

# COGNITIVE DISCOURSES

INTERNATIONAL MULTIDISCIPLINARY JOURNAL

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ISSN 2321-1075 ISSN 2347-5692

VOLUME 11

ISSUE 1

JULY 2023

[cdimj.naspublishers.com](http://cdimj.naspublishers.com)

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Published Since 2013

## **A Study on Moral Judgement of B.Ed. Teacher Students in Relation to Demographic**

### **Variables**

Praseeda V

Research Scholar

Avinashilingam Institute for Home Science and Higher Education for Women

### **Abstract**

In this study, B.Ed. (Bachelor of Education) education majors' moral judgment is compared to several demographic variables. Moral judgment is a crucial component of teachers' professional growth because they are responsible for shaping the moral and ethical principles of the future generation. An improved knowledge of the factors that influence moral judgment can aid in the creation of efficient teacher training programs and the promotion of ethical behavior in educational settings. The goal of this study is to determine the effects of age, gender, educational attainment, and socioeconomic status on the moral judgment of B.Ed. teacher students. The knowledge gathered from this investigation into the moral development of future educators can be used to inform educational policy and practice.

*Keywords:* moral judgement, B.Ed. (bachelor of education), demographic variable, teacher

### **Introduction**

Education is a valuable resource that has the ability to aid in national development. The main goal of education is to increase one's human capital. A nation transmits its history, pleasures, cultural customs, and economic advantages through its educational system. Because of the enormous benefits that education offers, it has been declared a fundamental human right. The only effective means of escaping poverty is via education. Internal factors affecting human resource development include economic planning and training in various services. It is impossible to

exaggerate the value of education. The degree of education a person has affects how successful they will be in both the workplace and in social settings. The discrepancy in educational achievement is still a serious problem that has to be addressed.

The society acts as an important channel through which people are granted a particular level of life and access to a variety of activities and vocations, ensuring progress is made in accordance with social needs. Since it is a growth characteristic that necessitates adjustment to the society in which they will eventually work, future teachers' social maturity is appreciated highly in the current environment.

The term "Teacher Education" describes the policies and procedures put in place to make sure that aspiring teachers have the knowledge, morals, and conduct necessary to perform their duties in the classroom, in the school, and in the community at large. A college student majoring in education who is obtaining teaching experience while being supervised by a professional teacher educator is known as a student teacher. This is a typical alternative term for "PreService Teacher." This broader definition also applies to students who are enrolled in the required pedagogy courses in addition to their specialty courses but have not yet started the supervised teaching component of their program. The preferred and official term for all education majors, who are now more frequently referred to as "student teachers," is "Pre-Service Teacher" in several educational institutions. **(Kumar C R, 2017)**

Moral judgment is the cognitive process through which people assess whether a specific action or set of circumstances is morally right or wrong. Students pursuing a B.Ed. in teaching are required to exhibit high moral standards in their classroom management, instructional strategies, and student interactions.

The process of moral development, which entails forming moral judgments, people consciously choose to adopt a certain standard of right and evil. As a result, one's perception of good and wrong is reversed. The English word "morality" was first used in Latin, where the word "moral" denotes societal rules based on concepts of good and evil. According to Jean Piaget (1932), "The essence of all morality is to be sought in the respect which the individual acquires for these rules." But there are several perspectives from which to explore the idea of morality, including the individual, the group, the state, and the globe. Moral judgment is the assessment of the propriety or impropriety of repeated, willingly performed activities. A person's moral worth is often judged based on their persistent, deliberate behavior. The moral weight of good and evil is carried by a person's purposeful, thoughtful, and determined actions. They are morally assessed in accordance with the moral standard that serves as a benchmark for what is good and bad. According to the moral standard, a behavior is only morally acceptable if it complies with the standard or ideal. If the behavior goes against a certain rule or set of norms, the moral judgment will indicate that it is wrong. As a result, moral evaluation is based on a comparison between an individual's free choices and the moral standard. **(Manju.N.D, 2016)**

### **Moral Judgement**

The core of human ethics is the capacity to judge whether a specific action or activity is morally righteous or evil. It entails understanding the distinction between good and evil or right and wrong. The goal of moral psychology is to comprehend the psychological and affective mechanisms as well as the social factors that underlie moral judgment.

The nature and growth of moral judgment is subject to a wide range of theories and points of view. One such crucial theory is the one advanced by **(Haidt, 2001)** and known as the social intuitionist model. According to this theory, moral decisions are typically made based on snap

judgments or gut feelings and are only afterwards proven to be correct. According to Haidt, moral judgments are shaped by moral intuitions including justice, harm, loyalty, authority, and purity.

In addition to the core moral tenets, culture and society have a significant impact on how we see morality. Cultural values have a big impact on people's moral judgments, according to research by **(Schwartz et al., 2012)**. Allegiance to the group and deference to authority may be highly valued in collectivist societies, but equality and personal freedom may be valued more highly in individualistic ones.

In addition, a variety of psychological biases might influence one's moral judgment. The "trolley problem," a perennial brainteaser, highlights the significance of moral dilemmas in judgment. Five people will die if a trolley stays on its present track; if the trolley is diverted to another track, one person will die. According to **(Greene et al., 2001)** functional magnetic resonance imaging (fMRI) research, emotional reactions that involve the emotional part of the brain tend to favor the status quo, whereas more deliberate reactions that involve the rational part of the brain are more likely to favor utilitarian outcomes.

## **Demographic variables**

### **Age**

Age is one of the most fundamental markers. It reveals the distribution of persons of different ages among the population. Children are frequently divided into age groups ranging from 0 to 14, adolescents from 15 to 24, adults from 25 to 64, and seniors from 65 and higher.

## **Gender**

Gender refers to the social and cultural roles, attitudes, and expectations that come along with being a man or a woman. It is a critical demographic characteristic for understanding the distribution and representation of males and females in a population.

## **Education**

The highest level of formal education completed by individuals in a population is indicated by their education level. It is frequently classified as primary, secondary, tertiary, or depending on degrees obtained, such as a high school diploma, a bachelor's degree, a master's degree, or a doctoral degree.

## **Income**

Income is a measure of a person's or families financial resources. To evaluate the distribution of wealth within a population, it is frequently classified into different income groups, such as low-income, middle-income, and high-income.

## **Marital Status**

The legal relationship of an individual with a spouse is referred to as marital status. It is possible to be single, married, divorced, widowed, or separated. Understanding family structures, home dynamics, and social ties requires an understanding of marital status. **(Nations, 2019)**

## **Literature Review**

(Atari et al., 2020) Studies that were conducted exclusively inside one culture or sparse cross-cultural comparisons account for the majority of what we know about sex differences and cultural variations in morality. This study, which used data from samples from two distinct

countries, is the first thorough analysis of gender differences in moral judgments across several cultures. “According to the Moral Foundations Theory,” there are culturally changeable sex variations in moral judgments (Study 1;  $n = 336\ 691$ ). Females consistently outperformed males on tests of compassion, justice, and purity. On the other hand, loyalty and power displayed minimal gender differences and significant cultural diversity. When cultural, socioeconomic, and gender equality elements at the national level were associated, it was found that gender inequalities in moral judgments were more pronounced in individualist, Western, and gender equal countries. These results were mostly confirmed in Study 2 (19 nations;  $n = 11,969$ ) using Bayesian multi-level modeling on a fresh set of data. Even after taking into consideration the fact that cultures are not mutually exclusive among nations, the results were still valid. Women regularly showed stronger concern for Care, Fairness, and Purity than men when making moral decisions, in particular. Sex disparities in moral judgment were more prominent in cultures that were more gender and individualist oriented and had more changeable social norms. We also look at the present debate over the origins of sex differences and culture differences in moral judgments, as well as the theoretical and practical implications of these results for moral and evolutionary psychology.

(Al-Disi & Rawadieh, 2019) This study sought to ascertain whether or not students at the University of Jordan's School of Educational Sciences had acquired a moral sensibility in connection to the ethical standards of the teaching profession. In order to develop their own Moral Judgment Scale, they modified the Adult Moral Judgment Scale by Abdul-Fattah (2001) and Kohlberg (1984). There were five different moral quandaries on the scale of ethics in education. The validity and reliability of the scale were confirmed. The study population includes (420) students from 5 different majors throughout the 2018–19 academic year. According to the study, 245 students, or 71.1 percent, placed their moral judgment squarely inside the fourth stage

(Upholding/enforcing norms and rules), whereas 308 students, or 89.3 percent, placed it clearly within the second level (conventional morality) of Kohlberg's framework. At the first, second, or sixth levels, there were no students. Academic success and moral judgment did not correlate, but there were strong relationships between academic success and other factors. Additionally, there were noticeable differences in the stages of moral judgment that could be linked to the academic progress and curriculum of the pupils. These findings are in favor of investing more money in educating future teachers so that they can make better moral decisions in the classroom.

(Malle, 2021)The study of ethics has dramatically increased over the last ten years. This study focuses on moral judgments, which are determinations a perceiver makes in response to a violation of moral standards. But there are many different viewpoints on what constitutes moral judgment. This article offers a paradigm for differentiating among four different categories of moral judgment, such as those that involve appraisal, norm, moral wrongness, and blame. These tests range in terms of typical subjects, information processed, speed, and social functions. “The suggested framework gives the extensive body of literature structure and offers fresh perspectives on measurement, the nature of moral intuitions, the context of moral confusion, and the promise of dual-processing models of moral judgment.” The framework not only identifies knowledge gaps but also lays the groundwork for a more complete theory of moral judgment in the future.

(Johnson, 2008)For today's diverse classrooms, it is crucial to prepare teacher candidates who can administer student assessments, draw moral conclusions to properly resolve moral dilemmas, and manage resources. This ought to be a step in creating a professional mentality. At the center of the debate over the introduction of dispositions into teacher education and the compelling case against the movement is how to accurately assess the development of teacher candidates. In this study, the consistency of two moral assessment tools is investigated. Findings



indicate a lack of coherence between the qualitative data (teacher candidate writing assignments) and the quantitative assessment (“Defining Issues Test 2”) of moral judgment, suggesting that our understanding of the character of teacher candidates is insufficient. There are suggestions for teacher preparation programs on how to design congruent evaluations after a look at patterns of incongruence and their links to particular moral judgment phases.

(King & Mayhew, 2002)A review of “172 studies that used the Defining Issues Test to examine the moral development of undergraduate college students”, as well as an organizational framework for studying higher education contexts, are both presented. These research articles discuss a variety of subjects, such as how college influences students' moral judgment, how it develops concurrently with other aspects of their development, and how college affects students' civic involvement and character. Results suggest that attending college is significantly connected with considerable improvement even after controlling for age and starting moral judgment. While many studies relied on general indicators of the tertiary context (like the type of institution or the field of study), those that dug deeper into students' individual characteristics and educational experiences were more successful in identifying the causes of students' moral development during their time at university. The consequences for student development practice are underlined as well as future research topics.

### **Objectives**

1. To study moral judgement of B. Ed teacher students in relation to Demographic variables.
2. To study how Demographic variables affect moral judgement of B. Ed teacher students.

## **Methodology**

The researcher had to overcome a number of obstacles in order to carry out this examination. There was extensive usage of other significant research results that were pertinent to the subject of the study's title. Additionally, it involved making judgements, setting review time restrictions, selecting publications with on moral judgement of B. Ed teacher students in relation to Demographic variables, and assessing journals for data collection and processing. The researcher will use interpretive, analytical, and comparative approaches for the present research project. We'll gather data from a number of renowned libraries. The focus will be on thoroughly reviewing the main and secondary materials that are accessible. Websites and other online resources may be used as data-collecting tools.

## **Importance of Moral Judgment in Education**

Because it helps to develop moral reasoning, which in turn affects students' ethical behaviors and personalities, the capacity to exercise moral judgment is essential in the classroom. Making moral decisions and accepting responsibility for one's actions are required as well as knowing what is right and wrong. Moral judgment can be used in the classroom to help students develop into morally upright individuals.

For a number of reasons, moral judgment development must be emphasized in education. In the first place, it assists students in developing a strong moral compass. Through moral reasoning, students gain the skills necessary to analyze situations, think critically, and behave morally. With the help of this technique, moral principles can be more effectively internalized, empowering kids to take responsibility for their own behavior in the absence of an adult role model.

Second, moral judgment helps develop compassionate and empathic personalities. When challenged to consider how their actions might affect others, students gain a more in-depth understanding of how their choices might affect other people as well as a greater capacity for empathy. Empathy aids in the development of closer relationships between individuals by promoting a compassionate and responsible viewpoint.

Third, including moral judgment into the classroom gives students important skills for success in life. In order to navigate challenging moral conundrums in daily life and the workplace, one needs to be able to think critically, solve issues, and make ethical decisions. Students who master these skills will be better equipped to encounter and conquer challenges in their future efforts. **(Colby & Kohlberg, 1987)**

### **Relation Between moral judgement and Demographic variables**

Numerous research have examined the connection between moral judgment and demographic factors. While there is disagreement across the board on the specifics of this link, certain research results show that demographic characteristics can influence moral judgment to some extent. Here are a few noteworthy studies that provide insight into this issue:

The relationship between moral identity, moral perception, and demographic factors like age, gender, and educational level. The findings of the study done by **(Reynolds & Ceranic, 2007)** showed that people's moral judgment and behavior are correlated with demographic characteristics, particularly education level.

Studies have also looked into potential differences in moral judgment between the sexes. According to **(Gilligan, 1982)**, men typically support care-based morality, emphasizing empathy and compassion, whereas women prioritize justice-based morality, emphasizing concepts of

fairness and rights. However, these gender differences are not constant and can differ from person to person.

Although these studies shed light on the correlation between moral perception and social characteristics, it is important to remember that moral judgment can also be profoundly influenced by factors such as personality and background. Cognitive, emotional, cultural, and social elements all have a role in shaping moral judgment, making it a multifaceted phenomenon.

### **Conclusion**

By strengthening their moral sense, people can better understand how to integrate in with society as a whole. It relates to how aspiring teachers develop their identities. To fit into the school environment, they must be able to use moral judgment. A teacher will be better equipped to mentor their students if they have improved their moral character and their emotional intelligence. This study increases our understanding of how moral judgment affects B.Ed. student teachers. It is intended that this research into the significance of demographic variables like age, gender, and educational attainment would contribute to the creation of programs that will prepare aspiring teachers to make morally sound choices in the classroom. It has been discovered that demographic characteristics have a considerable impact on the moral reasoning of B.Ed. education majors. To assist children develop into moral, upright people who can make moral decisions for themselves and their communities, moral reasoning is taught in schools. It recognizes that incorporating moral principles and ethical considerations into the classroom can promote a positive learning environment.

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