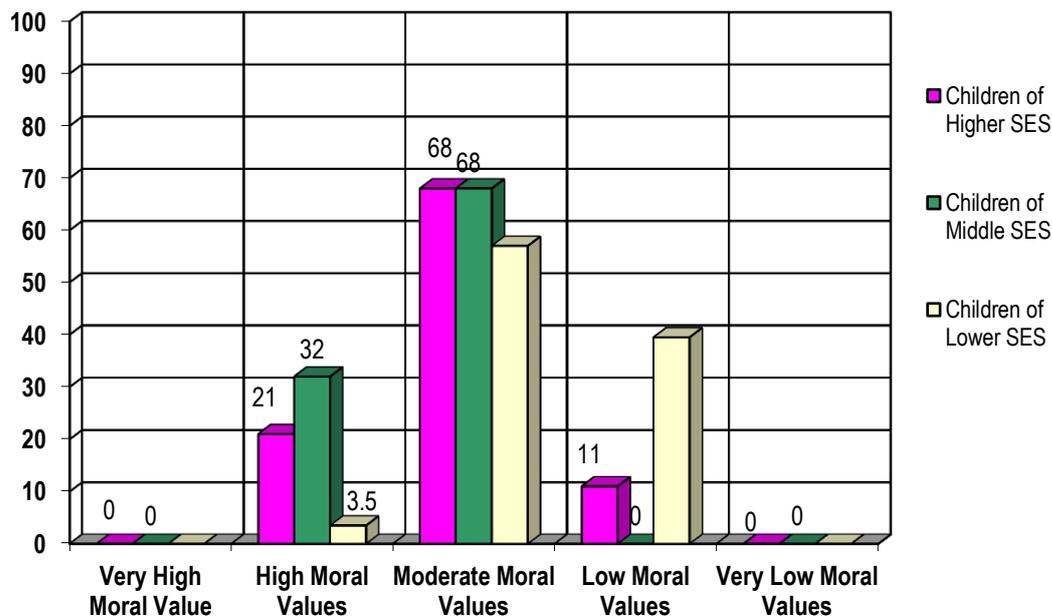
that parent should know the peers of their child properly.

3. Rewards for good behaviour such as smiling , kissing, patting, verbal expressions, facial expressions etc are very necessary to motivate children to learn proper moral values.
4. School should provide full time counsellor for helping children in the school as well as regular counselling should be provide to the parents on the different aspects of child development.

Table 1.1 shows Comparison of Moral Values of Children Belongings to Different Socio Economic Status

Sr. No .	Interpretation	Score of Test	Children of Higher SES	%	Children of Middle SES	%	Children of Lower SES	Total %	Mean	S.D
1	Very high moral values	30 & above	00	00	00	00	00	00	Boys 19.07 Girls 19.44	Boys 3.92 Girls 3.90
2	High moral values	20-30	42	21	64	32	07	3.5		
3	Moderate moral values	15-20	136	68	136	68	114	57		
4	Low moral values	7-15	11	11	00	00	79	39.5		
5	Very low moral values	3-7	00	00	00	00	00	00		
		TOTAL	200	100	200	100	200	100		

N (Children of HSES) = 200 N (Children of MSES) = 200 N (Children of LSES) = 200



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