



Morality in relation to modernity and age

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Abstract

The present study conducted to see the impact of modernity and age on Morality. Pandey morality scale and Singh modernity scale were administered on 200 college students of age range 15-23Yrs to measure the related variables. The obtained data were analyzed with suitable statistical technique. The findings reveal that: (i) it is accepted that the modern respondents would be less moral than the conservative one (ii) Morality develops with the increase of age and age is important factor for development morality.

Keywords: Modernity, Age, Morality, Darbhanga

Introduction and Review of Literature

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 behavior conforming to the moral or ethical code or the social standards. Behavior pertaining to morality is voluntary in nature because "it comes with the transition from external to internal authority and consists of conducts regulated from within. It is accompanied by the personal responsibility for the act". Under the purview of morality individual/personal gains or desired 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.

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 factors.

Development of morality has two aspects: the development of moral concept and the development of moral behavior. Moral knowledge does not mean that conduct will be also moral because behavior is also motivated by the factors other than moral knowledge. Modernity impulse shows scientific outlook and a world culture. It should be regarded as a practical necessity and a moral imperative a fact and a value. It means enlargement of human freedom of thoughts and beliefs. It encompasses scientific view.

Aquino; *et al.* (2002) ^[1] conducted a study on adolescents, university students and adults measured the associations among the self-importance of moral identity, moral cognition and behavior. The results are discussed in terms of models of moral behavior, social identity measurement, and the need to consider moral self-conceptions in explaining moral conduct.

Baker Thomas L. *et al.* (2003) ^[2] conducted a study on an organization to investigate the impact of gender and team composition on individual and group ethical decision making within group organization in recent research, two experiments are reported showing dependent that children are more likely to treat properties like fun and icky as response dependent than

moral properties like good & bad. Hence this helps support the claim that children are Moral Objectivists.

Nichols *et al.* (2003) ^[5] on the basis of their study they argue that the moral Conventional task is inadequate for assessing whether children regard Moral properties as response dependent. Unfortunately, children's understanding of response-dependent properties has been neglected.

Goldberg Carl (2004) ^[4] Suggested that the problem of our moral failing resides not in a deficient superego (a refulgent moral agent) but in the insufficient development of conscience (a reflective consciousness) The roles that curiosity and impeded curiosity take in the development of morality are shown to be central to an understanding of how conscience differ from superego.

Duke University; (2010) ^[3] conducted a study on secular kids are moral kids throughout the university and found that secular teenagers are far less likely to care what the 'cool kids' think, or express a need to fit in with them, Than their religious peers. When these teens mature into 'goddess' adults, they exhibit less racism than their religious counterparts, according to a (2010) Duke University Study. Many psychological studies show that secular grownups tend to be less vengeful, less nationalistic, less militaristic, less authoritarian and more tolerant, on average, than religious adults".

Paul Bloom: (2012) ^[6] through light on what effect does religion have on our beliefs and moral actions? And conclude that religion has powerfully good moral effects and powerfully bad moral effects, but these are due to the aspect of religion that is shared by other human practices.

Peter Milogev *et al.* (2014) found in their research that moral foundation theory posits five distinct foundations of morality; harm/care, fairness/reciprocity, in group/loyalty, authority/respect and purity/sanctity. They also found that social dominance orientation predicts members in the neutral moral signature whereas right-wing authoritarianism predicts membership in the high moralist signature. These findings were observed controlling for Big-six personality and various demographics thus the authoritarian and dominance-based

motive identified by dual model (DPM) independently predicts categorical differences in the signature people used to judge morality.

Phil Juckerman, (2015) ^[7] also conducted a study on secular kids and moral kids and found that secular families exhibit high levels of “family solidarity and emotional closeness”, not to mention “strong ethical standards and moral values”. In other words, says Zuckerman “Far from being dysfunctional, nihilistic and rudderless without the security and rectitude of religion, secular households provide a sound and solid foundation for children”.

Purpose: The main purpose of this study is as follows

- To assesses the effect of modernity on morality.
- To assesses the effect of age on morality.

Hypothesis

- There would be negative correlation between morality and modernity.
- There would be positive correlation between morality and age.

Method

Sample of 200 hundred college students were selected from L. N. Mithila University, Darbhanga. (Age Range: 15-23 Yrs).

Tools used

Personal data sheet

The personal data sheet (PDS) include question relating to sampling criteria. It sought information about subject's name, sex, age, religion, caste, occupation, monthly income, education of level and residence.

For measuring the morality of the respondents morality questionnaire developed by Pandey N. K. was administered.

Modernity scale

Singh Modernity scale was used to measure the modernity of the respondents.

Result and Discussion

The focal theme of present study is to determine the role of modernity and age on morality.

Table 1: Co-efficient of correlation between morality & modernity

Variables	N	r	df	P
Morality	100	.48	198	.01
Modernity	100			

The table 1 reveals that the correctional coefficient between morality and modernity is negative and the r value between the two is .48 which is significant at .01 level of confidence.

The findings may be accounted for on the basis that respondents of modern attitude usually believe less or not believe more in social and moral conventions than those having conservative attitude. They do not accept the established social and moral codes, more easily than the conservative

respondents. Hence, it is accepted that the modern respondents would be less moral than the conservative one. The negative coefficient between morality and modernity traits of the respondent's trend support to the remarkable fact that modern society lacks moral values and Vice-Versa higher modernity is responsible for less morality. Thus, the hypothesis earlier framed in this study is confirmed by the result of the present investigation.

Table 2: Co-efficient of correlation between morality and age

Group	N	Rb is	df	P
15 yrs- 18 yrs	100	.51	198	.01
20 yrs – 23 yrs	100			

It is obvious from the table 2 that coefficient of co-relation between morality scores of the two age groups is highly significant at .01 level of confidence and the relationship between the two is positive. The results also show that age is an important factor for moral development. (Yamagishi, Akiko, 1976).

The researcher reveals that morality develops with the increase of age. With age comes maturity which is an important factor in the development of morality. From this investigation it is also clear that hypothesis "Morality would be positive related to age" is confirmed.

In general, the findings on the stand support to the contention that modernity and age have significant effect on development of morality. The findings further suggested that age is positively correlated to morality whereas modernity is negatively related to the morality.

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