

# Intelligence and Moral Judgment of Adolescents— A Correlational Study

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**Abstract:- Intelligence and Moral Judgment are known to be positively associated with each other. Nevertheless, there has not been sufficient evidence of its effects being tested in adults. With a focus on this, the current research aims to study if there exists a correlation between intelligence and moral judgment. The experiment conducted made use of a Draw a Man (DAM) Test and a Moral Judgment Test and collected information from 50 participants. The age group selected for this study was that of adolescents (10-19 years) . The data was then subjected to Pearson's Correlation test and it was found that there exists a positive correlation between intelligence and moral judgment.**

**Keywords:- Intelligence, Moral Judgment, Adolescents**

## I. INTRODUCTION

Contrary to the popular beliefs, intelligence goes much beyond just scoring good marks or getting a job. It isn't just limited to books; it also obtained through experiences outside the classroom. It is the capacity to analyze, learn through previous experiences, resolve issues and adjust to the new circumstances. The youth of today under the impact of technology and easy availability of materialistic possessions in the name of privacy and independence, have started compromising on values and ethics. Hence the last decade has seen a renewed interest in moral psychology. Moral judgments are embedded within a specific content. It means evaluation of a voluntary action as right or wrong. This kind of judgment is extremely crucial for it governs the choices that we make, thereby creating the consequences of the choices we finally make. Evaluation is a cognitive activity which requires intelligence. Hence, the present study makes an attempt to study the correlation between Moral Judgment and Intelligence.

## II. REVIEW OF RELATED LITERATURE

Saritha M. S. (2015) studied the moral judgement of pre-adolescent students with an empirical study performed on a group of 80 pre-adolescent students. The Moral Judgment Test (MJT) was used to assess students moral judgment. The results of the study indicate that the potential of moral judgment among pre-adolescent students is an average of 40 percentiles.

Another study by Mohanty R (2008) traced the impact of moral judgment in elementary school children in comparison to their family environment, socio-economic status and intelligence with the goal of comparing variations arising in moral judgment, home environment, socio-

economic status and intelligence due to gender differences. The data was subjected to correlational analysis. Sample of five hundred religious-based primary school children and three hundred children from government based schools in Orrisa was collected by random sampling method. The results of the study found that there existed significant differences in moral judgments between boys and girls and there also existed a positive correlation between moral judgment and intelligence of the elementary school children..

A study by Irfan S and Kauser R (2018) looked at the relationship between moral judgment and Emotional Intelligence (EI) of adolescents. They recruited 351 participants ( 172 males and 179 females) for the research. The results revealed a positive correlation between the two. Further, a regression analysis was carried out to analyse the data which found that EI significantly predicted moral development and socio-economic values of truth, property, law, contract and legal justice. It was also seen that moral development predicted all types of socio-moral values. However, there were no significant differences found for EI and moral development between genders.

BeibertH. M. & Hasselhorn M. (2016) investigated the relationship between intelligence and individual differences in children's moral development across a range of different moral transgressions. The study was designed to address some of the shortcomings in prior research by examining young children aged between 6 years; 4 months and 8 years; 10 months, using a broad concept of moral development including emotional aspects and applying an approach that is closely connected to children's daily lives. Participants ( $N = 129$ ) completed a standardized intelligence test and were presented four moral transgression stories to assess moral development. Results demonstrated that findings from prior research with adolescents or adults cannot simply be extended to younger participants. No significant correlations of moral development and intelligence were found for any of the presented stories. This provides first evidence that – at least in middle childhood – moral developmental status seems to be independent from children's general intelligence assessed by figural inductive reasoning tests.

Kumari P. & Khadi P. B. (2018) studied inter-relation between moral judgment and spiritual intelligence of high school children on a sample of 72 adolescents of 13 to 16 years studying in 8th to 10th standards in Government and Private schools from urban area and Government schools from rural area of Dharwad Taluka, Karnataka. Gupta's (2010) Moral Judgment Test and Singh et al (2006) Spiritual Intelligence Test were used. Chi square was used to know

the association between levels of moral judgment and spiritual intelligence as well as by age and gender. Higher percentage (86.1%) of children had moderate level of moral judgment while the rest had high level. The spiritual intelligence of children was in higher proportion (59.7%) in average level while 34.7 per cent had high level and only 5.6 per cent children fell in low category. Significant association between moral judgment and spiritual intelligence was observed. Children with high spiritual intelligence had high moral judgment ability. There was no significant association between age and gender with level of moral judgment nor spiritual intelligence.

➤ *Objective of the Study*

To find out the relationship between Intelligence and Moral Judgment.

### III. METHODOLOGY

Sample – A total sample of 50 adolescents were used. The data was collected by random sampling method.

Tools used –

The following tools were used for the study –

- Draw a Man (DAM) Test – It is a projective test used for two purposes. One aspect measures emotional or behavioral disorders while the other aspect screens for non verbal intelligence. It was originally developed by Dr Florence Goodenough in 1962. In 1963, Dr Dale Harris revised and extended this test which is now known as Goodenough-Harris Drawing Test.
- Moral Judgment Test - MJT was designed by M. Verma and D. Singh in 1967. It consists of 50 multiple choice questions (MCQs). It is divided into six parts comprising of items related to Discrimination, Analogies, Moral values, Incomplete sentences and Moral Reasoning. The total score obtained by the participant would be the index of his moral judgment.

### IV. RESULTS

First, the mean and standard deviation (SD) were calculated for inferential purposes. Then the data was analyzed by using Pearson’s Correlation Coefficient.

The results are displayed in the following tables:

Table 1: Frequency and Percentage of levels of Intelligence

	Frequency	Percentage
<b>High</b>	43	86
<b>High Average</b>	7	14
<b>Low Average</b>	Nil	Nil
<b>Low</b>	Nil	Nil

From table1, it is seen that 14% have shown high average level of intelligence whereas 86% have revealed high intelligence.

The second objective of the study was to assess the levels of moral judgment among primary school children. The results are displayed in table 2.

Table 2: Frequency and Percentage of ability of Moral Judgment

	Frequency	Percentage
<b>High</b>	10	20
<b>Average</b>	18	36
<b>Low</b>	22	44

From the table 2 it is observed that 22 out of 50 participants have shown low ability of moral judgment, average ability of moral judgment was revealed by 36% of primary school children whereas high level of moral judgment was shown by only 20%.

It was hypothesized that there exists a significant correlation amongst adolescents with respect to intelligence and moral judgement. For this mean and SD were computed. The results are displayed in table 4.3.

Table 3: Mean and SD of Intelligence and Moral Judgment of adolescents

	Intelligence	Moral Judgment
<b>Mean</b>	34.76	27.41
<b>SD</b>	8.46	8.37

It can be seen from table 3 that the data is normally distributed. However it cannot be asserted that there exists significant correlation between intelligence and moral judgment of adolescents only on the basis of descriptive statistics and hence the data was subjected to Pearson Correlation moment. The complete summary of coefficient of correlation is displayed in table 4.

Table No.4 Coefficient of Correlation between Intelligence and Moral Judgment

Sr. No	Category	r	Correlation	Significance
1.	Adolescents	0.35	Positive	p-value is 0.012 significant at p < .05

A Pearson Product Moment correlation coefficient was computed to determine co-linearity between intelligence and moral judgment.

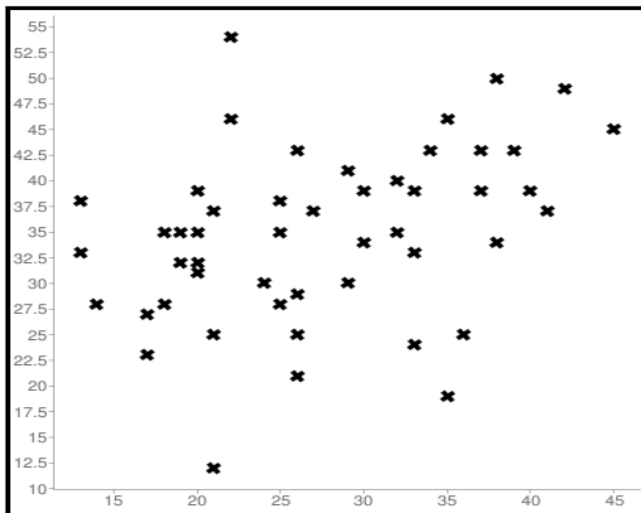


Fig 1:- Coefficient Correlation

Scatter diagram of relation in 50 adolescents between intelligence and moral judgment. The above figure and Table No.4 reveals that the value of  $r$  is 0.35. The P-Value is found to be 0.012. Hence, the correlation is significant at  $p < .05$ . Thus, it can be stated that the hypothesis framed “there exists significant correlation between intelligence and moral judgment among adolescents accepted.”

## V. IMPLICATIONS AND CONCLUSION

### ➤ *Conclusions:-*

From the statistical interpretation of the data the following conclusions were drawn:-

1. 86% of adolescents revealed high level of intelligence.
2. 36% of adolescents have shown average ability of moral judgment.
3. Significant positive correlation is found between intelligence and moral judgment among adolescents.

### ➤ *Suggestions:-*

- i) A large representative sample may be taken to get reliable results.
- ii) A study may be conducted to examine the impact of various psychological factors like self esteem, self concept, interest, emotions on moral judgment.

### ➤ *Recommendations:-*

- i. Guidance programs should be organized for students as well as for parents to practice value principles in their lives.
- ii. It is also recommended that value education should be imparted compulsorily to the school going children.
- iii. It is observed in studies that certain amount of intellectual maturity is necessary for moral understanding and proper value judgment. So, importance should also be given for development of intellectual aspect of students.

### ➤ *Limitations:-*

- Sample size was only 50.
- The present study is confined to adolescents only.

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