



ISSN: 0975-833X

RESEARCH ARTICLE

A STUDY ON MORAL VALUES OF HIGH SCHOOL STUDENTS IN VILLUPURAM DISTRICT

Elayaraja, G.

Assistant Professor, Sri Rangapooopathi College of Education, Aalampondi, Gingee, Viluppuram NH-66,
Chengam Tiruvannamalai, Gingee - Tindivanam Rd, Gingee, Tamil Nadu 604151

ARTICLE INFO

Article History:

Received 24th June, 2018
Received in revised form
27th July, 2018
Accepted 20th August, 2018
Published online 30th September, 2018

Key words:

Democratization,
Structuration,
Participatory,
State and society.

ABSTRACT

Human ethics and ideals, concepts and moral values, are a way of revealing the interior regions of man and the underlying dimensions of genuine life” (Ahmed, 2007, p. 1). Moral psychology or science of morality, as an emerging branch of social psychology, is concerned with issues that lie at the intersection of psychology and ethics. “It is a discipline of both intrinsic and practical interest; uncovering the determinants of moral judgment and behavior. These determinants may help us to better understand what educational and policy interventions may facilitate good conduct and ameliorate bad behaviour” (Doris & Stephen, 2006.p .10). The philosophical study of human codes of behaviour that are acceptable in a specific group of people at a specific time and territory is called ‘morality.’ Morality plays a vital role in shaping the personality features of an individual. Strong beliefs, good values, altruism and pro-social behaviour determine the social status of an individual. Societies also develop and nourish relationships by dint of moral values. The values like justice, fairness, honesty, truth and courtesy are acceptable and favourable for all human beings irrespective of their cast and creed.

Copyright © 2018, Elayaraja. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Elayaraja, G. 2018. “A study on moral values of high school students in villupuram district”, *International Journal of Current Research*, 10, (09), 73724-73727.

INTRODUCTION

MORAL VALUE: Moral value may be regarded as goal object to which people orient their thinking actions and telling. Moral values refer to these which are related to an individual’s character and personality conforming to what is right and virtuous. They reveal persons self-control.

NEED AND IMPORTANCE OF THE STUDY: The specific need for identifying these phenomena of moral values more as a natural and inevitably essential out come of child growth and development rather than among pathological symptom. So the present study intends to study the moral values of the Higher Secondary school Students.

STATEMENT OF THE PROBLEM: The problem selected for the study may be stated as “A Study on Moral Values of high school students in Villupuram District”.

OBJECTIVES OF THE STUDY

The following are the objectives of the present study.

- To find out the moral values of the high school Students in Villupuram District.
- To find out the differences if any between Male and Female high school Students in respect of their moral values.

- To find out the differences if any between the high school students who belong to English and Tamil Medium, in respect of their moral values.
- To find out the differences if any between the high school students who belong to the Nuclear family and Joint family in respect of their moral values.
- To find out the difference, if any between the high school Students who belong to the rural and urban area in respect of their moral values.
- To find out the difference if any between the high school students father who’s educational and qualifications are Illiterate and literate In respect of their moral values.

HYPOTHESES OF THE STUDY

The following Null Hypotheses were Purpose testing.

- There is no significant difference between male and female high school students in respect of their moral values.
- There is no significant difference between Tamil medium and English medium higher secondary school students in respect of their moral values.
- There is no significant difference between the high school students who belong to the Nuclear family and Joint family in respect of their moral values.
- There is no significant difference between the high school Students who belong to the rural and urban in respect of their moral values.

*Corresponding author: **Elayaraja, G.,**

Assistant Professor, Sri Rangapooopathi College of Education, Aalampondi, Gingee, Viluppuram NH-66, Chengam Tiruvannamalai, Gingee - Tindivanam Rd, Gingee, Tamil Nadu 604151.

- There is no significant difference between the high school students father whose educational qualifications are Illiterate and Literate In respect of their moral values.

REVIEW OF RELATED LITERATURE

STUDIES RELATED TO MORAL VALUES

Saswoti Baruah, (2004) did a study on Organizational Climate of Government and privately managed High Schools of Kamrup District. The objectives of the Study were to identify whether Government and Privately Managed high schools manifest variation in their Organizational Climate. To identify those components on which different schools are stronger or weaker. To determine whether any relationship exists between the type of school and teacher job satisfaction. To determine whether the type of school bears any positive relationship with Student's Achievement. The ultimate objective of the study is to make a comparative analysis between Government and Private secondary schools of Kamrup district of Assam. A sample of 56 Government Schools and 19 Private Schools was drawn for the study. From each school the data were gathered from the Principal and 5 teachers. The Tools used in the study were Organizational Climate Questionnaire was used by the investigator adopted on the Basis of Organizational Climate Development Questionnaire (OCDQ) originally Devised by Halpin and Croft. The data gathered through OCDQ were first interpreted in the percentile form on each dimension.

The study has arrived at quite meaningful findings. The Organizational Climate of the Secondary Schools of Kamrup district differs from one another. There seems to be no relation between the climate and variables like Qualification and Experience of the teachers. Private schools were found to have an edge over the Government schools in some of the infra-structural facilities. There is too much of political influence in the appointment of teachers of the Government schools, but which is not the case in Private schools. Academic achievement of the Private school students is much higher than that of the Government school students.

Sandeep Sawhney, (2005) done a study on Educational Aspirations of adolescents in relation to their family environment, locus of control, and some demographic variables. The objectives of the Study have been very well enunciated focusing on the relationship between Family Environment and Educational Aspirations of the Adolescents, Educational Aspirations & Locus of Control, Differences in the Educational Aspirations of Males and Females, Rural and Urban, Nuclear and Joint Families, Parental Education, Income Group Families, Father's Occupation, Sibling Position, and the main and interaction effects based on group differences on the Educational aspirations of the adolescents in relation to different dimensions of family environment and their Locus of Control. The sample of 1000 students is drawn from Standard X of 17 different schools of Ludhiana district. Three tools are employed for the study, namely, Educational Aspiration Scale (Sharma & Gupta), Family Environment Scale (Bhatia & Chadha), and Social Reaction Inventory (I.E. Scale, Roter). The data have been collected systematically observing Research Ethics. Various Statistical Techniques namely, Measures of Central Tendency, Measures Of Dispersion, Product Moment Correlation, t-test and ANOVA have been used. 65

The main findings of the study were the Female students revealed significantly higher Educational aspirations than those of the Male students. The Rural students revealed significantly higher Educational aspirations than those of the urban students. There was found no significant difference in the Educational aspirations of nuclear family students from those of the joint family students. The Educational aspirations of the children were found inversely proportional to Parents' Education. The students belonging to low income group revealed no significant difference in their Educational aspirations. The Educational aspirations of the adolescents were not found to differ depending on the Father's Occupation. The students belonging to

different sibling positions revealed no significant differences in their Educational aspirations. Educational Aspirations of the students were found to be independent of the locus of control in relation to level of acceptance and caring in the family. Educational aspirations of the students were found independent of the locus of control in relation to their Gender, their family type, their Parents' Education, their Income Group, their Father's Occupation and their Sibling Position.

MATERIALS AND METHODS

METHOD OF THE STUDY

In order to realize the above said objectives, normative survey method is employed. Normative survey method studies, describes and interprets what exists at present. They are concerned with existing conditions or relations or prevailing practices, beliefs and attitudes etc. Such investigations are termed in research literature as descriptive survey or normative survey.

VARIABLES OF THE STUDY

Main Variables

- Moral Value

Personal and Demographic Variables

- Gender
- Medium of Instruction
- Type of Family
- Qualification
- Nativity
- Father's Educational Qualification

TOOLS USED IN THE PRESENT STUDY

MORAL VALUE SCALE: In the present study a scale to measure the moral value, constructed and validated by Gupta, Alpanasen and Singh Arunkumar (1998) was used. This scale consists of 20 statements of them 5 are positive statements and remaining 15 are negative statements. Each statements is set against a 2 point scale of "Yes" and "No" and Weights of 2 and 1 are given in that order for the positive statements and the scoring is reversed for the negative statements. An individual's score is sum of all the scores for the 20 items. The scores in this scale range from 20 to 40. Any one who gets a score above 30 indicates that the individual's moral value is high and 30 and below indicates that the individual's moral value is low. The maximum high moral value one can get in this scale is 40. In order to measure the moral value the investigator used a moral value scale. The moral value scale calls for a graded response to each statement on a two point scale having the responses "Yes", "No" only. The point on the scale is assigned arbitrary weights for e.g. Yes = 2 No = 1 for the positive statements and Yes = 1 and No = 2 for negative statements. The total scores for an individual can be obtained by adding his / her scores for all the individual themes (Submittal ratings).

SAMPLE OF THE STUDY: 300 high school students selected in ten Schools in the Villupuram district were selected by using random sampling technique as sample. This sample of 300 high school students is found to have the following sub-samples.

RELIABILITY OF THE TOOL: Henry E.Garret (1959) says "a test score is called reliable when we have reasons for believing the scores to be stable and worthy. In fact, a comparison of solve made upon repletion of an unreliable test or upon two and some small in two scores made by each individual in the group. The correlation of the test with itself computed in several ways is called the reliability coefficient of the test.

METHODS OF RELIABILITY

- Test -retest method
- Split half method.

VALIDITY OF THE TOOL: Henry E.Garret defines validity as the fidelity with which it measures what it purposes to measure. He mentions three methods to establish validity. The following are the methods to determine the validity of the test:

- Face validity
- Content validity
- Construct validity
- Concurrent validity

It is assumed that for already standardized tool, the reliability is invariably more than 0.6. In this study the investigator used the tool already standardized. So the investigator has not attempted to establish the validity and reliability again for this test

ANALYSIS AND INTERPRETATION OF THE DATA DESCRIPTIVE ANALYSIS

MEAN AND STANDARD DEVIATION OF MORAL VALUE SCORES: One of the important objectives of the present investigation is to study the moral values of high school students. It may be recalled that the moral value scores have been arrived by calculating the scores secured by each of the high school students in the moral value scale.

It may also remember that the scale was administered for a maximum 40 marks only. Hence the scores of 30 and below show the low moral value and the scores of above 30 shows the high moral values of the high school student. The calculated mean and standard deviation of moral value scores to the entire sample and its sub samples are given in the table.

The mean and standard deviation of moral value scores of the entire sample and it's sub sample: From the table the mean and standard deviations of the entire sample of high school students in respect of their moral value scores are found to be 45.31 and 8.24 respectively. Hence the mean score of entire sample ($M = 45.31$) shows that the high school students have high level of moral values. From the table the mean ranges from 45.31 to 49.64 which indicate that all the sub-samples of the high school students are also have the high level of moral values.

DIFFERENTIAL ANALYSIS

MORAL VALUES: One of the important objectives of the present study is to find out the significant difference if any between the sub-samples high school students in respect of their moral values. For this purpose it has been decided to apply the test of significance ('t' test). The computed values are presented in the following tables

RESULTS

- High schools Students have high level moral value.
- Higher secondary school significantly differentiates in moral value on the basis of Gender.
- High school Students do not differ significantly in moral value on the basis of Medium of Find out.
- High school Students do not differ significantly in moral value on the basis of Family Type.
- High school Students differ significantly in moral value on the basis of Qualification..
- High school Students differ significantly in moral value on the basis of Locality.
- High school Students differ significantly in moral value on the basis of Father Education.

S.No.	Sample	Sub-sample	N	Mean	S.D.
1	Entire Sample	-	300	45.31	8.24
2	Gender	Male	150	48.57	6.67
		Female	150	46.98	8.97
3	Medium	Tamil	200	45.61	7.12
		English	100	47.15	7.60
4	Family Type	Nuclear Family	175	48.62	8.33
		Joint Family	125	45.18	8.91
5	Locality	Rural	200	49.64	8.76
		Urban	100	47.50	9.16
6	Fathers Education	Literate	200	45.37	8.52
		Illiterate	100	49.59	9.73

CONCLUSION

The moral value and social maturity of th Higher secondary school e Students is high. The Higher secondary school students differ significantly in moral value on the basis of gender; qualification and nativity do not differ significantly on the basis of medium of find out, family type, parents (both father and mother) education and occupation. Also they differ significantly in social maturity on the basis of nativity and do not differ significantly on the basis of gender, family type, medium of find out, parents (both father and mother) education and occupation. Finally we see that there is a significant relationship between the Higher secondary school student's social maturity and moral value.

On the basis of the findings of the study, the following conclusions can be drawn.

- There is no statistically significant difference between male and female students. Hence it can be concluded that sex has no influence on moral value of students.
- No statistically significant difference is observed between the students regarding their moral value except ninth standard students.
- There is significant difference between rural and urban students regarding their moral values. This indicates that the variable locality has influence.
- Regarding the ninth high school students, school children scored more moral values and statistically significant difference is evident between these students
- With regard to age, as age advances moral value also increases. Among the different age group students, significant difference in observed between years age group. This shows that age is influencing factor of moral value.
- Statistically Significant difference is observed when the size of the family is taken into consideration between members. That means as the family type increases, moral value decreases.

EDUCATIONAL IMPLICATIONS

A number of psychologists like Piaget, Kohlberg, Loevinger, Peck and Havighrust, Freud, Durkheim and others have studied extensively the problem of moral judgment among children and hence the students' potential upholders are already available to the teachers. But what is to be done is that the teachers have to take up the responsibility of providing moral instructions to the children, so that they can sharpen their sense of discrimination. The findings of the present research have raised some important questions related to the educational needs of the children with special reference to their moral development.

- The children have certain amount of moral stages namely good and bad, and obedient and punishment before entering to the school age. There seems to be an immediate need to develop other stages of Kohlberg moral development, through certain specific programmes to inculcate them among the students.

- There is a need to develop specific curriculum for inculcation of values for different grades of schooling, or within the school subjects, it should be placed.
- Certain specific theme training programmes were conducted to teachers at both levels (Elementary and Secondary). So that teachers can directly take-up responsibility in providing moral education to their students.
- The present study has shown that class of study in which the student is studying appears to be the significant factor that determines the capacity of moral Values. Hence it is an essential to change the moral atmosphere where the students have exhibited moral sense and discrimination. Even the NPE – 1986 also emphasis the importance of moral education as an integral part of the general educational system.
- At present the system of education, forget its main task in fostering the development of whole some personality among students because of a sense of insecurity among the students. Hence in every school the guidance and counseling centers are opened to mould the students" personality within the current techniques so that they can have a stable mind.
- The quality of the society is determined by the persons those are having quality of intellectual and social values. The person who sticks on to the moral values is regarded and acts as model to others. Value less people are odorless flowers and ruin the society.
- In the present investigation, intelligence has significant relation with moral values. Hence, the teachers transmit the moral values among the individuals the same may be preserve, conserve and transmit for the future generation. On these lines the curriculum and teaching learning process should be there in the schools.
- The present study has shown that, there is no significant difference in moral values of male and female students. This appears to be a positive sign for the development of the society. Our education is also overcoming the gender bias in schools through revamping its curriculum and its activities. The moral values conduct in schools does not show any gender difference.
- It was found that Hindus, Muslims and Christian students do not differ significantly in their moral values. Traditionally religion has been the basis of morality. A glance at the history of mankind reveals that religion has been the chief agent in promoting morality. It is the standard by which the acts and attitudes of the larger wholes are evaluated. In the early stages of society, religion promoted morality by certain commands and prohibitions set-forth by some divine personality. They served also a powerful source to lead to moral conduct. All religions preach the universal values of worldly peace and harmony. Hence, it is essential that students should be made to understand these are principles of every religion. This helps in developing secular values and this would contribute to global peace.

SUGGESTIONS FOR FURTHER RESEARCH

By taking subjects from other regions and other states can be carried out a similar study.

- The study is confined to 9th, standard students only. A similar investigation may be conducted by taking higher classes also namely students from graduate and postgraduate courses.

- A similar study may be undertaken to cover the other age groups/standard of children drawn from the population.
- An analytical study of moral Values can be undertaken as related to the moral Values of their parents and teachers.
- Many social factors like modernization, atavism and so on may be examined for their effect on moral Values.

RECOMMENDATIONS

Based on the findings and conclusion the investigator recommended the following.

The following recommendations if implemented will go a long way in the development of moral values and social maturity.

- Guidance and counseling services should be arranged for the students for the improving their moral values and social maturity.
- Yoga and meditation should be an integral part of the curriculum.
- Congenial atmosphere in school, proper place of residence, Frequent and appropriate reinforcement to the students, effective learning experiences will improve moral values and social maturity of the students.

REFERENCES

- Abdul kalam, 2007. "Abdul kalam"s reflections on Education". July, Edutracks, vol 6, No: 11, pg. 5-6.
- Ali.S.F and Karunanidhi, S 1998. "A Study of Religiosity and Values", Indian Education Abstract, 4, 43
- Ambashit, N.K. & Ajit Singh 2001. Inculcation of values at Secondary Stage, Journal of Value education – Vol (1) Jan-2001.
- Giri, S.V. 2001. Value based Education: Content and Practice Journal of Value education Vol. (1) No.(1), Jan. 2001, PP (1-9).
- Vedprakash 1994. "Moral Development in children", unpublished Ph.D thesis, University of Allahabad. 218
- Virginia Floresca-Cawagas 1988. Evaluating values Education programmes- concepts and principles WCCI Forum Vol II (1) pp: 64-71.
- Webster's New World Dictionary. 1996. Oxford Press, New Delhi. Webster's Universal Dictionary (1997): Oxford Press, New Delhi.
- William Kay 1975. Moral and values in Education Editor: S.R.Sarma.
- William. 1985. Ethics and the limits of Philosophy, London: Fontana.
- Wilson. 1998. Moral Thinking, New York, Routledge.
- Yadav, S.K. 1999. "A study of personal values among science students". Bharatiya Adhunik Shiksha, 17(1), P.P:32-39.
