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¿PUEDE TU NIVEL SOCIOECONÓMICO INFLUIR EN TUS DECISIONES MORALES?

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RESUMEN

Distinguir el bien del mal es fundamental para vivir en sociedad. La moralidad se define como el conjunto de valores y normas que rigen nuestro comportamiento y nos ayudan a hacer un análisis crítico ante determinadas situaciones. El desarrollo de la moral, se ve influenciado por los valores inculcados en el entorno familiar, donde juega un papel importante el nivel socioeconómico (NSE). Desde las teorías del desarrollo cognitivo, el razonamiento moral (RM) es el principal instrumento para estudiar la moralidad. Autores como Kohlberg (1963) Haid et al., (1993) y Arsenio y Gold, (2006) afirman que el NSE puede influir en el RM. El objetivo de esta revisión es mostrar la relación entre el NSE y el RM en el desarrollo infantil. Se realizó una búsqueda bibliográfica en diversas bases de datos: SRCD, NCBI, PubMed o IISTE. La estrategia de búsqueda utilizada según los descriptores (DeCS) ha sido; "Moral Reasoning AND SES AND Children". Los criterios a seguir eran: artículos en inglés y castellano, posteriores al año 2000, estudios realizados en sujetos de entre 9 y 16 años y acceso completo al trabajo. Se encontraron un total de 61 artículos, de los cuales fueron excluidos 54 por no cumplir con los criterios establecidos y finalmente fueron analizados 7 artículos. Los resultados, en general, indican que a menor NSE, los niños son menos capaces de percibir la importancia de las reglas sociales. Por lo tanto, se concluye que el NSE sí puede influir en nuestro RM. Para terminar, como limitaciones del estudio, se podría destacar que la variable NSE no era la única estudiada, así como la diversidad de métodos para la medida del NSE y el RM, y la escasez de bibliografía relacionada.

Palabras clave: SES, Socioeconomic Status, Children, Moral Reasoning y Moral Judgement.

ABSTRACT

Making a difference between right and wrong is essential for living in society. Morality is defined as the set of values and norms that rule our behavior and help us make a critical analysis in certain situations. The development of morality is influenced by the values instilled in the family environment, where the socioeconomic level (SES) plays an important role. From the theories of cognitive development, moral reasoning (MR) is the main instrument to study morality. Authors such as Kohlberg (1963), Haidt et al., (1993) and Arsenio and Gold, (2006) affirm that the SES can influence the MR. The objective of this review is to show the relationship between SES and MR in child development. A bibliographic research was carried out in several databases: SRCD, NCBI, PubMed or IISTE. The search strategy used according to the descriptors (DeCS) has been: "Moral Reasoning AND SES AND Children". The criteria to be followed were: articles in English and Spanish, after the year 2000, studies carried out on subjects between 9 and 16 years old, and full access to the work. A total of 61 articles were found, 54 were excluded because they did not meet the established criteria; Finally, 7 articles were analyzed. The results, in general, indicate that in a low SES, children are less able to perceive the importance of social rules. Therefore, it is concluded that the NSE can influence our MR. Finally, as limitations in the study, it could be highlighted that the SES variable was not the only one investigated, as well as the diversity of methods for measuring SES and MR, and the scarcity of related literature.

Key words: SES, Socioeconomic Status, Children, Moral Reasoning and Moral Judgment.

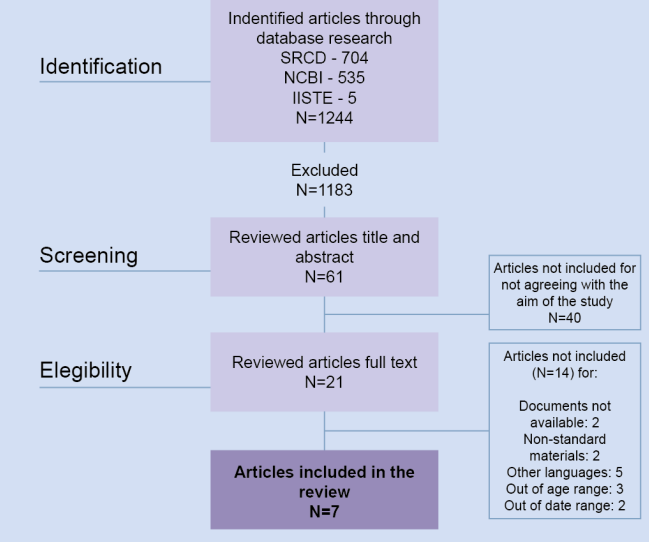
CAN YOUR SOCIO-ECONOMIC STATUS INFLUENCE YOUR MORAL DECISIONS?

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INTRODUCTION

Can your socio-economic status influence your moral decisions? Morality is defined as a set of regulations and values that are developed through social interactions throughout our childhood and help us to make decisions. Most interactions take place in the family and social environment, where economic conditions play a fundamental role. From theories of cognitive development, moral reasoning (MR) is the main instrument to study morality. Authors such as Kohlberg (1963), Haid et al., (1993) and Arsenio and Gold, (2006) found that socioeconomic status (SES) did influence children's moral development. The results are somewhat contradictory because authors such as Malti et al. (2013) and Nucci (1997) found no significant relationship between these concepts. Due to the current disparity of results, this review aims to show the influence of SES on MR in children.

METHOD



RESULTS

Overall, the results show a direct relationship between SES and MR, i.e. Art. 1, 3, 5 and 6 agree that a high SES can predict a high level of MR. However, the results of Art. 1 and 3 show that this relationship is particularly true for females. On the other hand, in art. 3, for the assessment of MR, a distinction is made between moral and socio-conventional dilemmas, finding a relationship only in the socio-conventional ones. Otherwise, Art. 2 found that SES is relevant in moral development but that, unlike the rest of the articles, the lower the SES, the better RM the child will have. Finally, in Art. 4 and 7, they concluded that one concept cannot predict the other.

CONCLUSION

The aim of this study was to show a relationship between socio-economic status and the development of moral reasoning in childrens. Most of the studies, including this review, support that SES is a predictor of MR. It is important to highlight that there are other conditions studied in the articles, such as gender or intelligence. On the other hand, there are clear limitations to the study, such as the paucity of literature found or common methods to analyse SES. In addition, it is important to stress that the age variable is too broad, ranging from 9 years old to adolescence. Due to the importance of the development of moral reasoning for a cohesive society, it is important to conduct future research on SES as a factor in the development of MR and how to reduce the impact of this variable.

RESULTS TABLE

AUTHOR AND YEAR	OBJECTIVE	SAMPLE	INSTRUMENTS	RESULTS
1. Eisenberg, Nancy, Zhou, Qing and Koller, Silvia, (2001)	Predictors of MR.	N= 149 x= 15.1 ♀= 88 ♂= 61	MR: PROM SES: Public and Private School	There is a relationship: low SES indicates low MR, especially in girls
2. Carlo, Gustavo; Mestre, Maria Vicente; Samper, Paula; Tur, Ana; Armenta, Brian E., (2010)	Longitudinal study in the relationship between factors affecting moral behaviour	N= 730 (range= 9-14 y/o) ♀= 358 ♂= 372	MR: PROM SES: Hollingshead index of social position	There is a relationship: Low SES indicates a high MR
3. Caravita, Simona; Carla Silvia; Giardino, Simona;... and Antonietti, Alessandro, (2012).	Relationship between SES and MR with a neuroscientific and psychological perspective	N= 226 x= 12.07 ♀= 126 ♂= 100	MR: Moral and socio-conventional dilemmas. SES: Geographic area	There is a relationship between SES and social-conventional norms
4. Dhull, Indira; Kumar, Narinda, (2012)	Relationship between the Values Clarification model, MR and SES	N= 100. 9th. grade	MR: Moral dilemmas SES: NSE scale	There is no relationship
5. Rana, S. S. (2014)	Relationship between SES and MR	N= 50. High School	MR: Moral dilemmas SES: NSE scale	There is a relationship: low SES indicates low MR
6. Cui, Lixian; Colasante, Tyler; Malti, Tina; Ribeaud, Denis and Eisner, Manuel P, (2015)	MR in the development of proactive and reactive aggression	N= 1571 (range= 7-8 y/o)	MR: Strips SES:International Socio-Economic Index (ISEI)	There is a relationship: low SES indicates low MR
7. Vera-Estay, Evelyn; Seni, Anne. G; Champagne, Caroline and Beauchamp, Miriam H., (2016)	Factors predicting MR	N= 76 (range 6-12 y/o) ♀= 754 ♂= 817	MR: So-Moral-Child SES: Family Questionnaire	There is no relationship

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