

A Study to Assess the Cognitive and Moral Development of School Age Children Belongs to Joint Versus Nuclear Family in Selected School of Sasaram Rohtas

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Abstract: Background of study: Moral development refers to the ways we distinguish right from wrong as we grow and mature. Moral development is the comprehension and the evolution of morality in an individual right from infancy to adulthood, and beyond. Many psychologists have tried to analyze the idea of moral development in children by observing changes in their approach and understanding of morality. At every stage of your child's development, several changes take place in terms of cognitive development. Method: Due permission from authority was taken, obtained consent from participants, anonymity of participants was ensured, freedom to withdraw from study any time was assured, non-experimental Quantitative research design; comparative design; area of the study was school of Rohtas District; target population was the school age children which age group is 12-15 years; sampling techniques purposive sampling; sample size is 60; SECTION A: - It consist of item related to demographic variable, SECTION B: - Consisting Standardized mini- mental state examination with 12 questions and rating scale with 18 questions; The tool was submitted to Five experts; Reliability of the tool was checked by Karl Pearson's Formulae and the correlation coefficients $r=0.85$; 10% of the total sample fulfilled the inclusion criteria and were selected using purposive sampling technique; Prior to data collection a written permission was obtained from the Dean-cum-principal of Narayan Nursing College, Jamuhar, Sasaram; Data Analysis were planned according to objectives and hypothesis of the study, SECTION A: Socio-demographic variables and association of socio-demographic variables with the level of knowledge, SECTION B: Assessing cognitive and moral development of school age children using 3 and 5-point Likert Scale.

Result: Majority of the sample were in the age group of 14 years at $n=24$ (40%), Majority of the sample were female $n=48$ (80%), Majority of the sample were in the class 8th $n=30$ (50%), Majority of the sample were in the Income 100000-200000 $n=39$ (65%), Majority of the sample were in the Matriculation $n=23$ (38.33%), Majority of the sample were in the Primary education $n=30$ (50%), Majority of the sample were in the farmer $n=32$ (53.33%), Majority of the sample were in the home maker $n=52$ (88.66%), Majority of the sample were in the More than 3 sibling $n=35$ (58.33%), Majority of the sample were in the Hindu $n=58$ (96.66%), It was concluded that there are no association between socio demographic variables and the cognitive and moral development, For t test by conventional criteria; this difference is considered to be not statistically significant. $n=52$ (88.66%); majority of the sample were in the More than 3 sibling $n=35$ (58.33%); majority of the sample were in the Hindu $n=58$ (96.66%); it was concluded that there are no association between socio demographic variables and the cognitive and moral development; for t test by conventional criteria; this difference is considered to be not statistically significant.

Keywords: Cognitive development, Moral development, Family, Joint family, Nuclear family

I. INTRODUCTION

Children grow up in the blink of an eye, right from early childhood to their formative years as teenagers! During that blink of time is when the magic happens, Watching your child grow emotionally as well as mentally, and not just physically, makes you proud as a parent, and creates fond memories, Learn what you can do to enhance cognitive development in

preschool children, and find out what the four major stages of cognitive development in kids are, Major Stages of Cognitive Development in Early Childhood.³ At every stage of your child's development, several changes take place in terms of cognitive development, When your child enters the world, he goes through the four main stages of cognitive development, which are listed below: 1. The Sensor motor Stage: In this stage, children soak in the sensations and perceptions of the world through their motor senses. They gleefully go through life and enjoy their surroundings to the fullest, learning especially through the manipulation of objects and by touch. This is when their senses become activated as they continue to make sense of sensory perceptions and gain awareness of their surroundings.³ 2. The Preoperational Stage: The period of time between ages two and seven is dubbed as the preoperational Stage, This is the stage when children are not able to make sense of logic but are able to understand images and symbolic representations of information, Put simply, this is when they learn visually, and their memory, imagination, and creativity begin to take shape, Children typically do not understand the viewpoints of others, and this is when they begin picking up basic words of languages.³ 3. The Concrete Operational Stage: Children begin to gain awareness of their surroundings and perceive others' feelings between ages of seven and eleven, This is when emotional development takes place, as they begin to be aware of others' emotions and understand external events, Abstract and hypothetical thinking remains a problem, but foundations of logical thinking and analysis begin building from this point on.³

1.1 Objectives

- To assess the level of cognitive development of school age children belongs to joint versus nuclear family as measured by standardized mini- mental state examination.
- To assess the level of moral development of school age children belongs to joint versus nuclear family measured by structured rating scale.
- To compare the level of cognitive & moral development of school age children belong to joint versus nuclear family.
- To find out the association between cognitive and moral development of children belongs to joint and nuclear family with selected demographic variable.

II. METHODOLOGY

A quantitative with non-experimental approach was used in this study. A comparative research study (community-based research study) was used in this study. In this study the independent variables is the planned for cognitive and moral development In this study, the dependent variables of the study is demographic variables. The setting was selected of Sasaram, Rohtas. Targeted population: School age children which age group is 12-15 years. In this study, Purposive sampling techniques are selected. In this study the sample size is 60, (30 joint family and 30 nuclear family) is calculate according to the assessment of cognitive and moral development. Description Of Data And Tool Section A: - It consist of item related to demographic variable such as Age, Sex, Class, Type of family, Income of family, Qualification of father, qualification Of mother, Occupation of father, Occupation of mother, Number of siblings, Religion. Section B: - Consisting Standardized mini- mental state examination with 12 questions and rating scale with 18 questions related to identify the cognitive and moral development of school age children of joint versus nuclear family. Reliability of the tool was checked by Karl Pearson's Formulae and the co relational coefficients $r=0.85$, hence the tool was found to be highly reliable. Ethical Considerations: Written consent will be obtained from the sample. Anonymity and confidentiality of the information will be maintained. 10% of the total sample fulfilled the inclusion criteria and were selected using purposive sampling technique. In A cross-sectional study (community-based research study). Data Analysis, Section A: Socio-demographic variables and association of socio-demographic variables with the level of knowledge Section B: Assessing cognitive and moral development Of school age children using 3 and 5-point Likert Scale.



III. RESULT

Table.1: Socio –demographic variables and association of socio-demographic variables with the level of knowledge

Socio-Demographic variable			Frequency	Percentage	Df	X ²
1.	Age	12	4	6.66%	20	0.62
		13	18	30%		
		14	24	40%		
		15	14	23.33%		
2.	Sex	Male	12	20%	15	0.99
		Female	48	80%		
		Other	0	0		
3.	Class	7 th	2	3.33%	20	0.96
		8 th	30	50%		
		9 th	24	40%		
		10 th	4	6.66%		
4.	Family type	Nuclear	30	50%	10	0.92
		Joint	30	50%		
5.	Income	100000-200000	39	65%	15	1
		200000-300000	18	30%		
		400000 & above	3	5%		
6.	Qualification of father	Primary education	7	11.66%	25	1
		Matriculation	23	38.33%		
		Intermediate	19	31.66%		
		Graduation	11	18.33%		
7.	Qualification of mother	Primary education	30	50%	25	0.99
		Matriculation	29	48.33%		
		Intermediate	0	0		
		Graduation	1	1.66%		
8.	Occupation of father	Government job	2	3.33%	25	0.99
		Private job	7	11.66%		
		Farmer	32	53.33%		
		Business man	9	15%		
9.	Occupation of mother	Government job	2	3.33%	20	0.79
		Private job	4	6.66%		
		Home maker	52	86.66%		
		Daily wages labour	2	3.33%		
10.	Number of siblings	No	0	0	25	0.99
		1	1	1.66%		
		2	6	10%		
		3	18	30%		



		More than 3	35	58.33%		
11.	Religion	Hindu	58	96.66%	25	1
		Muslim	2	3.33%		
		Sikh	0	0		
		Christian	0	0		
		Other	0	0		

Table.2: Cognitive development of joint family
N=30

Category	Class	frequency	Percentage
Poor	0-10	0	0
Average	11-20	0	0
Good	21-30	30	100%

Table.3: Cognitive development of nuclear family
N=30

Category	Class	frequency	Percentage
Poor	0-10	2	6.66%
Average	11-20	13	43.33%
Good	21-30	15	50%

Table.4: Moral development of Joint family
N=90

Category	Class	frequency	Percentage
Very poor	0-18	0	0
Poor	19-36	0	0
Neither poor nor Good	37-54	4	13.33%
Good	55-72	11	36.66%
Very good	73-90	15	50%

Table.5: Moral development of Nuclear family
N=90

Category	Class	frequency	Percentage
Very poor	0-18	0	0
Poor	19-36	0	0
Neither poor nor Good	37-54	5	16.66%
Good	55-72	12	40%
Very good	73-90	13	43.33%

Table.6. Student t test
N=60

Group	Joint Family	Nuclear Family
Mean	100.53	94.20
SD	13.79	16.48
SEM	2.52	3.01
N	30	30

IV. DISCUSSION

Table.1. shows that, the majority of sample in age (n=24) 40%; sex (n=48) 80%; Class (n=30) 50%; family type (n=30), (n=30) was selected; income (n=39) 65%; qualification of father (n=23) 38.33%; qualification of mother (n=30) 50%; occupation of father (n=32) 53.33%; occupation of mother (n=52) 86.66%; number of sibling (n=35) 58.33%; religion (n=58) 96.66%. Pearson's chi square value of all the demographic variables was found to be as; age (n=60), 0.62, 95%, df=20; sex (n=60), 0.99, 95%, df=15; Class (n=60), 0.96, 95%, df=20; Family type (n=60), 0.92, 95%, df=10; Income (n=60), 1, 95%, df=15; Qualification of father (n=60), 1, 95%, df=25; Qualification of mother (n=60), 0.99, 95%, df=25; Occupation of father (n=60), 0.99, 95%, df=25; Occupation of mother (n=60), 0.79, 95%, df=20; Number of siblings (n=60) 0.99, 95%, df=25; Religion (n=60) 1, 95%, df=25. Therefore, it was found that, all the p values of socio demographic variables and the Likert scaling was more than the critical value of 0.05. Hence, it can be concluded that there are no association between socio demographic variables and the cognitive and moral development. Table.2 and Table.3 shows that, Joint family had 100% of the sample belonging to the category of good, whereas nuclear only had its half at 50%, 43.33% in Average, and 6.66% in Poor category. Table.4 and Table.5 shows that, Joint family had 50% of the sample belonging to the category of very good, 36.66% were in good category, 13.33% were in Neither poor nor good category; whereas nuclear had 43.33% in very good category, 40% were in good category, and 16.66% in Neither poor nor good category. Table.6. shows that, P value and statistical significance: The two-tailed P value equals 0.1119, by conventional criteria; this difference is considered to be not statistically significant. Confidence interval: The mean of cognitive minus nuclear equals 6.33, 95% confidence interval of this difference: From -1.52 to 14.19 Intermediate values used in calculations: $t = 1.6142$, $df = 58$, standard error of difference = 3.923

V. CONCLUSION

Majority of the sample were in the age group of 14 years at n=24 (40%); majority of the sample were female n=48 (80%); majority of the sample were in the class 8th n=30(50%); the sample were equally in Nuclear family n=30(50%) and n=30(50%) were in Joint family; majority of the sample were in the Income 100000- 200000 n=39 (65%); majority of the sample were in the Matriculation n=23 (38.33%); majority of the sample were in the Primary education n=30 (50%); majority of the sample were in the farmer n=32 (53.33%); majority of the sample were in the home maker n=52 (88.66%); majority of the sample were in the More than 3 sibling n=35 (58.33%); majority of the sample were in the Hindu n=58 (96.66%); It was concluded that there are no association between socio demographic variables and the cognitive and moral development; for t test by conventional criteria; this difference is considered to be not statistically significant.

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