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Morality of the OBC and SC College Student's in Relation to Parent Child Relationship

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Abstract The term morality has been derived from the Latin word "MORES". The literal meaning of the word mores may be conceived as manners or customs. In this way morality is to be considered a behaviour conforming to the moral or ethical code or the social standards. Behaviour pertaining to morality is voluntary in nature because "it comes with the transition from external to internal authority and consists of conduct regulated from within. It is accompanied by the personal responsibility for the act". Under the purview of morality individual/personal gains or desires are generally of secondary importance. The primary importance for the morality is the consideration for the welfare of society under the broad umbrella of Ethics.

Index Terms - Morality, OBC, SC, Parent, Relation.

Introduction

The problem of morality is the chief concern of all enlightened persons today because the society is suffering from moral crisis. Indeed, this crisis can be most effectively arrested by the schools, Colleges and Universities. But it is pity that the educational institutions are not playing adequate attention to the problem of modernization institutions should be reshaped keeping morality at the centre of the educational process. Thus it is obvious that the problem of morality has assumed enormous importance during recent years and so the aim of the present study was to select students from the OBC and SC groups and to examine how far they difference with respect to their morality and parent-child relationship.

Morality may be taken in two senses-absolute and relative, The possession of an innate sense of right or wrong is the first criteria of the absolute morality. Freud explained the concept of inorality in terms of Super ego. He conceived super ego as a parental introjections whose influence is to decide which impulses are acceptable and which, are not. This is his relativistic concept of morality. The relative concept of morality has not been accepted by E. Fromm et. al. (1960) and R.E. Maney-Ryrlle (1952). On the ground of providing a basis for merely relativistic morality it is pertinent to mention here that Maney Ryrlle's model of conscience is consistent with absolute morality. Empirical evidence for such a morality is provided by Piaget's work with children and by Kohlberg's culture studies (Chazen, {979).

Morality is a complex concept. It is hardly found in Children. Adolescence is the period to pickup morality. But whether the children have packed up morality or not will to a greater extent depend upon the type of moral education that the children have received. (Piaget, 1932., Havingurt, 1932, Breckenridge and Vincent, 1955). It is in the fitness of things to mention that moral development of highest order consists of the intellectual and impulsive aspect. The child must learn what is right and what is wrong. For this it is also essential that pleasant reactions are associated with what is right and unpleasant

reactions with what is wrong For this the child must have the sample opportunity to participates in group activities, so that he can learn to behave in accordance with the expectation of the social group. No child is moral/or immoral at birth so far him to behave according to moral standard he will have to know what the social group thinks to be right or wrong. The learning of moral activities of the children is governed by numerous factor.

Parent-Child relationship is much more importance than other factor's even, than that of the peer group. (Chopper, 1950, Ausubel, 1951). By himself none is expected to be able to build-up a moral code of his won. He is able to grasp the moral concepts only when he gets an opportunity to come into contact with adults and children of the society. Such contact is very essential. For it gives an opportunity to see how others assess his behavior. He will not be able to judge his own behavior through moral techniques of ethical norms by others in the society; rather he will learn to judge his own behavior only through actual personal experience but the senior members of the society including parents inay play a Vital role in influencing the moral conduct of children. It is their first and foremost duty to associate moral behavior with some sort of pleasant behavior because in that case the children will be tempted to repeat the behavior which will ultimately lead to become habituated, with proper training the child is expected to conform to moral standard of behavior without any external force. Thus learning to behave in a moral way is, of course, a long process extending from the Childhood to the adolescence.

Table :1

Shows the ratio of Students Parent & Teachers

Class	Boys	Females (%)	PMF (%)
Teacher-Student	42	64	38
Student-Teacher	46	61	25
Teacher-Parent	40	67	48
Student:Teacher:Parent	37	100	70

Development of morality has two aspects: the development of moral concept and the development of moral behavior. Moral knowledge does not been mean that conduct will be also moral because behavior is also motivated by the factors other than moral knowledge. Hartshorne and May (1928) and V. Jones (1938) revealed correlations of approximately .25 between moral knowledge and moral conduct. Thus one's conduct cannot be predicated with much accuracy on the basis of his moral knowledge. Emotional and motivational factors cause this discrepancy between moral knowledge and moral behavior. The second aspect of development of moral concept is closely related to maturity and intelligence. In the opinion of E.B. Herlock (1956) the children's moral concepts are definite and concrete rather than abstract and general up to the age of nine and ten years. As a matter of fact, social life determines that people must have conception of are most important and exhaustive. An attempt is made basic stands taken by them.

Psychoanalytic approach/Model

Sigmund Freud held the view that super-ego is the source of moral development. He regarded that the concept of super-ego is almost similar to that of conscience. Freud has used this term " to refer to that part of the personality which functions as an agent of restraint and prohibits the individual to commit any wrong act and point out what is right or what is wrong". Really the responsibility of frustrating the basic drives, sexual and aggressive in nature in children go to the parents for they want to socialize the children according to the social norms. It is here that the children, however, hostile towards the parents but on account of the fear psychosis of the loss of parental affection they are compelled to repress their sense of hostility towards the parents and ultimately they internalize the parental prohibitions. This process of internalizing the parental prohibition leads children to act and behave morally so that they may avoid sense of guilt. External punishment is transferred into self punishment into self control. (James W. Vander, Zaden, 1978).

Thus, it is clear psycho-analytic approaches view human life from inside. Entire human life is conceived as consequences or the result of intricate patterns of interaction build up, modified and sustained from infancy onward. The core of the interaction is interpersonal. Generally we fail to notice their continuing influence which emerges from inside of human being. It is because of the fact that the whole process in unconscious, greater insight into these unconscious processes require psychoanalytic perspective. Psychoanalysis lays stress on the development of moral capacities within the general formative stages of moral development beginning from birth and later extending to late adolescence. Although a number of theories have been developed on the basis of psychoanalytic perspective but the most important of them is structural theory. It was first formulated by Freud in his famous work "The Ego and The Id", (1923/1961). It is structural view of mental functioning. In Freud's view the Id, the Ego and the Super-ego are distinctly interactive mental agencies. In his opinion the ego and the Super-ego have both conscious and unconscious features.

Freud, conceived the super-ego as directly representing the value system of the parents which is parental morality. In this view the child imitates the standard of conduct, beliefs and actions of his parents. He takes it for granted that his parents are wise and so there is no harm in imitating their conduct. Parental love and affection inspire them to adopt the way their parents behave in society. Thus the child identifies himself with parental views and it is this identification which is internalized. Naturally in the process of internalization of the parental values their prohibitions.

Now become the prohibitions of the child himself. As identification with parents is solidified, "The authority of the fathers or the parents is introjected into the one and they form the kernel of the ego" identification (Ekstein, 1964).

Behaviouristic/Social Learning Model

Behaviouristic model is based mostly on the principles advanced by Behaviouristic School of which Watson (1912) was the founder. Bandura (1969) too has contributed significantly to advance and popularize this model.

The conceptual framework for researches on the socialization of morality has emanated from social learning theory. We must keep in mind before going through the social learning theory approach to morality that morality is a philosophical concept, not a behavioural concept as some times taken. In the concept of morality one interprets general principles of what is right or what is wrong with its application in action depending on the particular moral code. Here the question also arises as to what does moral

OBC and SC

In every society, there are in some-form or the other, status groups based on power, privileges and prestige. From the view-point of enjoying power and privileges these differently ranked groups have their respective status in society. Those who have more power and privileges belong to higher social strata and known as privileged class. On the contrary, those who have less power and privileges belong to lower social strata and known as unprivileged class (Backward Caste, SC & ST) During the different periods of history, different societies had different systems of distribution of power and privileges. The system of distribution in the same society during different periods of history have also been different. As a result of this the system of social stratification has changed time to time.

In view of the above stratification-OBC & SC, the study aims to determine how far the OBC & SC groups of students differ with respect to morality and parent-child relationship.

Here, this study was planned and designed to achieve the above mentioned objectives. For this research work, by privileged group, we mean to subjects composing the group of upper SES with educated and white colored parents where as by unprivileged group, we mean the subjects comprising of the group of lower SES and whose parents are illiterate and engaged in manual or menial jobs.

PARENT-CHILD RELATIONSHIP

The purpose of the present investigation is to examine the effect of parent-child relationship on morality. Parent-child relationship, during the early years of life is of prime importance in the development of morality of a child. Parent child relationship is mostly a relationship between child and the mothers as the fathers, in our culture are less responsible for upbringing the children under this psychological climate the description of parent child relationship is actually a description of mother child relationship. Studies made in this field are abundance and they fully subscribe to the view that parent-child relationship is most important and critical variable of moral development. A child's morality is shaped as the child is treated by its parents.

Infect, the individuals behavior is determined by the parental attitude in early years of life. According to Freud, the child identifies himself with parental views of what is right and what is wrong and it is this identification which is internalized. This internationalization lays the foundation of morality. So that present study 'centers round the investigation of the different aspects of parent-child relationship and morality of the privileged and unprivileged college students.

EXPLANATION OF PCRO FACTORS

Parent-child Relation Questionnaire has 6 factors and all of them are being explained here separately:

1. Loving/Waro/Affiliating

Loving mothers show and irresistible desire to be with the child for maximum of time. They keep the child with them, hug them, fondle them and kiss and pat them with maximum pressure. They feel warm ignore their mistakes in pretext of childhood innocence. They feel warm in physical proximity of the child and they feel emotioned happiness when the child is within their sight. They sit, talk and play with the child in an atmosphere of emotional warmth and with feeling of pleasure.

Maternal warmth is manifested is playing with the child, enjoying him, doing things for the child. A loving mother always praises her children and seldom used physical punishment to chastise them. Even if physical punishment is awarded it is rather light than severe. Mothers behave as care takers of the child and to amuse the child they consider their responsibility such mothers prefer praise to reproof and reward to punishment in appreciation of the activities of their children. The mother

child interaction frequency is at the maximum and this includes non-routine contact as well. Consequently the children too cling to mother most frequently and then too feel pleasure in the company of the mother and resent separation from her. The children of such mothers protest being left alone and follow them around. The warming period of the children is maximally late normally and such children show a sense of dependency upon their mother.

2. Rejecting (Hostile):

Rejection means a feeling of detachment and consequent lack of interest in the child. The children of such mothers lack maternal protection, care, affection and warmth. Thus the mothers deprive the children of love and affection. The maternal attitude of rejection is reflected both in feeling and behavior. Thus the mother show a negative attitude toward children. The children feel neglected and their longing for maternal affection remains unsatisfied. The proximity of children creates a feeling of annoyance for the mother. Mothers feed that the children are incorrigible and they deserve punishment Rejecting mothers excited their children. Ridicule them and prevent them from coming close to them. They meet their children with coldness and without gifts to them which children are so much found them. The mothers complain that the children are disobedient, uncomfoting rebellious and indecent in behavior. Such mothers pay no regard to the children's view points.

3. Protecting (Nurturant):

Protecting mothers take over precaution for the child and they are very much concerned about the safely of the child. They do not allow the child to take any risk for themselves. Consequently the mothers are over watchful and alert for the well being of the child. Maximum needs of the children are managed by mothers themselves and the children have no opportunity , left to them to act for themselves. The mothers have constant feeling that if left free the children may involve themselves in risks.

The nurturant mothers are constant source of support to their children, such mothers the daily routine of the children to and back from school. They stand by their children while in play grounds and they keep their child beside them while they are asleep.

Such mothers protect and nurture the child to the extent that children become fully dependent upon mothers and thereby they lose their separate identity to a great extent children become highly responsive to mothers activity.

4. Punishing (Aggressive):

Punishing mothers react aggressively and punitively to their children even for their minor mistakes. Such mothers have low degree of tolerance of mistakes of their children and they adopt disproportionate degree of punishment measures to their children. They are shy in giving rewards for the good work of their children but are prompt in punishing them for their mistakes.

Punishment of inflicted to children for corrective measures is not bad but punishing the child indiscriminately is really a bad show which definitely influences the personality development of the child in a negative way. Such mothers naturally create a sense of frustration, intolerance and rebellion in children.

Aggressive mothers produces aggressive children who become not only a threat to the family but to the society and Nation at large. Such mothers compel their children to develop an attitude of disregard for their mothers' and general feeling of frustration in their life which is reflected in aggressive behavior to the people of the society as consequences of transfer and generalization.

If punishment is inflicted for discipline the child and in appropriate proportion for the follies of the child, it is of course a corrective measure but this too is a controversial issue as reward has been evaluate to be better incentive than punishment for disciplining the child.

In this dimension punishment is considered to be as indiscriminate act which is more reflection of the personality of the mother than the demand of the situation.

5. Discipline (Responsibility training):

Obedient to superior is called discipline. Every mother/father/guardian wishes that the children should behave in a way that conforms to the prescribed norms of the family and society. Therefore, discipline training is an important factors of child rearing. Hurlock (1950) defines discipline in the following words:

"Discipline means training to conform to accepted standards of behavior. This consists of guiding activities of the individual into desirable channels through positive motivation and inhibiting undesirable activities through negative motivation". Thus mother through their judicious judgment may-enforce those activities of children which are confirming to the behavior norms of the family through proper selection of reward and can banish the undesirable activities of the child through punishment or by withholding rewards, In a way discipline is a kind of responsibility that he owes to himself to family members or to the members of society with whom he has to interact in social relations. While disciplining a child the parents define the limits beyond which it is prohibited to transgress and also the field in which he has to interact.

The degree and quality of discipline training is an important factor in child-rearing. Too much strictness makes the child hostile and aggressive towards parents or the person who disciplines him and too much of liberty in discipline training makes the child defiant where by the develops a habit of defying the authority to whom he owes direct - responsibility. Strict discipline by parents often produces prejudice and undemocratic children (Harris, Gough and Martin 1950).

The child who is uncared for with respect to discipline training, often exhibit traits of irresponsibility and insecurity. They are unable to take proper decisions and they are very much shy about themselves and to other. They develop incorrect self-concept and they are unable to build a concept and ideal self.

Considering the adverse effects of both, very strict and too much liberal discipline training, it is always proper the parents/guardian to follow a middle course and control the child only to the extent it is though proper for disciplining the child. It is found that children reared in moderate disciplining families have a proper and ideal self concept and such children show a balanced personality with less insecurity, anxiety and other symptoms which are characteristics of psychopathology.

6. Dominating:-

Dominating parents are authoritative in their attitude and behavior. They treat the child as a subordinate entity as they want that the child should always play a subordinate role. The children reared in such a family are victims of suppression of their wishes and they do not have opportunities to develop themselves into an independent individual. Such children are always to the force exercised by their parents and a sense of inferiority and low self-esteem is reflected in their personality. In such a child rearing situation the children have no occasion to criticize their parents, they do not have opportunity even for imperial criticism and they are constantly forced for obedience, orderliness and control. Such children have to act under mandatory routines prescribed by the parents and they have no liberty to question the authority of the parents.

Consequently such children are why, submissive unable to face problems of life adequate and they develop a dependent personality which hampers their adjustment in every sphere of their life an activity.

Conclusion would be given hypothesis wise

The hypothesis, morality of privilege college students positively related to parental love was confirmed. As regards parents, mother was found to have more loving attitude than the father.

The hypothesis, morality of OBC college students positively related to parental protection was confirmed. It was also found that the OBC mother had more protecting attitude than the father.

The hypothesis, morality of OBC college students would positively related to parental punishment was confirmed. It was also found that the OBC mother had less punishing attitude than the father.

The hypothesis, morality of OBC college students would be positively related to discipline was confirmed.

The hypothesis, morality of OBC college students would be negatively related to parental dominance was confirmed. It was found that father was less dominating than the mother.

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