A STUDY OF MORAL VALUE AMONG WORKING AND NONWORKING CHILDREN

Florence Helen Nalini X,

Research Scholar, School of Arts and social sciences,

Glocal University, Mirzapur Pole Saharanpur, Uttar Pradesh

Dr.Rajiv Ranjan ,

Research Supervisor, School of Arts and social sciences,

Glocal University, Mirzapur Pole Saharanpur, Uttar Pradesh

ABSTRACT

The researcher intends to delve deeply into the inner working children's personalities, cognition, emotions, and behavior through this examination. It is intended that this effort would clear the way and provide insight into the process of giving psychological well-being to children who are suffering from psycho-social problems. A moral value is an ethical precept that is widely acknowledged and that directs daily activities. These values are crucial for preserving interpersonal honor, peace, and unity. Since moral ideals are typically communal and shared by the public at large, no moral standards will be developed if there is no consensus among community members. In relation to moral values, the Kohlberg Model of Moral Development, Brain Areas, and Mirror Neurons have all been discussed. They have a neuroscience foundation.

Kew word-: Psycho-socially, Behaviors, Child Labour,

INTRODUCTION

Child labor is a curse on working children as well as a stain on society, the world, and the country. It acts as a barometer of how poorly all forms of government have done their duty to ensure that impoverished children receive the full range of opportunities for their physical, mental, and financial development from society, the country, and the entire civilized, socialized, cultural, and educated human race. The child has no intention of begging or receiving charity. Despite their best wishes to support working children and their tireless efforts to ensure the overall wellbeing of child labor, all societies, governments, and international welfare organizations are unable to grant him or her birthright for reasons beyond their control. The phrase "child labor" itself can be used interchangeably with "employed child" or "working child." This could be explained by the youngsters working in a paid capacity or by their tangible contribution to the family's revenue. 'This term not only applies to children working in industries but also to those who are working in different activities in unorganizednon-industrial organizations. Though, till date, no simple definition or description of child

labour is there. Child is the father of man and today's child is tomorrow's citizen. Well–nourished,educated and socialized child may well prove to be a strong foundation of nation's development. So it is our duty to look after them; protect them and provide them better carefor their physical and mental growth. In a welfare state it also becomes the duty of the government to promote children welfare through different schemes and policies, so that they will not be exposed to any sort of hazards, which may damage their groth, which ultimatelydamages political, social as well as economic growth of the society.

METHDOLOGY

Boys and girls between the ages of 8 and 14 who work odd jobs around the house and in shops, tea shops, dhabas, hotels, industries, and train stations are considered child labor. The working boys and girls who live and work in both rural and urban areas are referred to as "Child Labour." The Experimental Group for this study is the intended audience.

A matched group of 8–14-year-old girls and boys who were not employed and were enrolled in school in both urban and rural environments was chosen. Based on factors including age, sex, and location, this non-working participant group was paired with the working participants.

SAMPLE & SAMPLING

The sample was selected in the following categories of working and non-workingchildren:-

WUB- Working Boys living and working in urban locality (N=50) NUB- Non-Working Boys living and studying in urban locality (N=50)WUG- Working Girls living and working in urban locality (N=50) NUG- Non-Working Girls living and studying in urban locality (N=50)WRB- Working Boys living and working in rural locality (N=50)

NRB- Non-Working Boys living and studying in rural locality (N=50)WRG- Working Girls living and working in rural locality (N=50) NRG- Non-Working Girls living and studying in rural locality (N=50)

The investigator adopted the following Criteria for Selection (inclusion/exclusion) of the Sample for the present study.

1. The Child Labour (Working Children) who constituted the Experimental Group ofthe sample was full time workers, working in diverse modes and at various places.
2. The Child Labour (Working Children) selected as sample, were all drop outs fromschools or illiterates.
3. The Child Labour (Working Children) selected as sample, were in the age range of 8years to 14 years.

4. The Child Labour (Working Children) selected as sample, were living in theirfamilies and working in the Urban or Rural areas of Meerut District were selected.

The total sample for the present investigation was N=400, which constituted of Working Children (Child Labour) (Experimental Group) and Non-Working Children (Control Group- Matched Group) (Boys and Girls residing in Rural and Urban localities) selected following the above criteria. The Distribution of Sample has been presented in thefollowing Table.

TABLE-3.1- DISTRIBUTION OF SAMPLE FOR THE PRESENT INVESTIGATION

		A- Work Status				
		Working		Non-Working		
	B- Sex	Boys	Girls	Boys	Girls	Total
C- Urbanization	Rural	50	50	50	50	200
	Urban	50	50	50	50	200
Total		100	100	100	100	400

The sampling technique employed for the purpose of selection of sample was Purposive Random Sampling, because the Random or even the Stratified Random Samplingtechniques were neither suitable nor possible for selecting such a special class of sample i.e.the 'Child Labour', for the present investigation

TOOLS

The appropriate tools for the problem under investigation were selected after carefulreview of the related literature. The tools were selected with the criteria that (i) all the tests were in Hindi Language, (ii) Indian adaptations or indigenously made, (iii) standardized, and (iv) suitable for the population to be tested, i.e. apt and appropriate for the population of Working Children (Child Labour) (Experimental Group) and Non-Working Children (Control Group- Matched Group) aged between 8 years to 14 years.

Thus the tests found apt and appropriate for the purpose of carrying out themeasurements on the variables of the investigation i.e.

1. MORAL VALUE SCALE (MVS) (Hindi Version) by Alpana Sen Gupta & Arun Kumar Singh was employed for measuring the moral value of child labour. This tool is useful for measuring the variable for which it was constructed. This is a good standardized, highly reliable and valid test, capable of measuring Moral Value of Children in the age range of 6 to 12 years. The test measures Moral Value of Children in four (04) dimensions viz. A. Lying, B. Dishonesty, C. Stealing and D. Cheating. The test has thirty six (36) items in all, nine (09) items in each of the four dimensions mentioned above.The items are positive as well as negative. The dimension wise distribution of positive

and negative items and a few examples of items are presented in the following tables:-

TABLE-3.2- DISTRIBUTION OF ITEMS INTO FOUR DIMENSIONS IN MORAL VALUE SCALE

Dimension	Nature of Items	Item Number	No. of Items	Max. Raw Scores	Correct Response Directions
A-Lying	Positive (Y)	17, 29	2	9	Yes
	Negative (N)	1,5,9,13,21, 25, 33	7		No
B-Dishonesty	Positive (Y)	6, 14,18, 22, 26	5	9	Yes
	Negative (N)	2, 10, 30, 34	4		No
C-Stealing	Positive (Y)	7, 27, 35	3	9	Yes
	Negative (N)	3, 11, 15, 19, 23, 31	6		No
D-Cheating	Positive (Y)	12, 16, 24, 32, 36	5	9	Yes
	Negative (N)	4,8, 20, 28	4		No

TABLE-3.3- ITEMS OF HINDI VERSION OF MORAL VALUE SCALE(A FEW ITEMS - FOR EXAMPLE)

Dimension	Nature of Items	Item Number	Items
A-Lying	Positive (Y)	17	क्या आप तभी झूठ बोलते हैं जब इसकी सख्त जरूरत हो?
	Negative (N)	1	क्या माता पिता द्वारा कुछ पूछे जाने पर आप उसे छिपा लेते हैं?
B-Dishonesty	Positive (Y)	14	क्या आप अपने दोस्त के साथ हमे+ा ईमानदारी से पे+ा आते हैं?
	Negative (N)	10	क्या आपको ऐसा लगता है कि आज के जमाने में ईमानदार होना बेवकूफी है?
C-Stealing	Positive (Y)	35	क्या चोरी करने से आपको उसके परिणाम से डर लगता है ?
	Negative (N)	23	क्या आप अक्सर दोस्तों का टिफिन चुरा कर खा जाते हैं ?
D-Cheating	Positive (Y)	36	क्या आप परीक्षा में सभी प्र+नों का जवाब अपने से देते हैं ?
	Negative (N)	20	चोरी करना आज के युग के लिए उचित है, क्या आप इस कथन से सहमत हैं ?

However, no time limit has been prescribed for completion of the test but 10 to 15minutes are sufficient for the purpose.

SCORING: The Test Booklet is to be scored with the help of Scoring Key provided in the Manual. Each correct answer is to be awarded a score of ONE (1) and incorrect answer a ZERO (0). All positive items endorsed with 'Yes' and all negative items endorsed with 'No' are correct answers and are scored as ONE (1) and all other answers are wrong and are endorsed as Zero (0). The maximum possible score of the Test is 36. High Score on the scaleindicate High Moral Value and the vice versa.

RELIABILITY: The Test-retest Reliability and Split-half Reliability were estimated for thefollowing age groups of children separately; and are presented in the table given below:-

TABLE-3.4- RELIABILITY OF MORAL VALUE SCALE

Age Group	N	Reliability Coefficients	
		Test-retest	Split-half
6 to 7 years	50	.67	.72
8 to 9 years	50	.72	.74
10 to 11 years	50	.78	.85
12 to 13 years	50	.86	.87

All the reliability coefficients are significant, and thus the instrument is highly reliable.

VALIDITY: The present instrument was validated against the 'Moral Judgment Test' developed by Sinha, D. and Verma, M. (1992). Both the tests were administered anunselected sample of 200 children. The Concurrent Validity was estimated for the followingage groups of children separately; and are presented in the table given below:-

TABLE-3.5- VALIDITY OF MORAL VALUE SCALE

Age Group	N	Correlation (r)	p
6 to 7 years	50	.55	< .01
8 to 9 years	50	.58	< .01
10 to 11 years	50	.62	< .01
12 to 13 years	50	.28	< .05

Thus the Validity of the instrument is satisfactory, on the whole.

NORMS: Percentile Norms were constructed for the MVS. Percentile Rank Values corresponding

to Integral scores for each of the above age groups have been computed and are presented. For Qualitative Description of the Scale range of Percentile Ranks have been presented in the following table:-

TABLE-3.6- QUALITATIVE DESCRIPTION OF MORAL VALUE SCALE

Percentile Rank	Qualitative Description
P_{90} **and above**	**Very High**
P_{70} **to** P_{89}	**High**
P_{50} **to** P_{69}	**Medium**
P_{30} **to** P_{49}	**Low**
P_{29} **and below**	**Very Low**

RESULT & DISCUSSION

This chapter of the study presents the Statistical Analysis of Research Data and Interpretation of the Results thus obtained; in accordance with the aims and objectives of the study and the hypotheses formulated for the carrying out the research.

The Dependent Variables selected for the present investigation were **Moral Value, Anxiety** and **Emotional Stability** and Independent Variables were **A-Work Status, B- Sex and C- Urbanization** of the children. Each of the Independent Variables were dichotomus i.e. each having two faxctors viz. **A-Work Status -** Working Children (Child Labour) and Non-Working Children, **B-Sex -** Boys and Girls and **C-Urbanization - ** Rural Children and Urban Children. The Analysis of Research Data was conducted in three phases. In the first phase data was described through Descriptive Analysis, by computing Means (X), Standard Deviations (σ), and Coefficients of Correlation (Pearson's Product Moment) (r) and the probability (p) associated with each value of (r) representing its significance. The resulting Correlation Matrices of the data in different categories have been presented. The description of data is made vivid and clear by exhibiting the same graphically. The Correlational Analysis of data has also been done and presented. The second phase of Analysis consisted of Inferential Analysis, showing the difference between the Means of dependent variables (D.Vs.), (i.e. **Moral Value, Anxiety** and **Emotional Stability**) on the basis of different categories of Independent Variables (I.Vs.) viz. **A-Work Status:** 1. Working Children (Child Labour) and 2. Non-Working Children, **B-Sex**: 1. Boys and 2. Girls and **C-**

Urbanization : 1. Rural and 2. Urban. This was accomplished by computing 't-ratios', Standard Errors of Difference [SED (σD)] and the probability 'p' associated with each value of 't', representing its significance. The third and final phase of Analysis comprised of the analysis of '2*2*2 Factorial Experiments (Quasi

Experiments)' designed to evaluate the Main and Interaction Effects of the Independent Variables (I.Vs.) (viz. **Work Status, Sex** and **Urbanization**) on the Dependent Variables (D.Vs.), (i.e. **Moral Value, Anxiety** and **Emotional Stability** these children (Working Children (Child Labour) and Non- Working Children). These factorial experiments [*WORK STATUS*SEX*URBANIZATION*] have been analyzed by employing 'Three Way (2*2*2) Analysis of Variance (ANOVA) (Between the Subjects Design)' technique.

The Outline of the '2*2*2' Factorial Experiments (Quasi Experiments)'has been presented below:-

TABLE-4.01: '2*2*2' FACTORIAL EXPERIMENT INVESTIGATING UPON THEEFFECTS (MAIN & INTERACTION) OF (A) WORK STATUS (B) GENDER AND

(C) URBANIZATION OF CHILDREN ON DEPENDENT VARIABLES

1. MORAL VALUE, 2. ANXIETY, AND 3. EMOTIONAL STABILITY

		A- Work Status				
		Working		Non- Working		
	B- Sex	Boys	Girls	Boys	Girls	Total
C- Urbanization	Rural	50	50	50	50	200
	Urban	50	50	50	50	200
Total		100	100	100	100	400

DESCRIPTION OF DATA

01. GLOBAL DATA

The **Global Data** (N = 400) for the present investigation has been described in the following Table No.4.02, in terms of Mean(s) (X) and Standard Deviation(s) (σ) of each of the variables **Moral Value, Anxiety** and **Emotional** of the Working and Non- Working Children. The data has also been presented graphically in Figure No. 4.01, to make it vivid and clear. The data is self-explanatory and needs on explanation. Hence, the Mean(s) (X) and Standard Deviation(s) (σ) of **Moral Value, Anxiety** and **Emotional Stability** have been enumerated below :-

1. **Moral Value, Anxiety** X = **23.18** (σ = **5.939**), 2. **Anxiety** X = **26.76** (σ = **6.818**) and 3. **Emotional Stability** X = **7.20** (σ = **2.018**)

   FIGURE 4.01 – MORAL VALUE, ANXIETY AND EMOTIONAL STABILITY OFWORKING AND
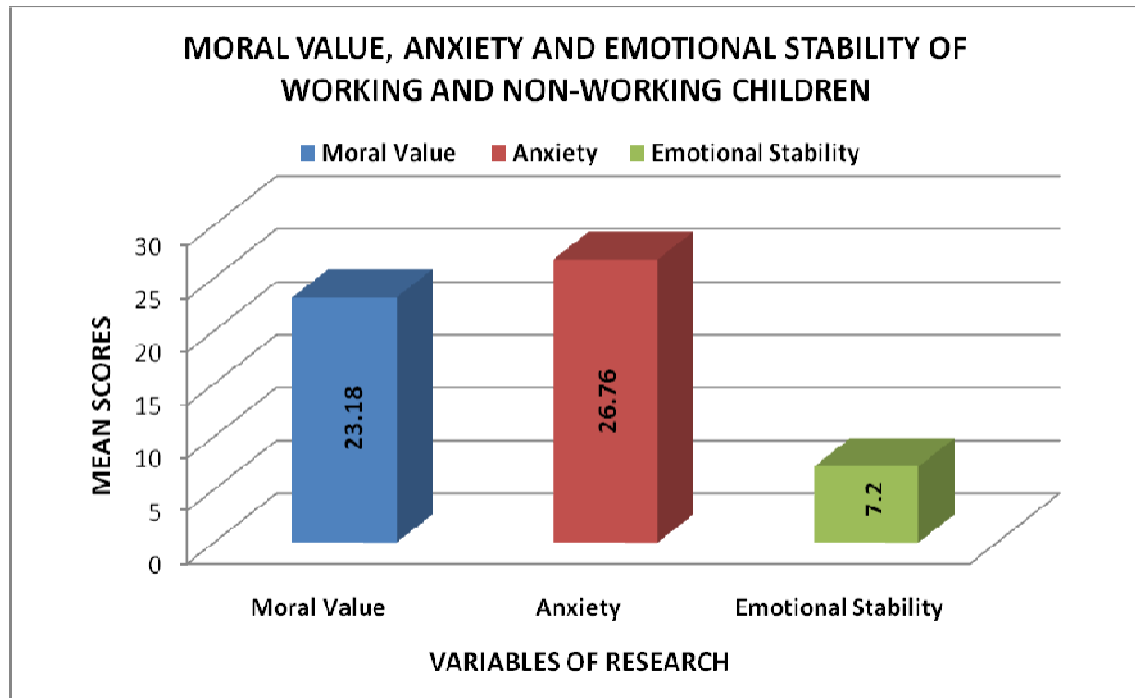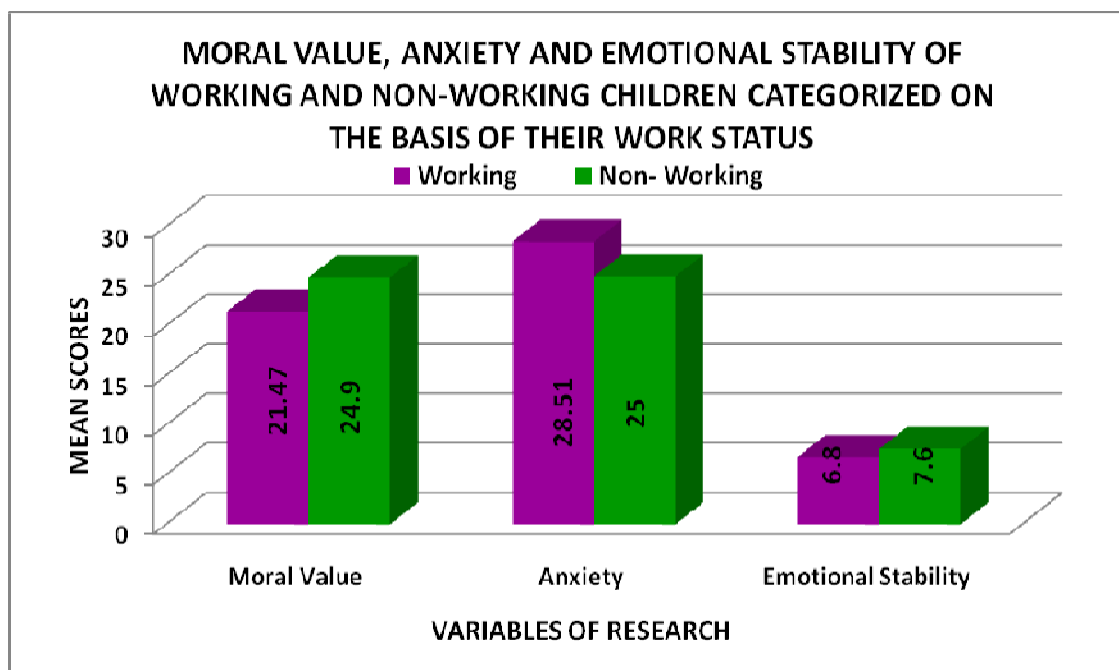
NON- WORKING CHILDREN

FIGURE 4.02 – MORAL VALUE, ANXIETY AND EMOTIONAL STABILITY OF WORKING AND NON-WORKING CHILDREN CATEGORIZED ON THE BASIS OF THEIR WORK STATUS

been presented graphically in Figure 4.03 for the sake of vividness. The data, comprising ofMean(s) (X) and Standard .Deviation(s) (σ) only, is being enumerated and as such needs no explanation, being self-explanatory in nature.

1. **Moral Value, Anxiety** $\overline{X} = \mathbf{22.41}$ ($\sigma = \mathbf{5.846}$), 2. **Anxiety** $\overline{X} = \mathbf{26.88}$ ($\sigma = \mathbf{7.014}$) and 3 **Emotional Stability** $\overline{X} = \mathbf{7.02}$ ($\sigma = \mathbf{2.058}$)

1. All the three Main Effects of each of the three Independent Variables Work Status, Sex and Urbanization on Moral Value of Children were significant which revealed the superiority of Non-Chilsd Labour (Working Children) over Chilsd Labour (Working Children), Girls over Boys and Rural Children over Urban Children on their Moral Value.

2. Out of three Two Way Interaction Effects of the three Independent Variables Work Status, Sex and Urbanization on Moral Value of Children only one i.e. Work Status* Urbanization was found significant and revealed the existence of the following hierarchy [Non-Working UrbanChildren> Non-Working Rural Children> Working Rural Children> Working Urban Children]of Moral Value.

3. The other two Two Way Interaction Effects [Work Status*Sex and Sex* Urbanization] and Three Way Interaction Effect [Work Status*Sex*Urbanization] for Moral Value were found insignificant.

CONCLUSION

All the three Main Effects of each of the three Independent Variables Work Status, Sex and Urbanization on Moral Value of Children were significant which revealed the superiority of Non-Working Children over Working Children, Girls over Boys and Rural Children over Urban Children on their Moral Value. Out of three Two Way Interaction Effects of the three Independent Variables Work Status, Sex and Urbanization on Moral Value of Children only one i.e. Work Status* Urbanization was found significant and revealed the existence of the following hierarchy [Non-Working Urban Children> Non-Working Rural Children> Working Rural Children> Working Urban Children] of Moral Value. The other two Way Interaction Effects [Work Status*Sex and Sex* Urbanization] and Three Way Interaction Effect [Work Status*Sex*Urbanization] for Moral Value were found insignificant.

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