



## **A STUDY OF MORAL VALUE AMONG CHILD LABOUR**

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### **ABSTRACT**

Through this investigation the researcher plans to probe deep into the inner layers of Personality, Cognition, Emotions and Behaviour of working children. It is hoped that this piece of work will pave and enlighten the path of providing psychological well being to the child labour suffering psycho-socially. A moral value is a universally accepted ethical principle that governs the day to day living of life. These principles are important in maintaining unity, harmony and honour between people. Moral values are usually communal and shared by the public in general, thus if there is no agreement among community members no moral values will be established. The Kohlberg Model of Moral Development, Brain Areas and Mirror Neurons have been discussed in respect to Moral Values. These are based on Neuroscience.

***Key word:- Behaviour, Child Labour, Psycho-socially***

### **INTRODUCTION**

Child Labour is a curse for the working child and a blot on the face of community, nation and the entire globe. It is the index of failure of all governance to provide for all that the poor child deserves to get for his physical, mental and financial growth and development, from the society, nation and the entire civilized, socialized, cultured and educated human race. This the child is neither begging nor wishes to get in charity. This is his/her birth right which is being denied to him/her for reasons beyond control of all societies, governments and welfare organizations at international level; in spite of all their well wish to provide all to the working child and their untiring efforts to ensure all round wellbeing the Child Labour. 'Child

Labour' the term itself may be used as a synonym to "employed child" or "working child". This may be explained as employment of children in gainful occupation or a material contribution to the income of the family. 'This term not only applies to children working in industries but also to those who are working in different activities in unorganized non-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 care for 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 growth, which ultimately damages political, social as well as economic growth of the society.

### **METHODOLOGY**

The Child Labour are those Boys and Girls aged between 8 years and 14 years who do household jobs and other odd jobs in families, shops, tea stalls, dhabas, hotels, factories, and at railway platforms etc. The 'Child Labour' constitutes of the working boys and girls residing and working in urban as well as in rural localities. This target group is the Experimental Group for the present investigation.

A matched group of Non-working Boys and Girls of age group 8 years to 14 years living and studying in Urban and Rural settings were selected. This group of non-working participants was matched to the working participants on the basis of age, sex and locality

### **SAMPLE & SAMPLING**

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

- 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 of the 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 from schools or illiterates.
3. The Child Labour (Working Children) selected as sample, were in the age range of 8 years to 14 years.
4. The Child Labour (Working Children) selected as sample, were living in their families and working in the Urban or Rural areas of Meerut District were selected.
5. 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 the following Table.

**TABLE-3.1- DISTRIBUTION OF SAMPLE FOR THE PRESENT INVESTIGATION**

|                 |        | A- Work Status |       |             |       | Total |
|-----------------|--------|----------------|-------|-------------|-------|-------|
|                 |        | Working        |       | Non-Working |       |       |
| C- Urbanization | B- Sex | Boys           | Girls | Boys        | Girls |       |
|                 | 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 Sampling techniques 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 careful review 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 the measurements 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 |
|---------------------|---------------------|-------------------------|--------------|-----------------|-----------------------------|
| <b>A-Lying</b>      | <i>Positive (Y)</i> | 17, 29                  | 2            | 9               | Yes                         |
|                     | <i>Negative (N)</i> | 1, 5, 9, 13, 21, 25, 33 | 7            |                 | No                          |
| <b>B-Dishonesty</b> | <i>Positive (Y)</i> | 6, 14, 18, 22, 26       | 5            | 9               | Yes                         |
|                     | <i>Negative (N)</i> | 2, 10, 30, 34           | 4            |                 | No                          |
| <b>C-Stealing</b>   | <i>Positive (Y)</i> | 7, 27, 35               | 3            | 9               | Yes                         |
|                     | <i>Negative (N)</i> | 3, 11, 15, 19, 23, 31   | 6            |                 | No                          |
| <b>D-Cheating</b>   | <i>Positive (Y)</i> | 12, 16, 24, 32, 36      | 5            | 9               | Yes                         |
|                     | <i>Negative (N)</i> | 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  |
|----------------|---------------------|-------------|--|
| <b>A-Lying</b> | <i>Positive (Y)</i> | 17          | क्या आप तभी झूठ बोलते हैं जब इसकी सख्त जरूरत हो?             |
|                | <i>Negative (N)</i> | 1           | क्या माता पिता द्वारा कुछ पूछे जाने पर आप उसे छिपा लेते हैं? |

|                     |                     |           |   |
|---------------------|---------------------|-----------|---|
| <b>B-Dishonesty</b> | <i>Positive (Y)</i> | <b>14</b> | क्या आप अपने दोस्त के साथ हमेशा ईमानदारी से पेश आते हैं?          |
|                     | <i>Negative (N)</i> | <b>10</b> | क्या आपको ऐसा लगता है कि आज के जमाने में ईमानदार होना बेवकूफी है? |
| <b>C-Stealing</b>   | <i>Positive (Y)</i> | <b>35</b> | क्या चोरी करने से आपको उसके परिणाम से डर लगता है ?                |
|                     | <i>Negative (N)</i> | <b>23</b> | क्या आप अक्सर दोस्तों का टिफिन चुरा कर खा जाते हैं ?              |
| <b>D-Cheating</b>   | <i>Positive (Y)</i> | <b>36</b> | क्या आप परीक्षा में सभी प्रश्नों का जवाब अपने से देते हैं ?       |
|                     | <i>Negative (N)</i> | <b>20</b> | 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 scale indicate High Moral Value and the vice versa.

**RELIABILITY:** The Test-retest Reliability and Split-half Reliability were estimated for the following 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 |
| <b>6 to 7 years</b>   | <b>50</b> | <b>.67</b>               | <b>.72</b> |
| <b>8 to 9 years</b>   | <b>50</b> | <b>.72</b>               | <b>.74</b> |
| <b>10 to 11 years</b> | <b>50</b> | <b>.78</b>               | <b>.85</b> |
| <b>12 to 13 years</b> | <b>50</b> | <b>.86</b>               | <b>.87</b> |

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 on an unselected sample of 200 children. The

Concurrent Validity was estimated for the following age groups of children separately; and are presented in the table given below:-

**TABLE-3.5- VALIDITY OF MORAL VALUE SCALE**

| Age Group      | N  | Correlation ( <i>r</i> ) | <i>p</i> |
|----------------|----|--------------------------|----------|
| 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 <sub>90</sub> and above          | Very High               |
| P <sub>70</sub> to P <sub>89</sub> | High                    |
| P <sub>50</sub> to P <sub>69</sub> | Medium                  |
| P <sub>30</sub> to P <sub>49</sub> | Low                     |
| P <sub>29</sub> 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 factors 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 ( $\sigma$ ), 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 [ $SED (\sigma D)$ ] 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 THE EFFECTS (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-<br>Urbanization | Rural  | 50   | 50    | 50   | 50    | 200   |
|                    | Urban  | 50   | 50    | 50   | 50    | 200   |
| Total              |        | 100  | 100   | 100  | 100   | 400   |

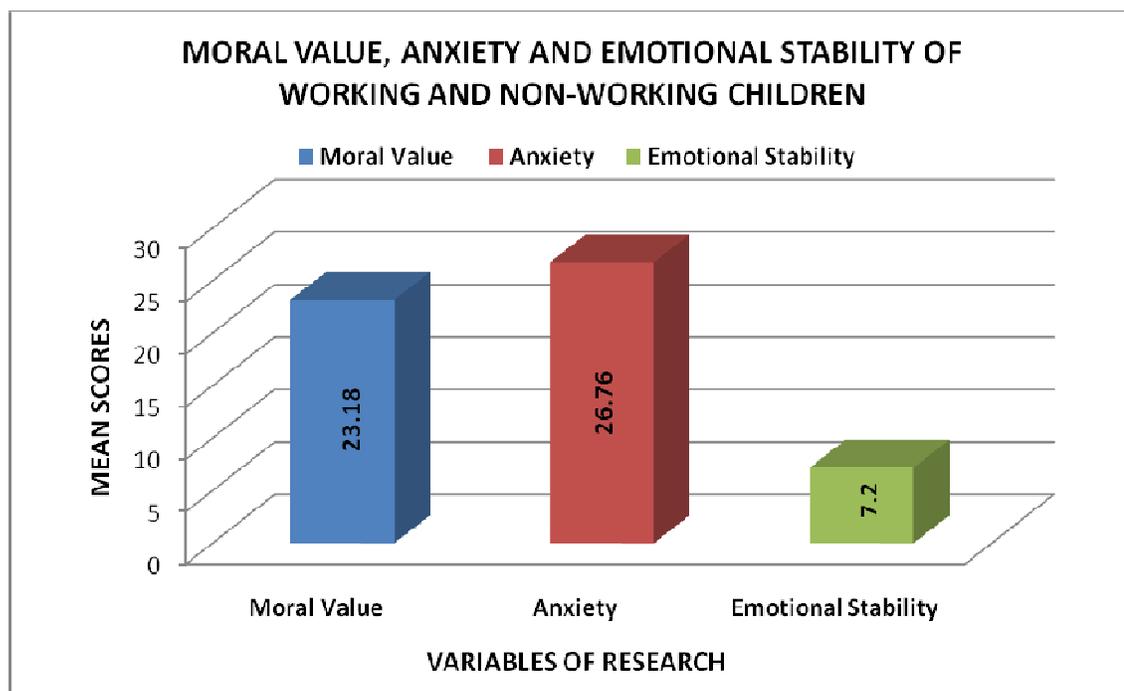
## DESCRIPTION OF DATA

### 01. GLOBAL DATA

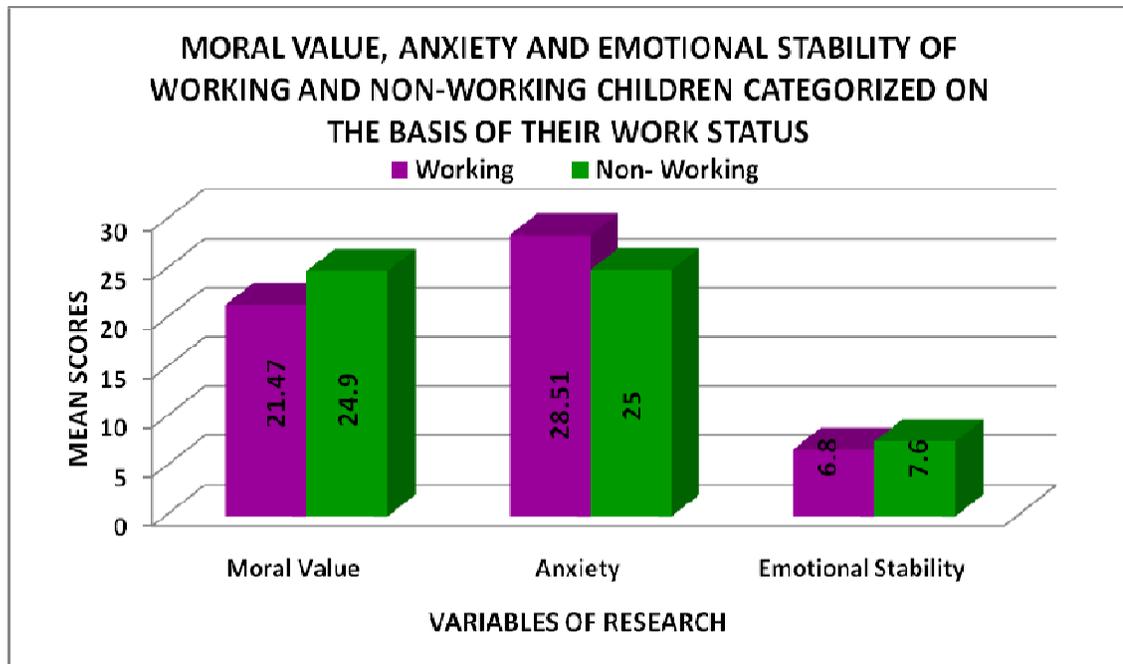
The **Global Data** (N = 400) for the present investigation has been described in the following Table No.4.02, in terms of Mean(s) ( $\bar{X}$ ) and Standard Deviation(s) ( $\sigma$ ) of each of the variables **Moral Value**, **Anxiety** and **Emotional** of the Working and Non- Working Children. The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

1. **Moral Value**, Anxiety  $\bar{X} = 23.18$  ( $\sigma = 5.939$ ), 2. **Anxiety**  $\bar{X} = 26.76$  ( $\sigma = 6.818$ ) and 3. **Emotional Stability**  $\bar{X} = 7.20$  ( $\sigma = 2.018$ )

FIGURE 4.01 – MORAL VALUE, ANXIETY AND EMOTIONAL STABILITY OF WORKING 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 of Mean(s) ( $\bar{X}$ ) and Standard .Deviation(s) ( $\sigma$ ) only, is being enumerated and as such needs no explanation, being self-explanatory in nature.

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

I. 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-Child Labour (Working Children) over Child 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 Urban Children > 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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